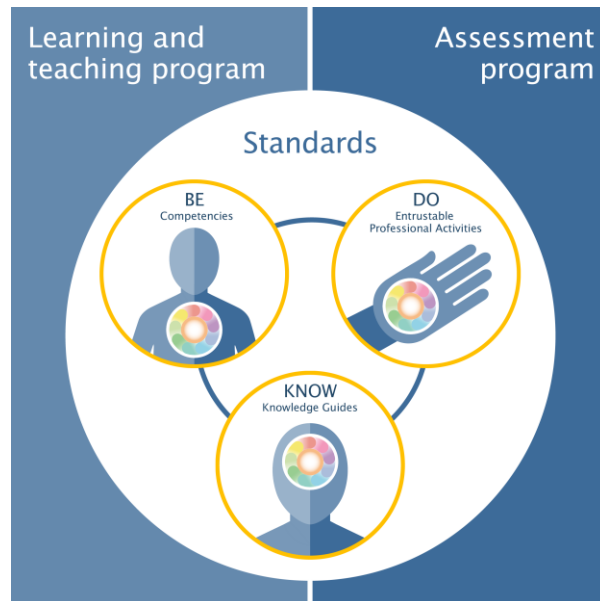


## CURRICULUM STANDARDS

The curriculum standards are summarised as 19 **learning goals**. Learning and assessment activities are linked to the learning goals to ensure that trainees are able to demonstrate learning across the breadth of the curriculum.

The learning goals articulate what trainees need to **be**, **do** and **know**, and are assessed throughout training.



BE	DO	KNOW
<p><b>Competencies</b> are statements of professional behaviours, values and practices expected of a trainee as they adopt the professional identity of a physician; organised by the domains of the <a href="#">RACP Professional Practice Framework</a>.</p>	<p><b>Entrustable Professional Activities (EPAs)</b> are essential work tasks that trainees need to be able to do unsupervised by the end of training. Each program comprises a tailored mixture of both common and program-specific EPAs.</p>	<p><b>Knowledge Guides</b> provide detailed guidance on the important topics and concepts trainees need to understand to become experts in their chosen specialty.</p>

## Cardiology (Adult Internal Medicine) LEARNING GOALS

- |             |  |
|-------------|--|
| <b>BE</b>   | <ol style="list-style-type: none"> <li>Professional behaviours</li> </ol>  |
| <b>DO</b>   | <ol style="list-style-type: none"> <li>Team leadership</li> <li>Supervision and teaching</li> <li>Quality improvement</li> <li>Clinical assessment and management</li> <li>Management of transitions in care</li> <li>Acute care</li> <li>Communication with patients</li> <li>Procedures</li> <li>Clinic management</li> <li>Manage patients with untreatable, life-limiting cardiac conditions</li> </ol>                  |
| <b>KNOW</b> | <ol style="list-style-type: none"> <li>Scientific foundations of cardiology</li> <li>Management of the acutely unwell cardiac patient</li> <li>Coronary artery disease</li> <li>Conditions affecting the circulation</li> <li>Structural heart disease, including valvular and congenital heart disease</li> <li>Rhythm disorders</li> <li>Heart failure</li> <li>Interactions with other specialties and systems</li> </ol> |



To find out more, head to [racp.edu.au/trainees/advanced-training/curricula-renewal/specialty-development/cardiology](http://racp.edu.au/trainees/advanced-training/curricula-renewal/specialty-development/cardiology)

Or contact  
Curriculum@racp.edu.au  
+61 2 8247 6234

## LEARNING, TEACHING AND ASSESSMENT

Advanced Training is structured in three phases with clear checkpoints for trainee progression and completion.



### ENTRY CRITERIA

- Completed RACP Basic Training Program.
- General medical registration with the Medical Board of Australia if applying in Australia or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in Aotearoa New Zealand.
- An Advanced Training position in an RACP-accredited training setting or network.

### CLINICAL EXPERIENCE

- 36 months of relevant professional experience in approved rotations in at least two different training settings.
- Experiential training requirements (see [handbook](#) page 9).

### LEARNING COURSES

- Induction to Advanced Training (online)
- Health Policy, Systems and Advocacy (online)
- Supervisor Professional Development Program (online or face-to-face)
- Cardiac Society of Australia and New Zealand Cardiac Genomics masterclass (optional)

### ASSESSMENT PROGRAM

- Learning plan (per year)
- Learning Captures, on the range of learning goals (per year)
- Observation Captures, on the range of learning goals (per year)
- Logbook (per phase of training, see [handbook](#) pages 12-13)
- Progress reports (per year)
- Research project + research proposal (during the course of training)