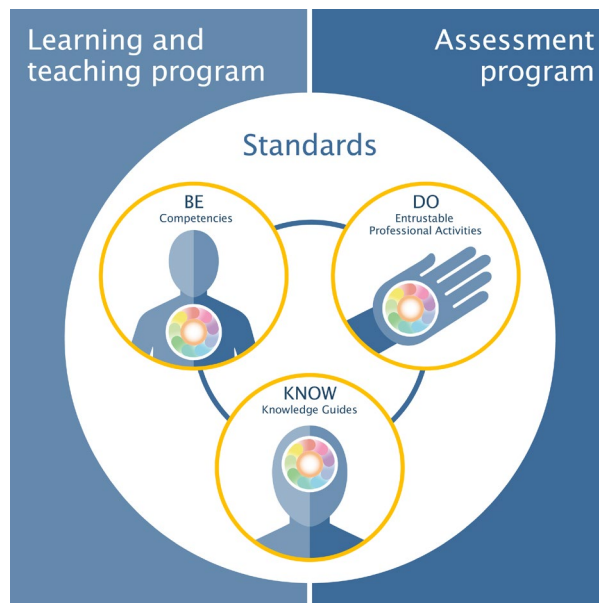


CURRICULUM STANDARDS

The curriculum standards are summarised as **26 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>Competencies 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 RACP Professional Practice Framework.</p>	<p>Entrustable Professional Activities (EPAs) are essential work tasks trainees need to be able to do without supervision by the end of training. Each Advanced Training program comprises a tailored mixture of both common and program-specific EPAs.</p>	<p>Knowledge Guides provide detailed guidance on the important topics and concepts trainees need to understand to become experts in their chosen specialty.</p>

Geriatric Medicine LEARNING GOALS

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Management of transitions in care 6. Clinical assessment and management 7. Acute care 8. Longitudinal care 9. Communication with patients 10. Prescribing 11. Investigations 12. Clinic management 13. End-of-life care 14. Cognitive assessment and management 15. Comprehensive geriatric assessment 16. Complex family meetings
KNOW	17. Clinical and social sciences 18. Cognition and mental state 19. Falls and mobility 20. Frailty and functional decline 21. Continence 22. Pain management 23. Neurological disorders 24. Specialty medical conditions as they apply to ageing 25. Peri- and post-operative assessment and management 26. Rehabilitation of specific conditions as applied to ageing



To find out more, head to racp.edu.au/trainees/advanced-training/curricula-renewal/specialty-development/geriatric-medicine

Contact us at Curriculum@racp.edu.au or +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, including the Written and Clinical Examinations.
- 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)

ASSESSMENT PROGRAM

- 1 Learning plan (per year)
- 12 Learning Captures, on the range of learning goals (per year)
- 12 Observation Captures, on the range of learning goals (per year)
- 4 Progress reports (per year)
- 1 Research project + research proposal (during the course of training)