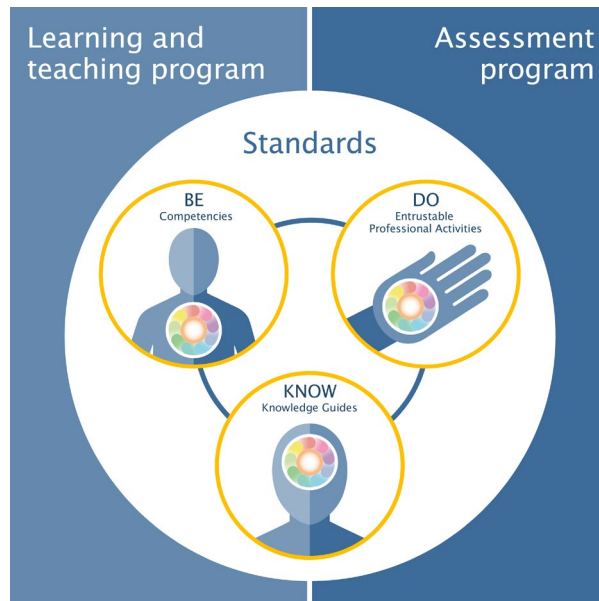


CURRICULUM STANDARDS

The curriculum standards are summarised as **18 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 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>Knowledge Guides provide detailed guidance on the important topics and concepts trainees need to understand to become experts in their chosen specialty.</p>

Cardiology (Paediatrics & Child Health) LEARNING GOALS

- | | |
|-------------|--|
| BE | 1. Professional behaviours |
| DO | 2. Team leadership
3. Supervision and teaching
4. Quality improvement
5. Clinical assessment and management
6. Management of transitions from paediatric to adult care
7. Acute paediatric cardiac care
8. Management of cardiac conditions from fetal to adolescence, including end-of-life care
9. Communication with patients
10. Prescribing
11. Procedures
12. Investigations |
| KNOW | 13. Scientific foundations of paediatric cardiology
14. Acute paediatric cardiac care
15. Structural heart disease, including valvular and congenital heart disease
16. Acquired heart disease
17. Arrhythmias
18. Genetic cardiac disorders |



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

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 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.

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

- 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)
- 1 Logbook (to be maintained over the course of training, see [handbook](#) pages 12-13)
- 4 Progress reports (per year)
- 1 Research project + research proposal (during the course of training)