

The College has revised the Cardiology (Adult) Advanced Training program to place more emphasis on competency in training.

This includes:

- new curriculum standards summarised as defined learning goals, assessed throughout training.
- a new learning, teaching, and assessment structure in line with contemporary best practice in medical education.

The new curricula standards will provide trainees with more explicit guidance about the standard they need to meet and support them to focus their training on improving core competencies.

2024 transition year

Implementation of the new program will commence with a transition year in 2024, which will involve:

- first year trainees being enrolled under the new curriculum standards
- implementing the new program components that are able to be supported without changes to existing technology
- retaining the existing PREP work-based assessment tools for 2024

Changes we're working on for 2025

Technology

The new program will require a new education technology platform to support the change. Technology is anticipated to be available by 2025.

Assessment tools

New assessment tools available in 2025 will directly link to the learning goals to ensure that trainees are able to demonstrate learning across the breadth of the curriculum. Each assessment aims to provide a snapshot of trainee progress and feedback for further improvement.

Programmatic assessment and decision-making

Progression decisions will be based on the level of competence achieved for each learning goal, spanning the breadth of the curriculum standards. Important decisions are based on assessments throughout the program and mapped to learning goals.

Need help

If you have any questions about the new program, please contact curriculum@racp.edu.au.

CURRICULUM STANDARDS

The curriculum standards are summarised as 19 **learning goals**. The learning goals articulate what trainees need to **be, do and know**, and are assessed throughout training.

LEARNING GOALS

BE

what it means to be a good physician

1. Professional behaviours

DO

work tasks physicians are entrusted to do

2. Team leadership
3. Supervision and teaching
4. Quality improvement
5. Clinical assessment and management
6. Management of transitions in care
7. Acute care
8. Communication with patients
9. Procedures
10. Clinic management
11. Manage patients with untreatable, life-limiting cardiac conditions

KNOW

what a competent physician should know

12. Scientific foundations of cardiology
13. Management of the acutely unwell cardiac patient
14. Coronary artery disease
15. Conditions affecting the circulation
16. Structural heart disease, including valvular and congenital heart disease
17. Rhythm disorders
18. Heart failure
19. Interactions with other specialties and systems



Advanced Training is structured in three phases with clear checkpoints for trainee progression and completion. Phase progression criteria defines the level of competence required for each of the learning goals.



ENTRY CRITERIA

Trainees need to meet the following 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 accredited for core Advanced Training in RACP Cardiology.

REGISTRATION

Trainees need to register for training at the start of each year of training before 31 January (or 31 August for mid-year entry).

Australia

Trainees need to complete an [AT Registration](#) online

Aotearoa New Zealand

Trainees need to submit an [application form](#) to cardiology@racp.org.nz

LEARNING, TEACHING AND ASSESSMENT

CLINICAL EXPERIENCE

Over the course of Advanced Training, complete:

- 36 months of relevant professional experience in approved rotations in at least two different training settings.
- Experiential training:
 - Cardiothoracic surgical (CTS) training
 - Electrophysiology training
 - Experience in rural/remote contexts (recommended)

SUPERVISION

- 2 Education Supervisors, who are Fellows of the RACP
- 1 Research Project Supervisor (may or may not be the Education Supervisor).

LEARNING COURSES

Over the course of Advanced Training, complete:

- RACP Induction to Advanced Training (not yet available)
- RACP Health Policy, Systems and Advocacy (not yet available)
- [RACP Supervisor Professional Development Program](#) (online or face-to-face)
- [RACP Communication skills resource](#) (online)
- [RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource](#) (online)
- [RACP Ethics resource](#) (online)
- [RACP Introduction to Leadership, Management, and Teamwork resource](#) (online)
- [Cardiac Society of Australia and New Zealand Cardiac Genomics masterclass](#) (optional)

ASSESSMENTS – 2024 TRANSITION YEAR

What do I need to do?	When do I need to do it?
1 Learning Plan	At the start of each phase and reviewed every 6 months (minimum)
2 Mini-Clinical Evaluation Exercises *	Minimum 1 every 6 months.
2 Direct Observation of Procedural Skills *	Minimum 1 every 6 months.
2 Case-based Discussions *	Minimum 1 every 6 months.
2 Supervisor's Reports *	Minimum of 1 every 6 months
1 logbook that demonstrates completion of the minimum procedural requirements.	To be submitted by 15 October during the Transition to Fellowship phase.

* Existing PREP work-based assessment tools only applicable for 2024 transition year.

ASSESSMENTS – OVER THE COURSE OF TRAINING

What do I need to do?	When do I need to do it?
1 research project	Submitted for marking before the start of the Transition to Fellowship phase.
1 cardiothoracic surgery (CTS) progress report	Once over the course of training, due 15 October in the final year of training.