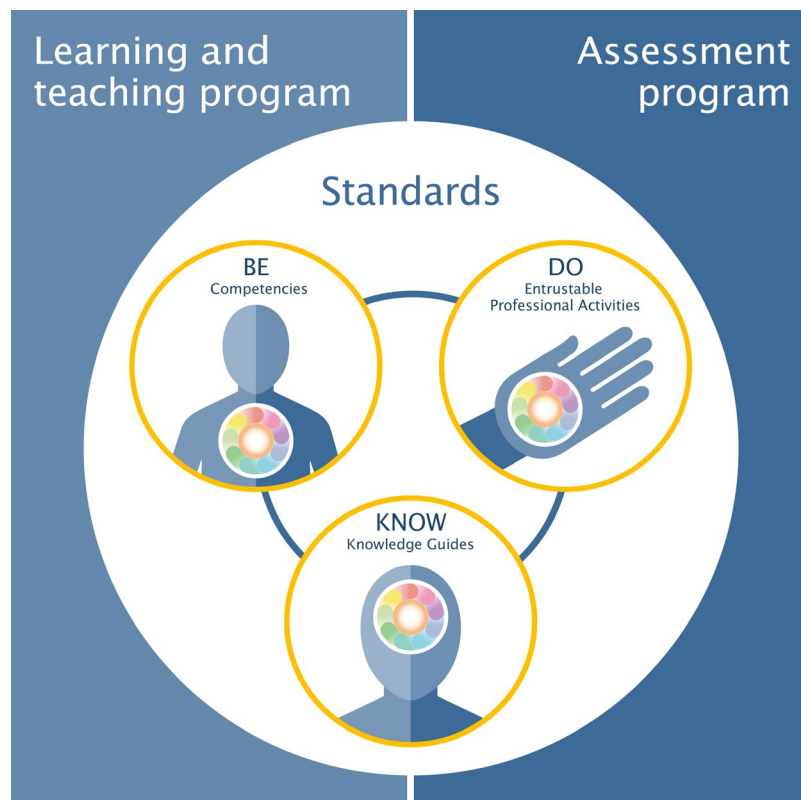




## CURRICULUM STANDARDS

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



## Clinical Genetics LEARNING GOALS

<b>BE</b>	1. Professional behaviours
<b>DO</b>	1. Team leadership 2. Supervision and teaching 3. Quality improvement 4. Clinical assessment and management 5. Management of transitions in care 6. Longitudinal care 7. Communication with patients 8. Investigations 9. Clinic management
<b>KNOW</b>	1. Clinical sciences 2. Laboratory based clinical genomics 3. Cancer genetics 4. Genetic syndromes and management 5. Metabolic genetics 6. Subspecialty genetics 7. Genetic counselling

## 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
- An Advanced Training position

### PROFESSIONAL EXPERIENCE

- **36** months of relevant professional experience in approved rotations, recommended in at least two different training settings

### LEARNING PROGRAM

- **1** Learning plan (per rotation)
- Advanced Training Orientation resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online/face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- **1** approved university genetics course (over course of training)
- **1** Logbook (over course of training)
- **2** Case reports (per phase)

### TEACHING PROGRAM

- **1** Research Project Supervisor (may be the Education Supervisor)

#### Core training:

- **2** Education Supervisors (minimum of 1 who is a Fellow of the RACP in clinical genetics)

#### Non-core training:

- **2** Education Supervisors (minimum of 1 who is a Fellow of the RACP or an individual with equivalent physician accreditation (i.e., a Fellow of another College e.g., Royal Colleges of Physicians, Board certified clinical geneticist).

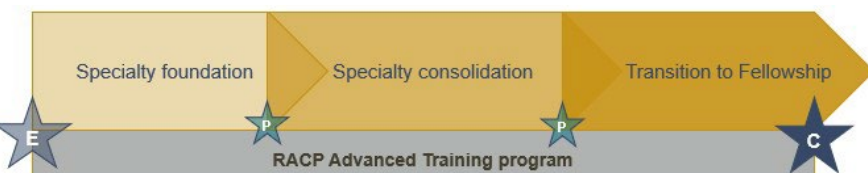
### ASSESSMENT PROGRAM

- **12** Learning captures, on the range of learning goals (per phase)
- **12** Observation captures, on the range of learning goals (per phase)
- **4** Progress reports (per phase)
- **1** Research project (over course of training)

\*Refer to the Learning, Teaching and Assessment (LTA) summary for the complete program requirements

BE	DO	KNOW
<b>Competencies</b> are statements of professional behaviours, values and practices	<b>Entrustable Professional Activities (EPAs)</b> are essential work tasks that trainees need to be able to do	<b>Knowledge Guides</b> provide guidance on important topics and concepts trainees need to know

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



### Find out more

- **head to the** [website](https://www.racp.edu.au/curriculum)
- **email** [Curriculum@racp.edu.au](mailto:Curriculum@racp.edu.au)
- **phone** +61 2 8076 6390

