

The College has revised the Gastroenterology 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 21 **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, including prescribing
6. Acute care
7. Longitudinal care, including transitions and end-of-life care
8. Communication with patients
9. Procedures
10. Investigations
11. Clinic management

KNOW

what a
competent
physician
should know

12. Scientific foundations of gastroenterology
13. GI emergencies
14. Upper GI and small bowel luminal disease
15. Lower GI, luminal and anal conditions
16. Liver disease/hepatology
17. Pancreatic and biliary disease
18. Inflammatory bowel disease
19. GI cancer
20. Function and motility
21. Nutrition



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 RACP-accredited clinical training position for core Advanced Training in RACP Gastroenterology

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 nephrology rotations in at least two different training settings.

SUPERVISION

- 2 Education Supervisors, who are RACP Fellows (1 of which is a practicing gastroenterologist)
- 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)

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 3 months (minimum) |
| 1 Professional Qualities Reflection | Minimum 1 per training year |
| 2 Case-based Discussions * | Minimum 1 every 6 months. |
| 1 Mini-Clinical Evaluation Exercises * | Australia: Minimum 1 per training year Aotearoa NZ: Minimum 1 per rotation |
| 2 Direct Observation of Procedural Skills * | Minimum 1 every 6 months. |
| 2 Supervisor's Reports * | Minimum of 1 every 6 months |

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. |