Support learning information package

NEW CURRICULA

The Support learning information pack is a comprehensive guide designed to help DPE's and HOD's navigate the Rotation Plan process with confidence.

NEW CURRICULA | Support learning

Overview | What is a Rotation Plan?

Definition: A work-based tool to document details of a training rotation and how the trainee intends to cover their program learning goals over the rotation period.

Purpose: The rotation plan enables trainees to self-assess learning gaps, curriculum needs, and local opportunities, fostering a shared understanding of rotation goals with the supervisor. The Rotation Plan will help to determine how time spent in training meets the clinical or professional experience requirements for a program.

Frequency: Trainees are required to complete 1 Rotation plan per rotation, equating to 4 Rotation plans per phase.

Selection | How to choose learning goals for the upcoming rotation.

1. **Review learning goals**
   Consider which goals may be achievable in this setting
2. **Identify rotation-specific opportunities**
   Brainstorm tasks and cases that could support specific goals
3. **Goal selection**
   Select 4-5 goals, including knowledge and professional behaviours
4. **Clinical or professional experience requirements**
   Ensure that the rotation/s to be undertaken meet the program requirements
5. **Prepare for assessment**
   Plan for how you'll progress and check in on these goals throughout the rotation
6. **Align with phase progression**
   Ensure selected goals support your end-of-phase progression and that you will cover all goals over the entire phase

Phase timeline:
- 1st Rotation plan — Rotation 1
- 2nd Rotation plan — Rotation 2
- 3rd Rotation plan — Rotation 3
- 4th Rotation plan — Rotation 4
- End of phase

Workflow | What's involved in a Rotation Plan?

Trainee initiates
- Identify Rotation Plan information
- Add rotation supervisor details (this can be done at a later stage)
- Identify which learning goals are expected to be covered during the rotation (curriculum coverage)

TMP

Supervisor verifies
- The nominated rotation supervisor reviews the plan to ensure the rotation information is accurate.
- Supervisor returns rotation plan back to trainee

Basic training learning goal focus - general medicine rotation

- ✓ 5 learning goals selected
- ✓ Knowledge included
- ✓ Professional behaviours (competencies) expected to be applied to every work task
- ✓ Learning and development opportunities outlined
- ✓ Assessment tools and phase progression considered

Learning goal : Clinical Assessment
Opportunities:
- Ward rounds
- Handovers
- Teaching medical students

Learning goal: Communication with patients
Opportunities:
- Family meetings
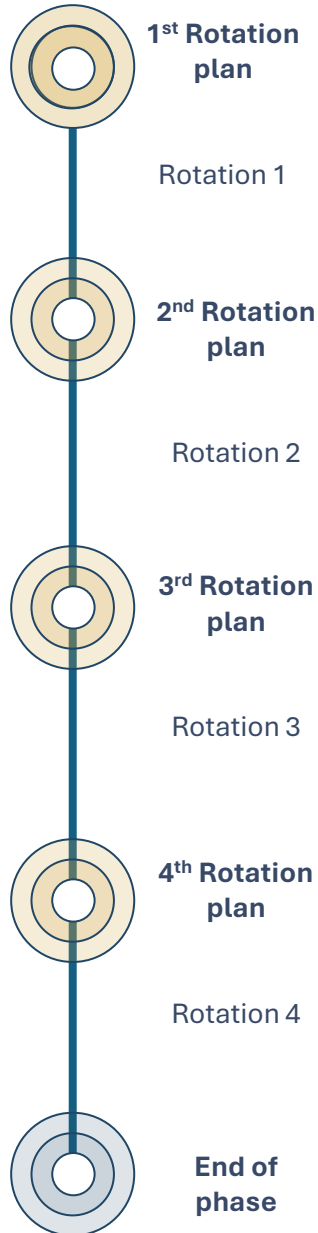- Observing a senior trainee
- Explaining a new diagnosis

Learning goal: Documentation
Opportunities:
- Discharge summaries
- Outpatient letter
- Referrals

Learning goal: Knowledge
Opportunities:
- General medicine

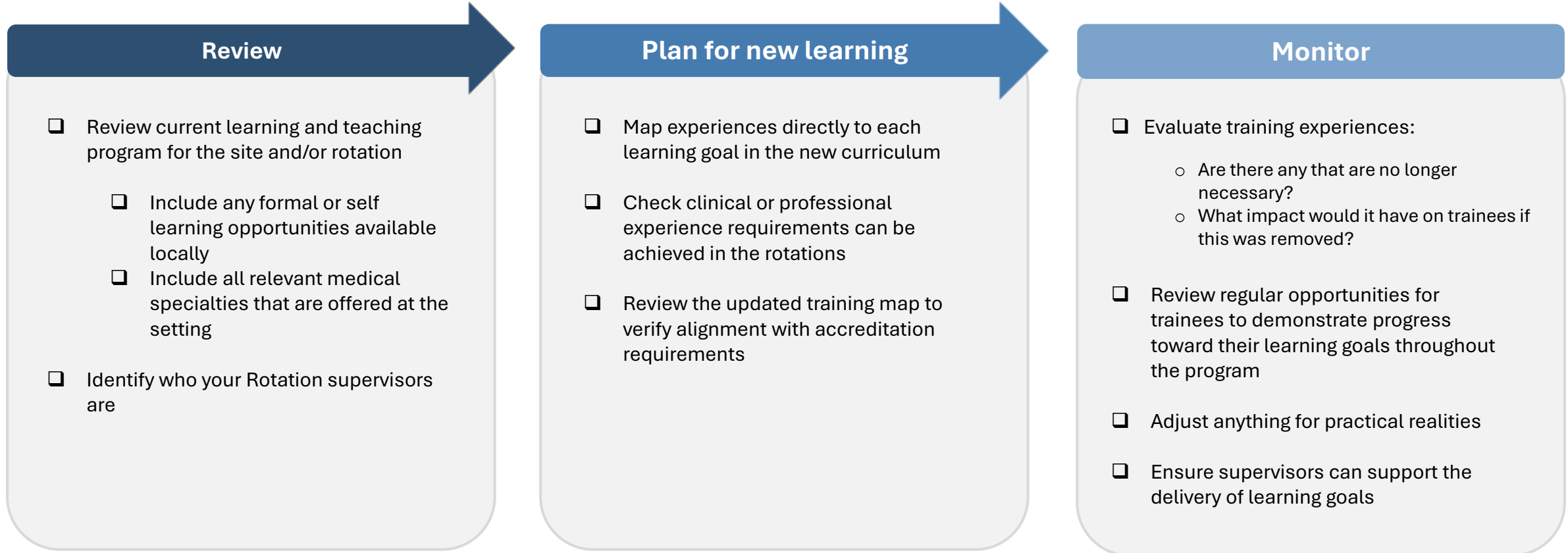*Number of terms differs across RACP training programs, see LTA for more information

Curriculum mapping can be done at both a general and rotation-specific level.

General mapping: DPEs outline the training opportunities available across the entire setting or network.
Rotation-specific mapping: Rotation supervisors specify the training opportunities relevant to their rotation.

Review

- ❑ Review current learning and teaching program for the site and/or rotation
  - ❑ Include any formal or self learning opportunities available locally
  - ❑ Include all relevant medical specialties that are offered at the setting
- ❑ Identify who your Rotation supervisors are

Plan for new learning

- ❑ Map experiences directly to each learning goal in the new curriculum
- ❑ Check clinical or professional experience requirements can be achieved in the rotations
- ❑ Review the updated training map to verify alignment with accreditation requirements

Monitor

- ❑ Evaluate training experiences:
  - ○ Are there any that are no longer necessary?
  - ○ What impact would it have on trainees if this was removed?
- ❑ Review regular opportunities for trainees to demonstrate progress toward their learning goals throughout the program
- ❑ Adjust anything for practical realities
- ❑ Ensure supervisors can support the delivery of learning goals

The RACP e-learning platform provides training and resources to support trainees, supervisors and DPEs to use the new curriculum learning goals and assessments including on demand workshops, TMP user instructions, information packages and a curriculum mapping template. *Please contact the RACP if you have an additional support need.*

Learning goals define the knowledge, skills and understanding that trainees need to develop.

The learning goals are designed to allow trainees to demonstrate knowledge, skills and understanding through real tasks.

Through these tasks, trainees practice clinical and professional skills, building competency by connecting past experiences with new learning.
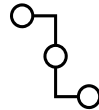
Trainees are supported in achieving these learning goals through guidance on available work tasks and activities at each setting.

1. Identify available work tasks for trainees to engage in.

For example; ward rounds

2. Consider the skills needed to perform each task.

In a ward round, trainees will display communication with patients, bedside clinical skills, teaching junior staff, clinical knowledge to answer questions and look at investigation results.

3. Determine the task type: General or Rotation-specific

Ward rounds are usually available across all departments and all levels of training offered.

Rotation-specific example: Gastroenterology clinic only offered to trainees on a gastroenterology rotation

4. Map tasks to relevant learning goals using the template.

For example, Professional behaviours, Clinical assessment, Communication with patients, Documentation, Prescribing or Knowledge

5. Identify and highlight learning goals not covered.

Make trainees aware of this to ensure they gain coverage across their program

Linking learning opportunities to goals | Identifying rotation-specific opportunities related to selected learning goals

Type of learning opportunities		Learning Goals		
		02. Clinical assessment	03. Communication with patients	04. Documentation
Practice	practicing a task or a component of a task	• Ward rounds • Handovers • Teaching medical students	• Taking a patient history and asking questions pertinent to the case	• Writing up case notes to a chart or online system during and after a patient consultation.
Discussion and collaboration	working and collaborating with an inter-disciplinary team resolve issues	• Case discussions or Q&A sessions run by the lead registrar at the start of a ward round	• Participate in family meetings with a multi-disciplinary team	• Contacting a colleague from another specialty for advice and adding to patient history notes
Production	producing materials that show evidence of learning	• Discharge summaries	• Information packs or print outs for patients to refer to outside of a consultation	• Outpatient letters • Referrals
Acquisition and inquiry	investigating and researching information that reflect concepts being learnt	• Attending on site clinically-based lectures delivered	• Observe a senior trainee giving discharge information or explaining a new diagnosis	• Review local handover framework used for updating colleagues starting their shift at a setting

Adapted from Laurillard (2012)

Linking learning opportunities to assessment

Example trainee rotation map of completed activities

Foundation phase

Rotation 1 - General medicine

Learning goal focus
i.e., 4-5 LGs including knowledge and professional behaviours per quarter

- Professional behaviours
- Clinical assessment
- Communication with patients
- Documentation
- Knowledge

Learning opportunities identified

- Ward rounds
- Family meetings
- Handovers
- Teaching medical students
- Discharge summaries
- Outpatient letters
- Referrals

Learning Capture topics

- **Professional behaviours:** Review article about the cognitive bias that can impact on decision making
- **Knowledge**: Review an epidemiological study
- **Clinical assessment:** Reflect on a patient encounter

Observation Capture topics

- **Clinical assessment**: Examine a patient who has presented with vomiting and abdominal pain with focus on the physical exam
- **Documentation:** Handover documentation for the end of a shift
- **Communication with patients:** Explain a diagnosis to a patient who has received investigation results

End of phase criteria

Refer to the LTA for specific program progression criteria

To meet the learning goal component of the training requirements at the end of the Foundation phase

The ability to consistently perform the following Entrustable Professional Activities with indirect supervision (level 3):
- Clinical assessment
- Communication with patients
- Documentation
- Prescribing
- Investigations
- consistent behaviour in line with each of the ten areas of professional practice.
- the understanding of how to apply medical knowledge to patient care (knows how).

Observation Capture
Outcome ratings from assessors
- Level 2 – can act with direct supervision
- Level 3 – can act with indirect supervision
- Level 2 – can act with direct supervision

Case study | What does this look like in practical application?

> *Dr. Billie is starting in her Foundation phase. Dr Billie knows what setting she is going to be working at and has her rotations mapped out for the year. She is starting to complete her Rotation Plan for her first rotation which is a general paediatric rotation, which is a 3-month term.*

Trainee initiates

Plan Type
Training Program *
Billie Emaan – Basic Training AU (PCH) 2025
Please select the type of Rotation Plan Type *
Accredited Setting

Rotation Period
Start Date *
02/02/2025
FTE *
1.0
End Date *
02/05/2025
Duration (Month)
3.0

Training Setting
Training Setting *
Eastern Health
Country *
Australia
State/Territory
VIC
City *
BOX HILL

Network DPEs
Contact ↑
Jane Miller

Setting DPEs
Contact ↑
Jack Vu
Ross Geldof

Rotation Type
Rotation Type *
General Medicine
Position Description
The Basic Physician Trainee Year 1
Responsible for coordinating and documenting the admission, management and discharge planning of patients admitted to the ward. See attached PD.
Comments
-

Supervisors

First Name	Last Name	Start Date	End Date	Actions
Kerry	Snow			

Training Phase
Training Phase *
Foundation phase

Learning Plan

Learning Goal	Coverage Offered	Opportunities available
Clinical assessment	Yes	Ward rounds, family meetings, acute admissions
Communication with patients	Yes	Explaining a new diagnosis, discharge information
Documentation	Yes	Discharge summaries, case notes, MDT meeting notes
Prescribing	Yes	Prescribing on ward rounds, directly observing
Transfer of care	Yes	NETS transfers, discharge to local hospital
Investigations	Yes	Interpret results and provide rationale for further testing
Acutely unwell patients	Yes	Neonatal resuscitations and NETS transfers
Procedures	Yes	Procedure observations
Professional behaviours	Yes	Senior observations, ethics workshop, peer collaboration
Knowledge	Yes	Textbook review, journal club, study groups

Attach Documents

Name	Modified
-Billie_PD_Eastern Health	

Declarations
[X] I acknowledge that it is my responsibility as a self-directed learner to be aware of the curricula and training requirements; and to comply with training deadlines.

[X] I confirm that I have completed this Rotation Plan in line with the Academic Integrity in Training Policy and am aware of the Education Policies I must comply with.

[X] I have discussed my Rotation Plan for this training period with my supervisor(s).

Time Validation
Validation Status
Validated
Accrued Duration
3 Core (3-12 months) General Medicine
Certified
-
Notes
-

Supervisor verifies

Supervisor

Kerry Snow

I can confirm that this trainee has been appointed the outlined training position *

Select   Yes

I confirm that the training plan reflects the learning opportunities available to this trainee *

Select   Yes

I confirm that correct supervisor details have been recorded *

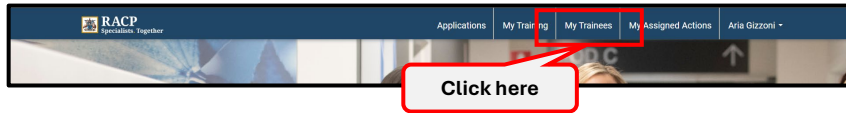Select   Yes

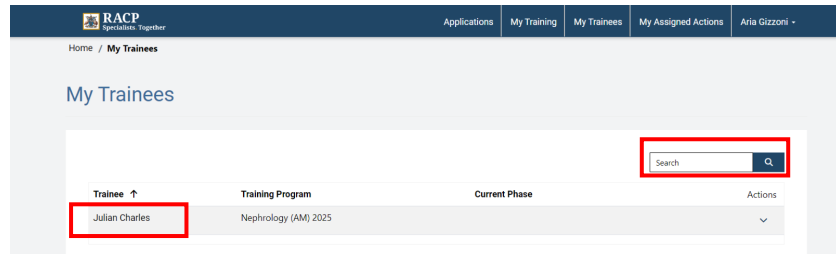**Status**

Complete

Review Completion Date

31/01/25

[X] **Review Finalised?**

[X] **Return to Trainee?**
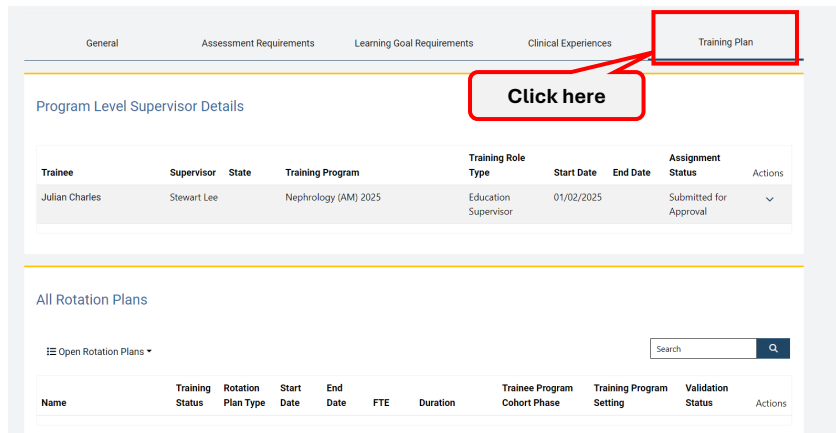
1. Review Rotation Plan details

1. Login to the TMP
2. Click on My trainees

Click here

3. A list of trainees assigned to you will be displayed

You will need to review each learning plan individually. You can use the search function to search for a trainee's name or click on their name

4. After the trainee record has opened, click Training Plan

Click here

5. The assigned supervisors will display at the top and all the rotation plans (current and complete) will be displayed on the bottom section.
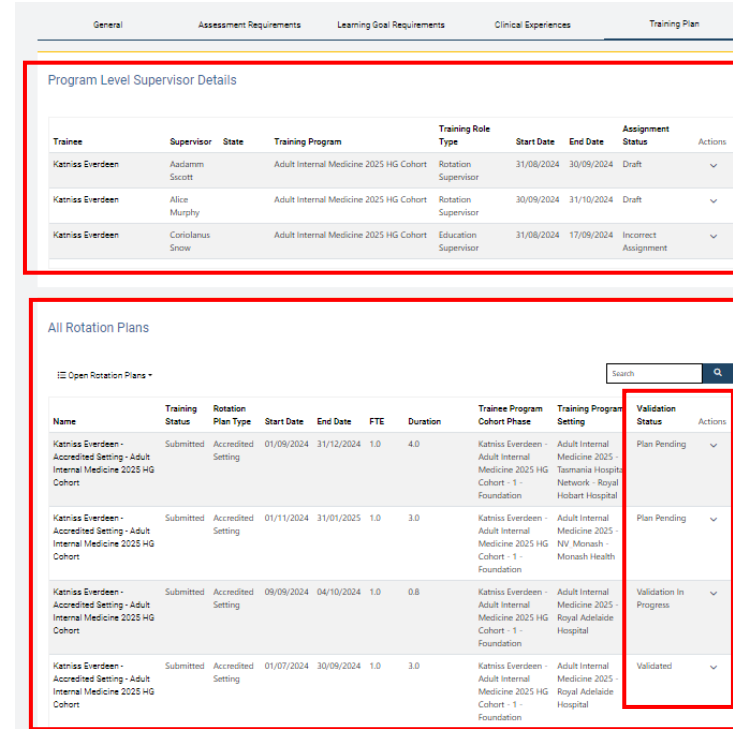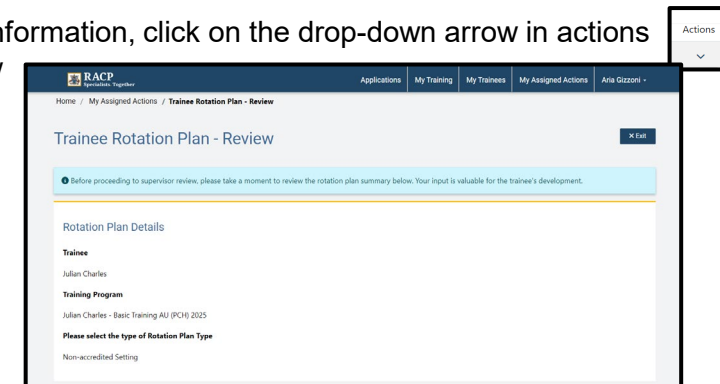

Supervisor details

Rotation Supervisor and Education Super – listed in role type

Rotation Plans

Status of the Rotation Plan. The plan will be validated once reviewed and confirmed by the Rotation Supervisor.

6. To review the information, click on the drop-down arrow in actions and select Review

Can a Rotation plan be edited/updated after it has been submitted?

Yes.

Trainees can edit a rotation plan, including learning goal opportunities and Rotation Supervisor(s), after it has been submitted. Not all fields can be edited, including the rotation type. The plan is not able to be edited after training time is certified.

Are the rotation details prefilled for the trainees?

No, trainees will need to add all rotation details to the Rotation plan.

Does the Rotation Supervisor need to review/approve a Rotation plan?

Yes, at least one nominated Rotation Supervisor will need to review/approve the trainee's Rotation plan.

Is the Rotation Supervisor(s) nominated in the rotation plan the only users that can complete the rotation progress report?

Yes, the Rotation Supervisor(s) nominated on the rotation plan are the only user(s) that can complete the rotation progress report, however the Rotation Supervisor can be updated at any time prior to this.

Who will approve the rotation plan for Basic training?

Rotation Supervisors will verify rotation plans for Basic Trainees. Trainees nominate their supervisors within the rotation plan. Rotation Supervisors are an equivalent role to the Ward Service Consultant under the PREP curricula.

Can DPE's and medical education staff within the setting assign supervisors?

For the time being, DPEs and Training Program Coordinators (TPCs) can update the Education Supervisor(s) for trainees within their relevant training settings.

Do Advanced Trainees need both an Education Supervisor and Rotation supervisors?

Advanced Trainees will only need to nominate Rotation Supervisors as part of their rotation plan.

Rotation Supervisors are equivalent to an Advanced Training (AT) supervisor under the PREP curricula.

Stay up-to-date with the latest Frequently Asked Questions on the RACP New Curricula support hub.

More information | What other Observation Capture resources are available?

RACP online learning

On demand workshop

TMP user instructions

TMP sign in page

Member services