

**02** [Introduction to Observation Capture](#)

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**03** [Trainee activity overview and mapping](#)

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**04** [Guidelines for assessing an Observation Capture](#)

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**05** [Sample completed Observation Capture form](#)

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**06** [Impact on training progression](#)

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**07** [TMP quick reference guide](#)

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**08** [Frequently asked questions \(FAQs\)](#)

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**09** [Where to find more information](#)

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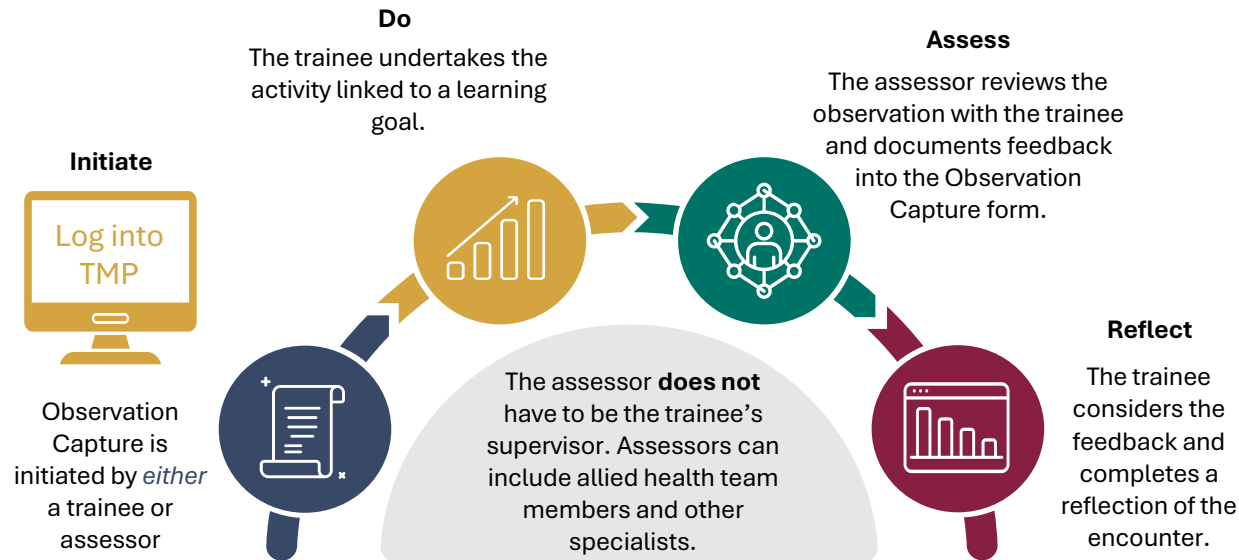
## Overview | What is an Observation Capture?

**Definition:** A structured process where trainees demonstrate their knowledge and skills in real-time workplace situations, while assessors observe and evaluate performance.

**Purpose:** To assess skill development, track progress, and provide targeted feedback for improvement.

**Frequency:** Trainees are required to complete 12 observation captures per phase, which equates to 3 per quarter.

## Workflow | What's involved in an Observation Capture?



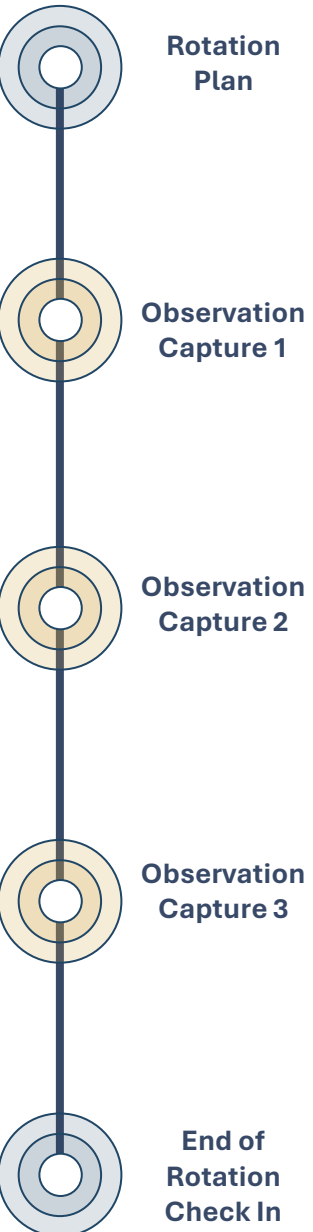
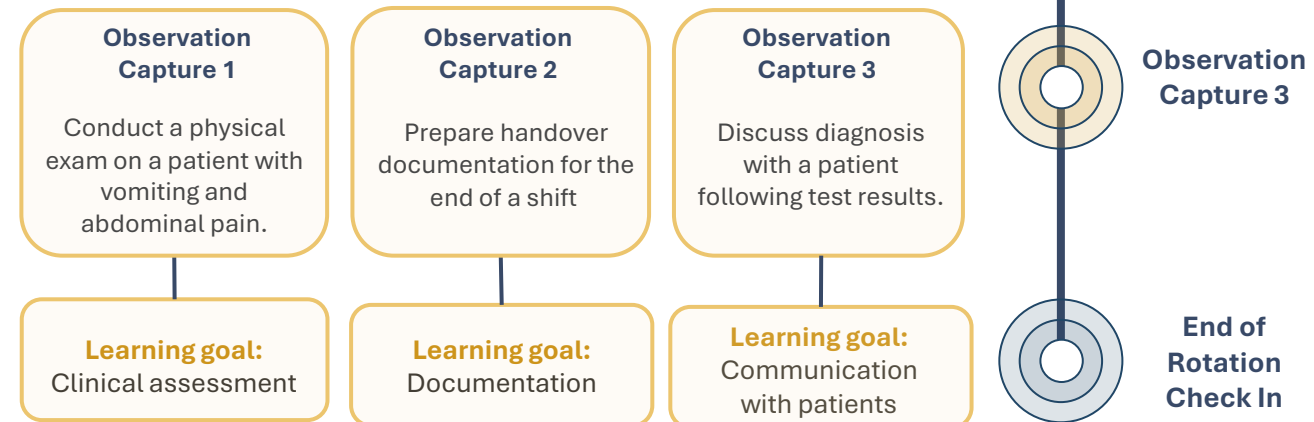
## Selection | How to choose learning goals for Observation Captures.

- 1. Review Rotation Plan:**  
Revisit learning goals and opportunities outlined
- 2. Identify Skill Opportunities:**  
Find tasks where you can demonstrate progress
- 3. Assess and Adjust:**  
Reflect on progress and modify goals if needed
- 4. Map to Curriculum:**  
Ensure the learning goal is aligned to the required competency
- 5. Link to Observation:**  
Ensure the learning goal components selected, can be demonstrated in upcoming tasks

### Basic Training learning goal focus - general medicine rotation

For each rotation, aim to **focus on 4-5 learning goals**, including both knowledge and professional behaviours (competencies). E.g.:

1. Clinical assessment
2. Communication with patients
3. Documentation
4. Competencies
5. Knowledge



Example map of trainee activity Basic Training (Adult Medicine)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Phase criteria
Terms/rotations	General medicine	Emergency medicine	Geriatric medicine		<p><b>To meet the learning goal component of the training requirements at the end of the Foundation phase</b></p> <p>The ability to consistently perform the following Entrustable Professional Activities with indirect supervision (level 3)</p> <ul style="list-style-type: none"> <li>Clinical assessment</li> <li>Communication with patients</li> <li>Documentation</li> <li>Prescribing</li> <li>Investigations</li> <li>consistent behaviour in line with each of the ten areas of professional practice.</li> <li>the understanding of how to apply medical knowledge to patient care (knows how).</li> </ul>
Learning goal focus i.e., 4-5 LGs including knowledge and competencies per quarter	<ul style="list-style-type: none"> <li>Clinical assessment</li> <li>Communication with patients</li> <li>Documentation</li> <li>Competencies</li> <li>Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Transfer of care</li> <li>Acutely unwell patients</li> <li>Documentation</li> <li>Competencies</li> <li>Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Clinical assessment</li> <li>Communication with patients</li> <li>Investigations</li> <li>Competencies</li> <li>Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Clinical assessment</li> <li>Communication with patients</li> <li>Prescribing</li> <li>Competencies</li> <li>Knowledge</li> </ul>	
Observation Capture topics	<ol style="list-style-type: none"> <li>Examine a patient who has presented with vomiting and abdominal pain with focus on the physical exam</li> <li>Handover documentation for the end of a shift</li> <li>Explain a diagnosis to a patient who has received investigation results</li> </ol>	<ol style="list-style-type: none"> <li>Determine the need for oxygen therapy for a patient who presents with wheeze</li> <li>Explain the local procedure for transfer from the emergency department to ward to a patient</li> <li>Patient issue summary and information on the ward chart</li> </ol>	<ol style="list-style-type: none"> <li>Appropriate investigations to aid in establishing fluid and electrolyte status</li> <li>Discuss patient preferences for advanced care planning adapting where to assess patient's decision-making ability</li> <li>Conducts a patient interview in an aged care setting</li> </ol>	<ol style="list-style-type: none"> <li>Review the addition of an additional prescription requirement on a patients' management plan</li> <li>Takes a focused patient history asking questions will relate to the presenting situation</li> <li>Arranges the services of an interpreter for an upcoming patient interaction</li> </ol>	
Learning Capture topics	<ol style="list-style-type: none"> <li>Review article about the cognitive bias that can impact on decision making</li> <li>Review an epidemiological study</li> <li>Reflect on a patient encounter</li> </ol>	<ol style="list-style-type: none"> <li>Review a TED talk delivered by an emergency medicine physician and reflect on how this compares to physicians</li> <li>Review an article on an acute psychiatric condition</li> <li>Reflect on the local procedure for transitions between settings</li> </ol>	<ol style="list-style-type: none"> <li>Participate in a family meeting and reflect on the skills displayed by the physician running the meeting</li> <li>Reflect on advance care planning and the medico-legal requirements</li> <li>Attend a grand rounds case presentation</li> </ol>	<ol style="list-style-type: none"> <li>Review a delirium assessment</li> <li>Participate in a comprehensive medication review meeting for a patient</li> <li>Review a geriatric medicine specific training workshop or session</li> </ol>	

Foundation phase

## Assessing | What is considered during an Observation Capture?

### Observe

The assessor observes the trainee executing the task. They only assess current performance, not potential or past skills.

### Evaluate case complexity

The assessor considers factors that might have impacted on performance, including context and the trainee's response to challenges.

- Task difficulty
- Patient factors
- Environmental conditions
- Trainee's prior knowledge

### Assess using the rating scale

The assessor determines the level of supervision the trainee required, using the rating scale.

### Provide objective feedback

The assessor bases the assessment solely on the one encounter, ensuring it reflects the trainee's abilities in that moment, rather than overall capabilities.

## Rating scale | How are learning goals rated?

### Linked to curriculum standards

- All learning goals have a 5-point rating scale
- Be / Do / Know learning goals have their own category
- Ratings from Observation Captures are key in determining if a trainee meets the standard for their phase

### More about Do (EPA) learning goals

The rating scale used in the new curriculum is based on the concept of entrustment.

Entrustment builds over time as trainees increase their knowledge and skills – the aim is for trainees to perform work tasks independently.

Professional behaviours	
1	needs to work on their behaviour in <b>five or more</b> areas of professional practice
2	needs to work on their behaviour in <b>four or five</b> areas of professional practice
3	needs to work on their behaviour in <b>two or three</b> areas of professional practice
4	needs to work on their behaviour in <b>one</b> area of professional practice
5	<b>consistently</b> behaves in line with each of the ten areas of professional practice

Entrustable professional activities	
1	can be <b>present and observe</b>
2	can act with <b>direct supervision</b>
3	can act with <b>indirect supervision</b>
4	can act with <b>supervision at a distance</b>
5	can <b>provide supervision</b>

Knowledge	
1	has <b>heard of</b> some of the important medical topics and concepts underpinning patient care (heard of)
2	<b>knows</b> the important medical topics and concepts that underpin patient care (know)
3	<b>knows how</b> to apply their medical knowledge to patient care (knows how)
4	<b>frequently shows</b> that they can apply their medical knowledge to patient care (shows how)
5	<b>consistently applies</b> a sound medical knowledge base to their care of patients (does)

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

*Dr Emma, a Foundation year Basic trainee is working in the emergency department during a night shift. A patient with bronchiolitis is deteriorating, requiring urgent management to stabilise their condition. Dr Emma selected EPA 1: Clinical Assessment as her learning goal for this observation and will be leading the response and coordinating care with other staff.*

### Initiate

### Assess

### Reflect

#### Trainee & Program Details

**Trainee MIN \***

116177

**Trainee Name**

Emma White

**Training Program**

Emma White - Basic Training AU (AM) 2025

**Trainee Program Cohort Phase**

Emma White - Basic Training AU (AM) 2025 - 1 - Foundation

**Date of Observation**

28/10/2024

#### Observation Capture Details

**Summary of Activity**

Assessed seriously unwell or injured patients and initiate management, including mobilising available supervision.

**Select the primary learning goal to which this observation applies**

Clinical Assessment -

**Complexity**

High

#### Review

**Submitted On**

28/10/2024

**How much supervision did the trainee require during this activity?**

Clinical Assessment - 3

**Assessor Rating Rank Text**

Is able to act with indirect supervision (e.g. supervisor is physically located within the training setting)

**What did the trainee do well?**

1. Initiated bronchodilator therapy and managed oxygen flow effectively for paediatric patient in respiratory distress
2. Lead the resuscitation team efficiently

**What could the trainee improve upon to improve their performance?**

Considerations of differential diagnosis on paediatric patients with acute respiratory distress.

#### Trainee's Reflection

**What did you do well? \***

I was able to promptly recognise the deterioration of the patient and act accordingly.

**What could you do to improve next time? \***

Ensure understanding of basic formula for clinical practice, such as HFNP 02/min/kg for paediatric patients.

# Progression | How do Observation Captures help make progress decisions?

Each observation contributes to a broader understanding of their skills across the different learning goals.

The data from multiple Observation Captures, helps to form an overall rating for a Progress Report.

Each phase has progression criteria outlining the expected standard of trainees end of each phase.

Learning goal	Foundation phase
1 Professional behaviours	5
2 Clinical assessment	3
3 Communication with patients	3
4 Documentation	3
5 Prescribing	3
6 Transfer of care	1
7 Investigations	3
8 Acutely unwell patients	1
9 Procedures	1
10 Knowledge	3

**Observation Capture 1**  
Learning goal: Procedures

**Observation Capture 2**  
Learning goal: Prescribing

**Observation Capture 3**  
Learning goal: Communication

**Observation Capture 4**  
Learning goal: Communication

**Observation Capture 5**  
Learning goal: Documentation

**Observation Capture 6**  
Learning goal: Investigations

<b>Activity:</b> Insert cannula		<b>Activity:</b> Prescribe antibiotics for chest infection		<b>Activity:</b> Explain treatment plan		<b>Activity:</b> Break bad news		<b>Activity:</b> Write patient discharge summary		<b>Activity:</b> Explain blood test results to patient	
Complexity	Low	Complexity	Low	Complexity	Moderate	Complexity	High	Complexity	Medium	Complexity	Low
Assessor	Nurse	Assessor	Pharmacist	Assessor	Advanced Trainee	Assessor	Social worker	Assessor	Supervisor	Assessor	Nurse
Assessor Rating	Level 3: Indirect Supervision	Assessor Rating	Level 4: Distant Supervision	Assessor Rating	Level 3: Indirect Supervision	Assessor Rating	Level 2: Direct Supervision	Assessor Rating	Level 3: Indirect Supervision	Assessor Rating	Level 3: Indirect Supervision

**Observation Capture 7**  
Learning goal: Transfer of Care

**Observation Capture 8**  
Learning goal: Clinical assessment

**Observation Capture 9**  
Learning goal: Acutely unwell patients

**Observation Capture 10**  
Learning goal: Transfer of care

**Observation Capture 11**  
Learning goal: Prescribing

**Observation Capture 12**  
Learning goal: Clinical assessment

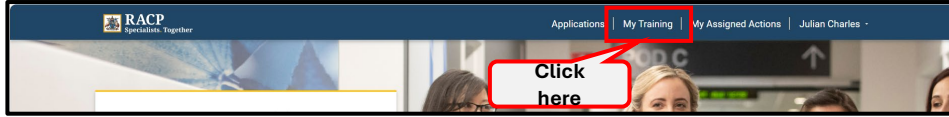
<b>Activity:</b> Handover patient post-surgery		<b>Activity:</b> Assess respiratory function		<b>Activity:</b> Manage sepsis in ED		<b>Activity:</b> Handover patient post-surgery		<b>Activity:</b> Prescribe pain relief for post-operative patient		<b>Activity:</b> Perform abdominal exam	
Complexity	High	Complexity	Low	Complexity	High	Complexity	High	Complexity	Low	Complexity	Medium
Assessor	Supervisor	Assessor	Nurse	Assessor	Clinician	Assessor	Supervisor	Assessor	FRACP Fellow	Assessor	Senior Doctor
Assessor Rating	Level 3: Indirect Supervision	Assessor Rating	Level 3: Distant Supervision	Assessor Rating	Level 3: Indirect Supervision	Assessor Rating	Level 3: Direct Supervision	Assessor Rating	Level 4: Indirect Supervision	Assessor Rating	Level 2: Indirect Supervision



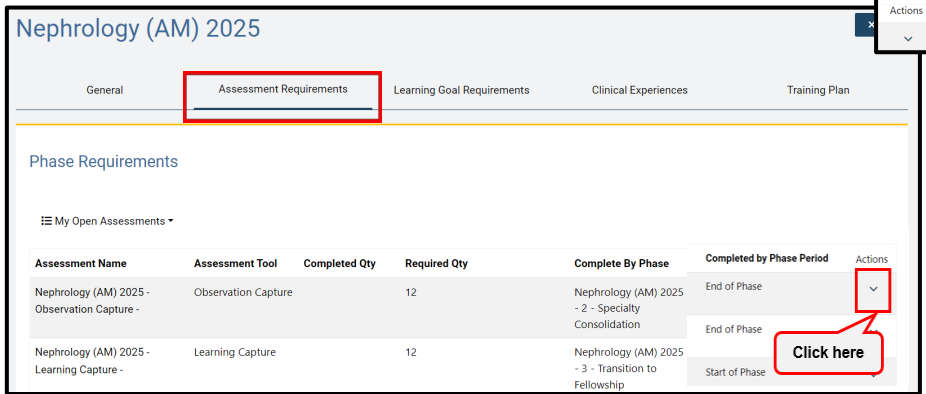
**Trainee**

**1. Create an Observation Capture**

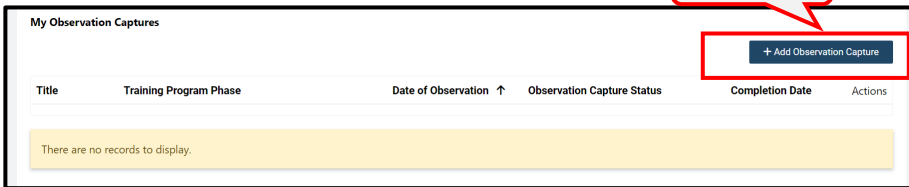
1. Login to the TMP
2. Click My Training on the top navigation bar



3. Click on the name of your training program
4. Click on 'Assessment requirements and select 'Actions'



**5. Click Add an Observation Capture**

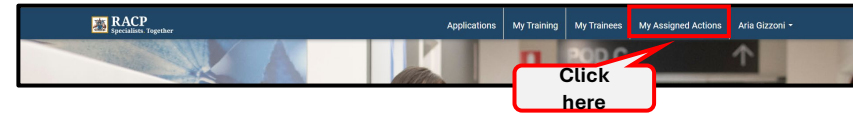


6. Check the training program phase and date of the encounter
7. Populate the Summary of Activity field with a brief description of the activity
8. Select the Complexity from the drop-down list (high/medium/low) as relevant
9. Select the primary learning goal related to the observation

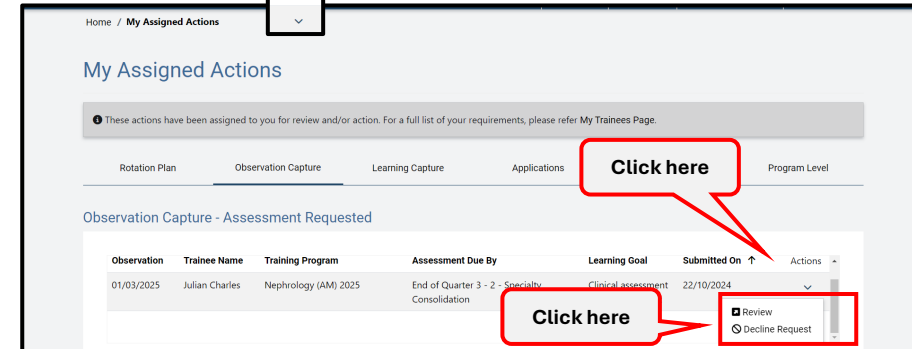
**Assessor**

**2. Provide feedback on an Observation Capture**

1. Login to the TMP **OR** check your email and click the URL to go to the feedback form [from email refer to step 5]
2. From TMP: click My Trainees on the top navigation bar



3. Click on My Assigned Actions.
4. Click Actions and then review from the drop-down list



5. It is optional to update the summary of activity, complexity and learning goal information entered by the trainee.
6. Complete the fields based on your observation of the trainee
  - Rating scale: how much supervision did the trainee require during this activity?
  - What did the trainee do well?
  - What could the trainee improve upon to improve their performance?
7. Click Submit

**3. Reflect on the Observation Capture**

1. The trainee reflects on the feedback and will receive a notification via My assigned Actions
2. Click submit my reflection and enter in what was done well and areas for improvement
3. Once you complete an Observation Capture, it will contribute to your 'Completed Qty' count against your Assessment Requirements record

**Trainee**

**How do I submit my learning and assessment tools in 2025?**

From 2025, trainees using the new curricula will submit their Rotation plan, Learning captures and Observation captures via the TMP.

**What is the difference between the Observation captures and Entrustable Professional Activities (EPAs)?**

The EPAs are part of the curriculum standards which are summarised into learning goals.

The learning goals are assessed via the work-based assessments including the Observation captures.

**How many learning goals can I link to an Observation Capture?**

In the current version of the TMP, trainees will be able to select one primary learning goal for each Observation capture.

**How will the assessment of Observation Captures be calibrated across varied assessors?**

Assessors will use a five-point rating scale based on the level of supervision that was needed.

**Who can act as an assessor?**

A range of assessors can provide feedback and ratings in Observation captures.

This may include Advanced Trainees, consultants and other medical professionals, allied health professionals, and nursing staff. The assessor does not need to be the assigned DPE or supervisor, nor does it need to be an RACP Fellow.

**What does the Observation Capture replace in the current PREP program?**

The new Observation capture assessment tool replaces other work-based assessments including mini-CEX and DOPS in the PREP program.

**How will non-RACP assessors' access and fill in the Learning capture and Observation Capture if requested?**

Non-RACP assessors or anyone not linked to the trainee as a supervisor will complete Learning captures and Observation captures via a webform that is emailed to them. This form will replicate the questions in TMP for each of these assessments but will allow assessors to provide a response without needing to create a RACP account or login.

**How will the assessment of Observation Captures be calibrated across varied assessors?**

Assessors will use a five-point rating scale based on the level of supervision that was needed. The assessor ratings have been worded in a way to be as objective as possible, based on the amount of supervision required however we understand that there may still be limitations and subjectivity in the assessment which will seek to be addressed by training and support resources.



## More Information | What other Observation Capture resources are available?



[RACP online learning](#)



On demand workshop



TMP user instructions



[TMP sign in page](#)



[Member services](#)