Learning Capture information package

NEW CURRICULA

The Learning Capture information pack is a comprehensive guide designed to help trainees and assessors navigate the Learning Capture process with confidence.
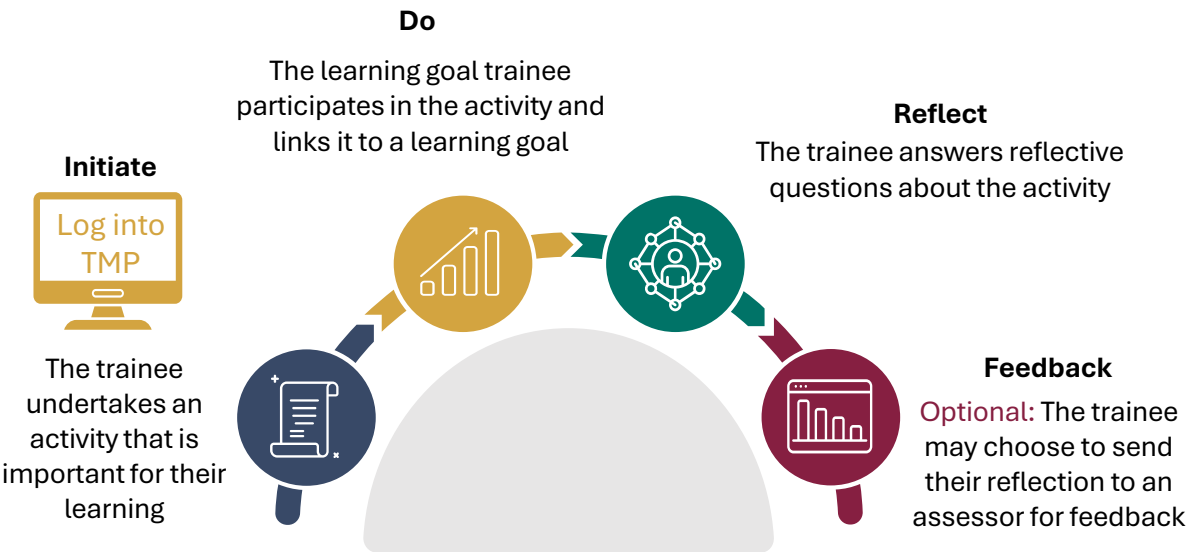
NEW CURRICULA Learning Capture

Overview | What is a Learning Capture?

Definition: A work-based assessment that involves a trainee capturing, and reflecting on, professional development activities, including evidence of work-based learning linked to specified learning goals.

Purpose: To assist trainees to reflect on experiences, promote critical thinking and connect these to their learning goals and professional development.

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

Workflow | What's involved in a Learning Capture?

Initiate

Log into TMP

The trainee undertakes an activity that is important for their learning

Do

The learning goal trainee participates in the activity and links it to a learning goal

Reflect

The trainee answers reflective questions about the activity

Feedback

Optional: The trainee may choose to send their reflection to an assessor for feedback
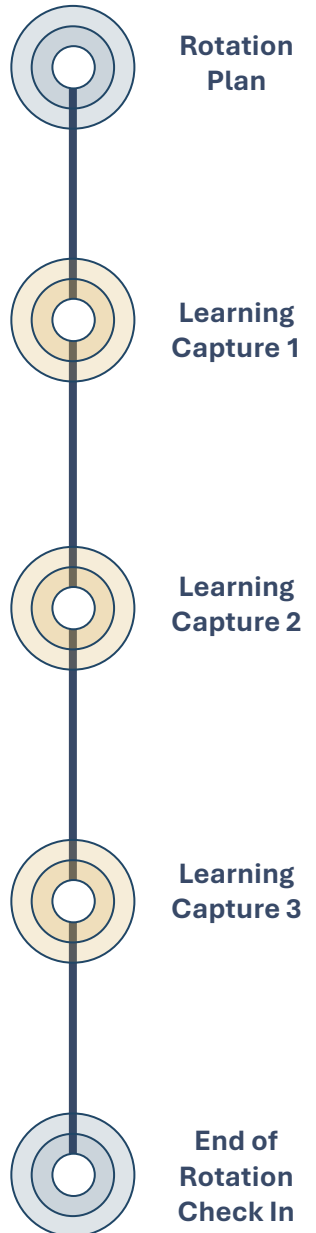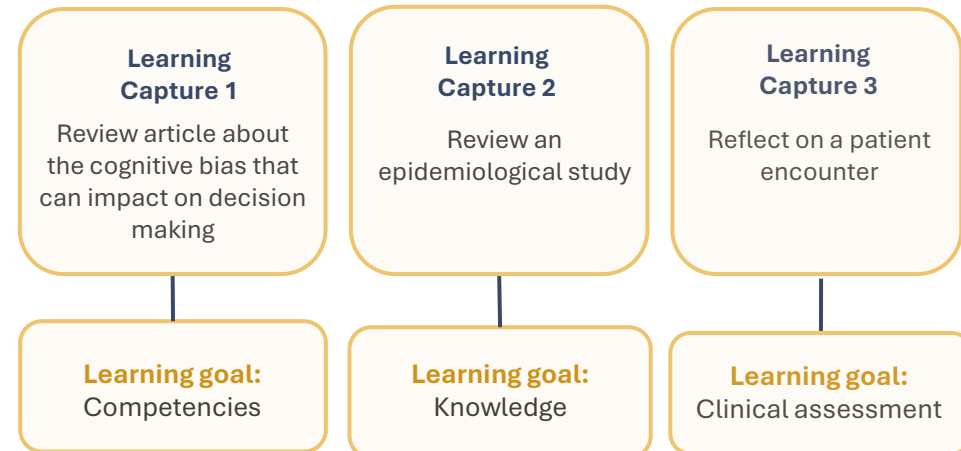
Types of Learning

Learning Captures can come in many different forms.

- Clinical experiences
- Courses and workshops
- Personal reflection
- Readings and resources
- Other learning experiences

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

Learning Capture 1

Review article about the cognitive bias that can impact on decision making

Learning Capture 2

Review an epidemiological study

Learning Capture 3

Reflect on a patient encounter

Learning goal: Competencies

Learning goal: Knowledge

Learning goal: Clinical assessment

Rotation Plan

Learning Capture 1

Learning Capture 2

Learning Capture 3

End of Rotation Check In

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		**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).
Learning goal focus i.e., 4-5 LGs including knowledge and competencies per quarter	• Clinical assessment • Communication with patients • Documentation • Competencies • Knowledge	• Transfer of care • Acutely unwell patients • Documentation • Competencies • Knowledge	• Clinical assessment • Communication with patients • Investigations • Competencies • Knowledge	• Clinical assessment • Communication with patients • Prescribing • Competencies • Knowledge	
Observation Capture topics	1. Examine a patient who has presented with vomiting and abdominal pain with focus on the physical exam 2. Handover documentation for the end of a shift 3. Explain a diagnosis to a patient who has received investigation results	1. Determine the need for oxygen therapy for a patient who presents with wheeze 2. Explain the local procedure for transfer from the emergency department to ward to a patient 3. Patient issue summary and information on the ward chart	1. Appropriate investigations to aid in establishing fluid and electrolyte status 2. Discuss patient preferences for advanced care planning adapting where to assess patient's decision-making ability 3. Conducts a patient interview in an aged care setting	1. Review the addition of an additional prescription requirement on a patients' management plan 2. Takes a focused patient history asking questions will relate to the presenting situation 3. Arranges the services of an interpreter for an upcoming patient interaction	
Learning Capture topics	1. Review article about the cognitive bias that can impact on decision making 2. Review an epidemiological study 3. Reflect on a patient encounter	1. Review a TED talk delivered by an emergency medicine physician and reflect on how this compares to physicians 2. Review an article on an acute psychiatric conditions 3. Reflect on the local procedure for transitions between settings	1. Participate in a family meeting and reflect on the skills displayed by the physician running the meeting 2. Reflect on advance care planning and the medico-legal requirements 3. Attend a grand rounds case presentation	1. Review a delirium assessment 2. Participate in a comprehensive medication review meeting for a patient 3. Review a geriatric medicine specific training workshop or session	

Foundation phase (vertical label, left margin)

Supplementing learning goals | Using Learning Captures to access rare or complex topics.

Learning Captures provide a valuable tool for trainees to enhance their understanding of complex topics and less common experiences that may be difficult to encounter in traditional training.

- **Enhanced exposure to challenging or foundational knowledge areas**

- **Broaden knowledge base**

- **Access to less common or more complex patient cases**

Types of learning

Clinical experiences

- Observe or participate in rounds in a specialised unit to gain exposure to complex, multi-system conditions that require integrated knowledge.

- Assist in the care of a patient with a rare genetic disorder.

- Shadow a senior physician in palliative care to understand pain management, family communication and ethical decision making in end-of-life care.

Courses and workshops

- Enroll in a course on the Scientific principles of medicine

- Take a course on infectious disease management, covering complex, multi-drug-resistant infections and recent advancements in treatment protocols

- Participate in a workshop on autoimmune disorders, learning how to diagnose and manage challenging cases

- Attend an advanced pharmacology workshop

Personal reflection

- Reflect on a multi-disciplinary team meeting you attended, learning from each team member's approach to case engagement

- Write a reflection on an experience with a patient with multiple chronic conditions

- Reflect on a recent journal article about a groundbreaking medical discovery, analysing how it might influence your approach to patient care

Readings and resources

- Study the latest research on advanced diagnostic imaging techniques

- Review case studies on patients with complex biopsychosocial circumstances

- Reflect on literature around patients requiring transplant

- Read up on recent advancements in genetic testing and personalised medicine

- Engage in a journal club or discussion group where you analyse and debate recent publications on complex conditions

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

Trainee reflection

Assessor feedback (optional)

Trainee & Program Details

Trainee MIN *

116177

Trainee Name

Zane White

Trainee Program Cohort Phase

Zane White – Basic Training AU (AM) 2025 – 1 - Foundation

Date of Learning Experience

28/10/2024

Learning Capture Details

Type of Learning

Courses and workshops

Please specify other learning experiences

—

Title

CTEC JDocs: Emergency Airways workshop

Description of Activity

Attended a hands on workshop focusing on techniques for basic airway management, including bag mask ventilation and oropharyngeal airway insertion

What did you learn?

I learned how to perform effective bag mask ventilation and ensure proper placement of airway adjuncts in a simulated emergency scenario

Learning Capture Details

How will you apply this learning in the future?

During the workshop, I practiced bag-mask ventilation multiple times and got feedback on my technique. I'll keep rehearsing these skills on mannequins and will actively seek feedback from supervisors during real-life emergencies.

Select the primary learning goal to which this learning applies

Procedures

Document Attachment

Name ↑

Screenshot 2024-10-15 4595.png (407KB)

Declaration

☑ **I confirm that my Learning Capture including attachments has been de-identified of patient information**

Feedback Request

Name	Assessor Role	Feedback Request Status
Indris MaCH	Supervisor	Feedback Provided
Charlotte Mangoes	Friend role free text	Invited

Assessor feedback

Feedback From *

Rotation Supervisor

Assessor Role *

Supervisor

Personal Message

Dear Doctor Suez,

Could you please give me feedback on my recent learning capture.

Thanks

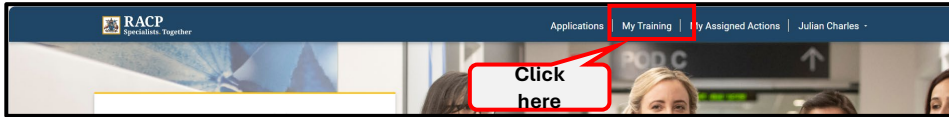**Feedback Requested Date**

01/10/2024

Feedback *

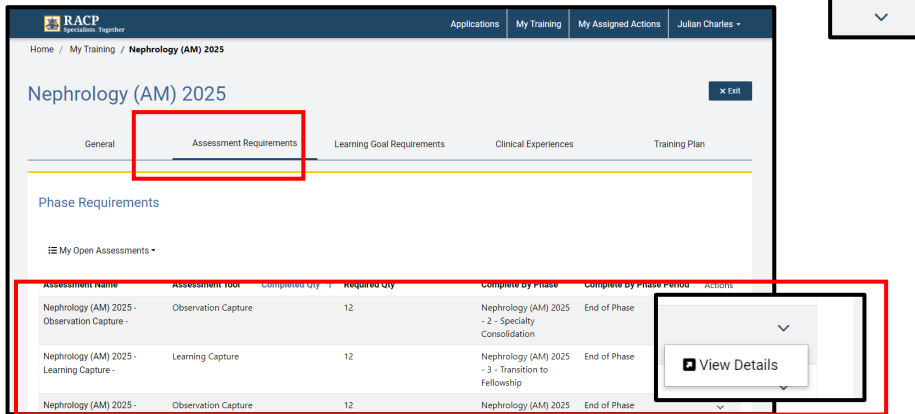Sounds like you learnt practical skills that you will apply in practice.
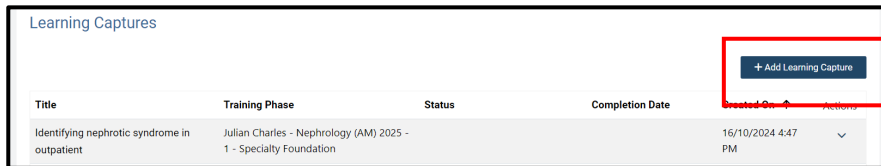
Trainee

1. Create a Learning Capture

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

Click here

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

Actions
⌄

View Details

5. Click view details
6. Click +Add Learning Capture

7. The training phase and date will auto-populate. You can change the date by clicking on the calendar.
8. Click Save and Next

9. Enter in the Learning Capture details
   • **Type of learning** from the drop-down list
   • **Title** free text
   • **Description of Activity** free text
   • **What did you learn** free text
   • **How will you apply these learnings in the future** free text
   • **Select the primary learning goal**– click on the search icon to select a learning goal.
   • Uploading a supporting document is optional

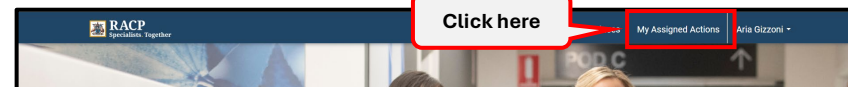10. Click the declaration checkbox and then Submit

Click here
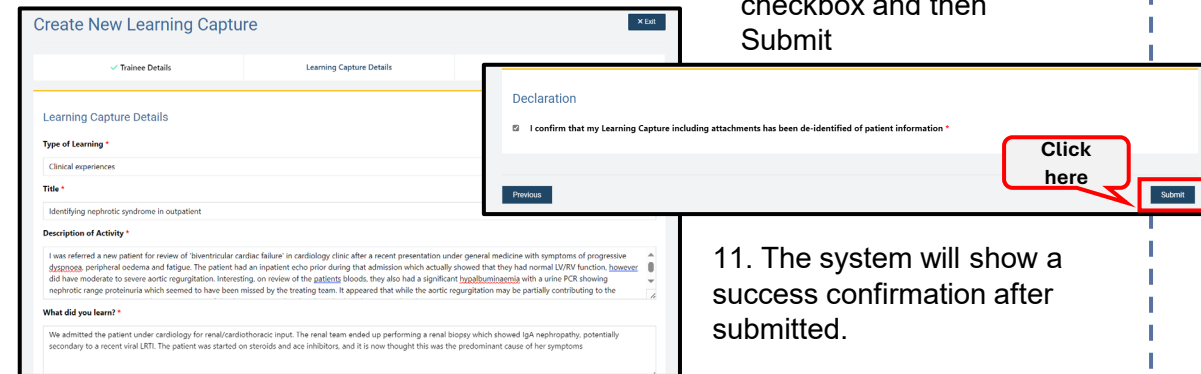
11. The system will show a success confirmation after submitted.

Assessor

2. Provide feedback on Learning 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 4]
2. From TMP: click My Assigned Actions

Click here

3. From TMP: find the Learning Capture and open the details
4. From email: the form will open in your web browser
5. Review the information and enter your feedback into the free text field and click submit.

Feedback *
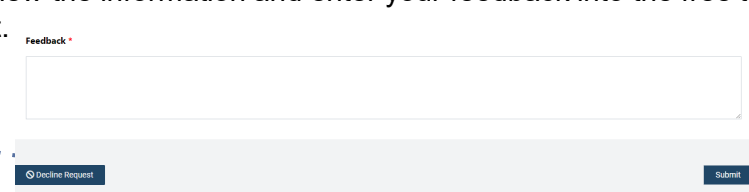
How are the Professional Behaviour and Knowledge learning goals assessed in the work-based assessments?

Professional Behaviours and Knowledge learning goals have their own assessor rating text which will display in the observation capture assessment tool on TMP.

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.

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.

Are Learning and Observation captures pro-rated for trainees who are training for less than 12 months FTE?

Yes.

Work-based learning and assessment tools are pro-rated to the amount of training for which the trainee has been approved. If a part-time trainee's phase (A phase is minimum 12 months total FTE) is across multiple clinical years, the trainee must complete all phase requirements before progressing into the next phase of training. Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2.4)

How many learning goals can I link to a learning capture?

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

Can TMP pre-populate the 'Training Program Phase' in the observation capture and learning capture to avoid errors by trainees not familiar with new terminology for the phases?

Phase of training will be prepopulated in assessments. It will default to the current active phase for the trainee

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

More Information | What other Learning Capture resources are available?

RACP online learning

On demand workshop

TMP user instructions

TMP sign in page

Member services