

The Plan learning information pack is a comprehensive guide designed to help trainees and supervisors navigate the Rotation Plan process with confidence.

## 02 [Introduction to Rotation Plans](#)

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## 03 [Linking learning opportunities to goals](#)

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## 04 [Linking learning opportunities to assessment](#)

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## 05 [Progression Criteria](#)

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## 06 [Sample completed Rotation Plan form](#)

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## 07 [TMP quick reference guide \(trainees\)](#)

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## 08 [TMP quick reference guide \(supervisors\)](#)

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## 09 [Frequently asked questions \(FAQs\)](#)

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## 10 [Where to find more information](#)

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## 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.

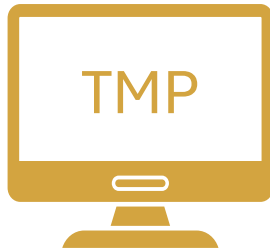
**Purpose:** The rotation plan enables trainees to self-assess learning gaps, curriculum needs, and local opportunities, fostering a shared understanding of rotation goals with the supervisor. The Rotation Plan will help to determine how time spent in training meets the clinical or professional experience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

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

## 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)



### Supervisor verifies

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

## 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

### 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

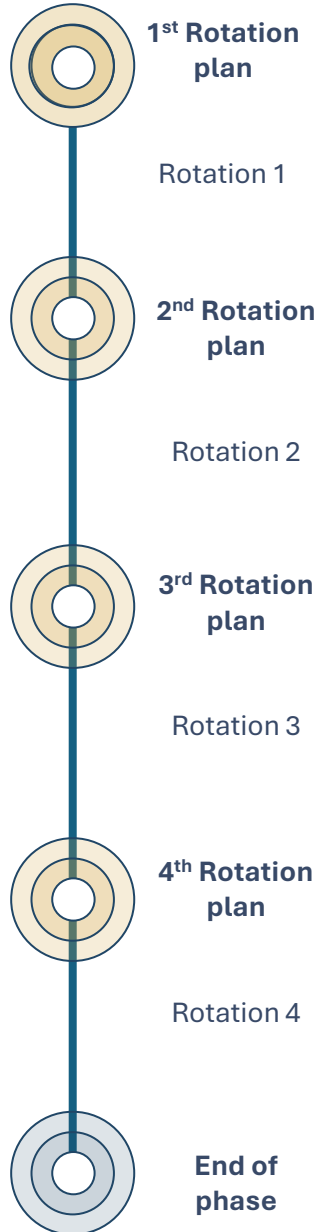
#### Learning goal: Documentation Opportunities:

- Discharge summaries
- Outpatient letter
- Referrals

#### Learning goal: Knowledge Opportunities:

- General medicine

### Phase\*



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

Type of learning opportunities		Example Learning Goals		
		Clinical assessment	Communication with patients	Documentation
<b>Practice</b>	practicing a task or a component of a task	<ul style="list-style-type: none"> <li>• Ward rounds</li> <li>• Handovers</li> <li>• Teaching medical students</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a patient history and asking questions pertinent to the case</li> </ul>	<ul style="list-style-type: none"> <li>• Writing up case notes to a chart or online system during and after a patient consultation.</li> </ul>
<b>Discussion and collaboration</b>	working and collaborating with an inter-disciplinary team resolve issues	<ul style="list-style-type: none"> <li>• Case discussions or Q&amp;A sessions run by the lead registrar at the start of a ward round</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in family meetings with a multi-disciplinary team</li> </ul>	<ul style="list-style-type: none"> <li>• Contacting a colleague from another specialty for advice and adding to patient history notes</li> </ul>
<b>Production</b>	producing materials that show evidence of learning	<ul style="list-style-type: none"> <li>• Discharge summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Information packs or print outs for patients to refer to outside of a consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Outpatient letters</li> <li>• Referrals</li> </ul>
<b>Acquisition and inquiry</b>	investigating and researching information that reflect concepts being learnt	<ul style="list-style-type: none"> <li>• Attending on site clinically-based lectures delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Observe a senior trainee giving discharge information or explaining a new diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Review local handover framework used for updating colleagues starting their shift at a setting</li> </ul>

Example trainee rotation map of completed activities

		Rotation 1 - General medicine
Foundation phase	<b>Learning goal focus</b> i.e., 4-5 LGs including knowledge and professional behaviours per quarter	<ul style="list-style-type: none"> <li>Professional behaviours</li> <li>Clinical assessment</li> <li>Communication with patients</li> <li>Documentation</li> <li>Knowledge</li> </ul>
	<b>Learning opportunities identified</b>	<ul style="list-style-type: none"> <li>Ward rounds</li> <li>Family meetings</li> <li>Handovers</li> <li>Teaching medical students</li> <li>Discharge summaries</li> <li>Outpatient letters</li> <li>Referrals</li> </ul>
	<b>Learning Capture topics</b>	<ul style="list-style-type: none"> <li><b>Professional behaviours:</b> Review article about the cognitive bias that can impact on decision making</li> <li><b>Knowledge:</b> Review an epidemiological study</li> <li><b>Clinical assessment:</b> Reflect on a patient encounter</li> </ul>
	<b>Observation Capture topics</b>	<ul style="list-style-type: none"> <li><b>Clinical assessment:</b> Examine a patient who has presented with vomiting and abdominal pain with focus on the physical exam</li> <li><b>Documentation:</b> Handover documentation for the end of a shift</li> <li><b>Communication with patients:</b> Explain a diagnosis to a patient who has received investigation results</li> </ul>

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

Progression criteria | Basic training: Foundation phase

	Learning goals	Progression criteria		Completion criteria
		Foundation <i>By the end of this phase, trainees will:</i>	Consolidation <i>By the end of this phase, trainees will:</i>	Completion <i>By the end of Basic Training, trainees will:</i>
Be	<b>01. Professional behaviours</b>	Consistently behaves in line with <b>all 10 domains</b> of professional practice	Consistently behaves in line with <b>all 10 domains</b> of professional practice	Consistently behaves in line with <b>all 10 domains</b> of professional practice
Do	<b>02. Clinical assessment</b>	<b>Level 3</b> - is able to act with indirect supervision	<b>Level 4</b> - Is able to act with supervision at a distance	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>03. Communication with patients</b>	<b>Level 3</b> - is able to act with indirect supervision	<b>Level 4</b> - Is able to act with supervision at a distance	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>04. Documentation</b>	<b>Level 3</b> - is able to act with indirect supervision	<b>Level 4</b> - Is able to act with supervision at a distance	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>05. Prescribing</b>	<b>Level 3</b> - is able to act with indirect supervision	<b>Level 4</b> - Is able to act with supervision at a distance	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>06. Transfer of care</b>	<b>Level 1</b> - Is able to be present and observe	<b>Level 1</b> - Is able to be present and observe	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>07. Investigations</b>	<b>Level 3</b> - is able to act with indirect supervision	<b>Level 4</b> - Is able to act with supervision at a distance	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>08. Acutely unwell patients</b>	<b>Level 1</b> - Is able to be present and observe	<b>Level 1</b> - Is able to be present and observe	<b>Level 4</b> - Is able to act with supervision at a distance
	<b>09. Procedures</b>	<b>Level 1</b> - Is able to be present and observe	<b>Level 1</b> - Is able to be present and observe	<b>Level 4</b> - Is able to act with supervision at a distance
Know	<b>10. Knowledge</b>	<b>Level 3</b> - Knows how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> - Frequently shows they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> - Consistently applies sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )

## 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

### Supervisor verifies

#### Plan Type

Training Program \*  
Billie Emaan – Basic Training AU (PCH) 2025

Please select the type of Rotation Plan Type \*  
Accredited Setting

#### Supervisors

First Name	Last Name	Start Date	End Date	Actions
Kerry	Snow			

#### Rotation Period

Start Date \* 02/02/2025 FTE \* 1.0

End Date \* 02/05/2025 Duration (Month) 3.0

#### Training Phase

Training Phase \*  
Foundation phase

#### Training Setting

Training Setting \*  
Eastern Health

Country \*  
Australia

State/Territory  
VIC

City \*  
BOX HILL

#### 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

#### Network DPEs

Contact 1  
Jane Miller

#### Attach Documents

Name	Modified
-Billie_PD_Eastern Health	

#### Setting DPEs

Contact 1  
Jack Vu  
Ross Geldof

#### Declarations

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.

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.

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

#### 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  
-

#### Time Validation

Validation Status  
Validated

Accrued Duration  
3 Core (3-12 months) General Medicine

Certified  
-

Notes  
-

#### 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

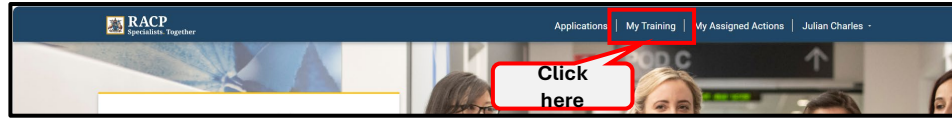
Review Finalised?

Return to Trainee?

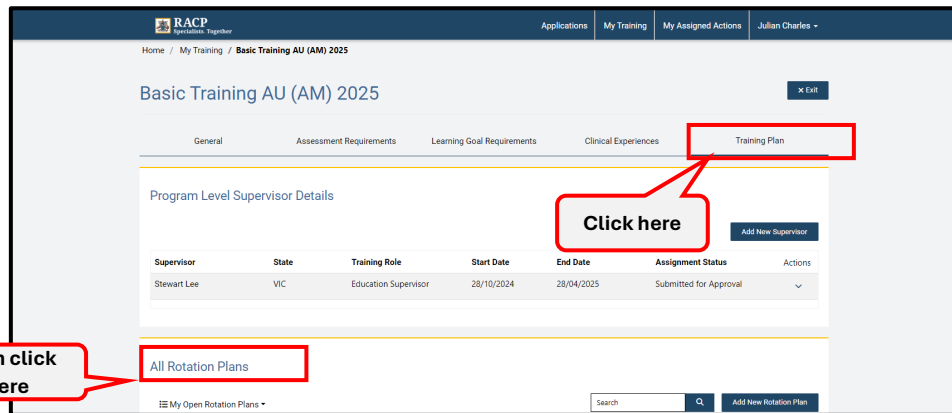
## Trainee

### 1. Create a Rotation Plan

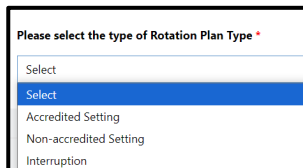
1. Login to the TMP.
2. Click My Training on the top navigation bar.



3. Click on the name of your training program
4. Click on the **Training Plan** tab, the All Rotation Plans



6. Click on **Add New Rotation Plan**
7. Choose the type of rotation plan from the drop-down menu.

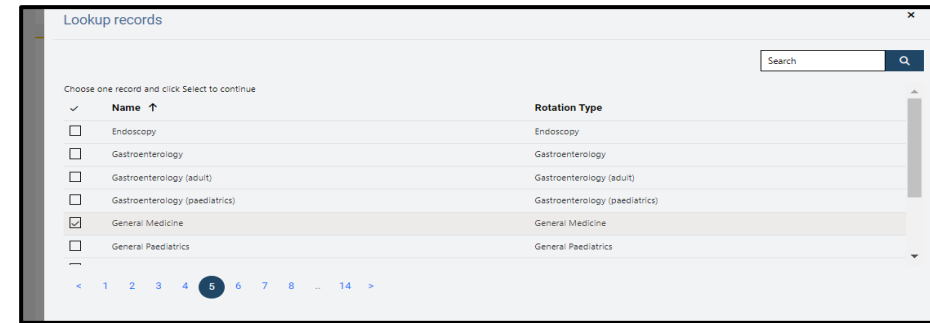


Accredited and non-accredited setting rotation plans are submitted for training that you would like counted towards your training. To determine which rotation plan to use, refer to [Accredited settings](#) on the RACP website.

For more details on interrupting your training, refer to the [RACP website](#).

8. Click save and next.
9. In the Training Details stage, add in the rotation start date, end date and the FTE of the position.
- NOTE 1: Only tick the 'Rotation start date is the same date as the start of my training program' box if you are in the first year of your training program.**
10. Select the training setting from the drop-down list.

11. Select the rotation type (sub-specialty) by clicking **NOTE 2: you can use type into the search box or search through the list**



12. It is optional to enter free text information into the Position Description and comments fields.

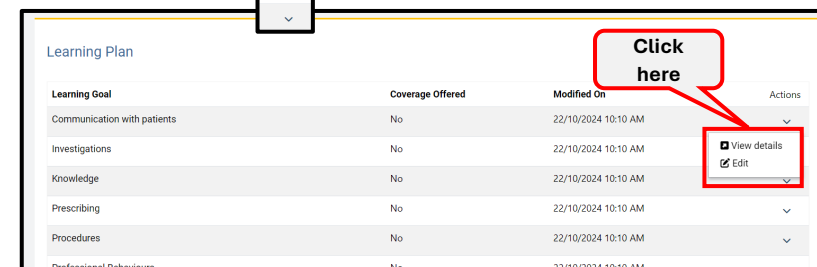
13. Click **Add Rotation Supervisor** and select your Rotation Supervisor by searching for their name using the magnifying icon.

**NOTE 3: you can enter this in after you submit if you do not know who your Rotation Supervisor is at the time of completing the form.**

**NOTE 4: If the supervisor name does not appear, tick  Cannot find Supervisor to manually enter their details.**

14. Click save and next.
15. Select the training phase (if not auto-populated) by clicking and selecting using the tick box.

16. Add in the learning goals (select yes if offered) and learning opportunities (free text) for the rotation. This action is completed per learning goal, click on Actions and then edit to add in details.

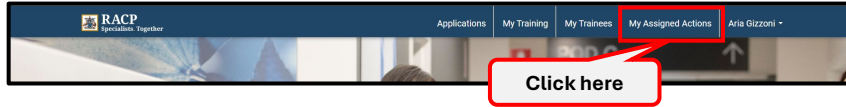


17. Click submit to complete the form; this will automatically send a notification to your supervisor.

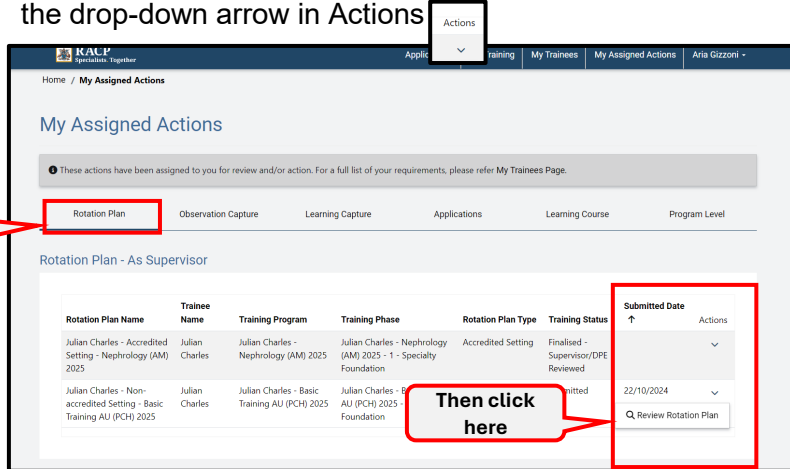
**Supervisor**

**1. Review the Rotation Plan Details**

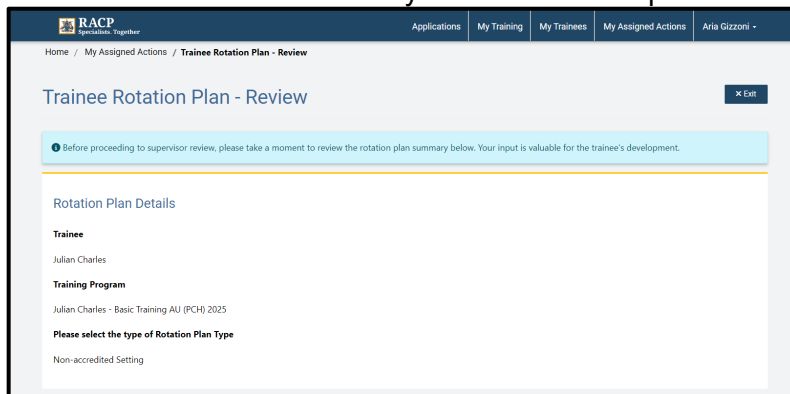
1. Login to the TMP
2. Click on My Assigned Actions



**3. Click the Rotation Plan and then Review Rotation Plan using the drop-down arrow in Actions**

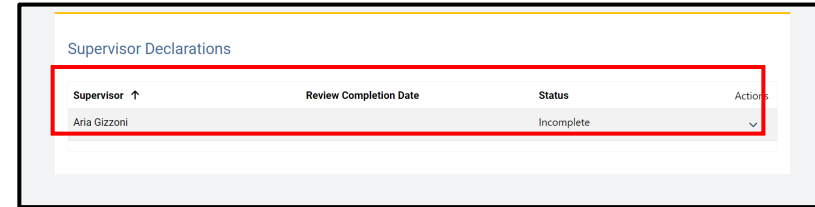



**4. Review the Rotation Plan Details fields and verify the information that was entered by the trainee as required.**



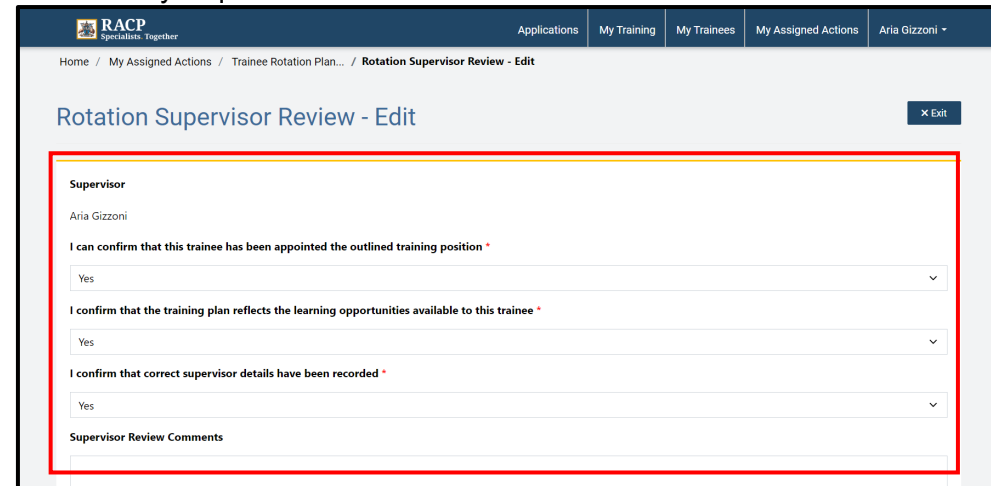
**2. Verify the Rotation Plan Details**

5. Scroll down to the Supervisor Declarations section where you will see your name and the status of your declaration. The status will read as 'incomplete' which means that you have not submitted your review of the trainees Rotation Plan.



6. Click on the drop-down arrow in actions  and select Review

7. Select a response to each of the drop-downs. There is a free text field to enter in any required comments



8. You can finalise the Rotation Plan or send it back to the trainee requesting more information by checking the relevant box, click 'finalised' or Return to trainee'.



**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?**

Only trainees are able to update their Education Supervisor(s) in TMP.

Future TMP enhancements will allow DPEs and Training Program Coordinators (TPCs) access to update supervisor nominations.

**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](#)