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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?



Initiate

The trainee and assessor determine an activity to be observed.

The observation capture form is initiated by *either* person in TMP.

Do

The trainee undertakes the activity linked to a learning goal, observed by the assessor.

Assess

The trainee and assessor reflects on the observed activity and documents feedback in the observation capture form on TMP. This can be done via one login.

Verify

If submitted by the trainee's login, the assessor must review details and the accuracy of the information.

The assessor **does not** have to be the trainee's supervisor. Assessors can include allied health team members and other specialists.

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 | 4. Competencies |
| 2. Communication with patients | 5. Knowledge |
| 3. Documentation | |

Observation capture 1

Conduct a physical exam on a patient with vomiting and abdominal pain.

Learning goal:
Clinical assessment

Observation capture 2

Prepare handover documentation for the end of a shift

Learning goal:
Documentation

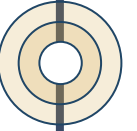
Observation capture 3

Discuss diagnosis with a patient following test results.

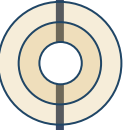
Learning goal:
Communication with patients



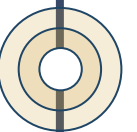
Rotation Plan



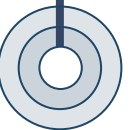
Observation capture 1



Observation capture 2



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

Foundation phase

Assessing | What is considered during an observation capture?

Observe

The assessor observes the trainee executing the task and which learning components they demonstrate. 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, ensuing 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 five or more areas of professional practice
2	needs to work on their behaviour in four or five areas of professional practice
3	needs to work on their behaviour in two or three areas of professional practice
4	needs to work on their behaviour in one area of professional practice
5	consistently behaves in line with each of the ten areas of professional practice

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

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

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 learning goal 02: Clinical assessment as her learning goal for this observation and will be leading the response and coordinating care with other staff.

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

Initiate

Assess

Verify

Trainee & Program Details

Training Program

Basic Training AU (AM) 2025

Training Program Phase *

Date of Observation *

Observation Capture Details

Observation Capture Type *

Summary of Activity *

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

Complexity *

Primary Learning Goal *

Learning Goal Components

Select the learning goal components observed during the Observation Capture.

Name	Observed	Actions
perform this activity primarily in inpatient settings	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No
select procedures	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No

Trainee Reflection

The below section is to be filled in by the Trainee

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

Assessor Feedback

The below section is to be filled by the Assessor

How much supervision did the trainee require during this activity?

What did the trainee do well?

She initiated bronchodilator therapy and managed oxygen flow effectively for paediatric patient in respiratory distress. Emma also 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.

Feedback Requests

Feedback From *

DPE Name *

Personal Message

Declarations

Trainee Declaration

Information in the assessor feedback is accurate and has been completed with the assessor. I acknowledge that this information is subject to verification by the assessor.








Assessor Declaration

I have reviewed the details in the assessor feedback and verify the accuracy of the information provided.*




Learning goal components

Trainees do not need to demonstrate every single component of an EPA in a single observation capture.

Assessors who observe a trainee tick off components of learning goals addressed in each observation encounter.

05. Prescribing	Covered in this observation capture	
 Take and interpret medication histories	Yes	No
 Choose appropriate medications	Yes	No
 Communicate with patients about medication benefits, risks, and side effects	Yes	No
 Produce prescriptions	Yes	No
 Monitor medications for efficacy, safety, and concordance	Yes	No
 Review medications, interactions, and cease where appropriate	Yes	No
 Perform this activity in multiple settings (e.g., inpatient, emergency)	Yes	No

Clarification for supervisors and trainees:

-  **Goal:** Ensure trainees gain sufficient exposure to **most components** of an EPA.
-  **Reality:** Not all components must be observed every time.
-  **Global review:** Panels and supervisors assess overall exposure across multiple observations.

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.

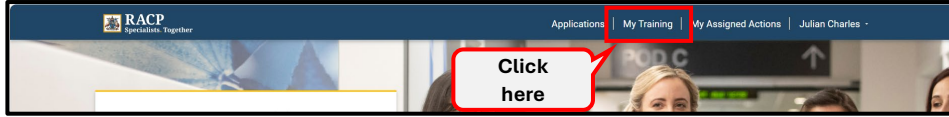
Learning goal	Foundation phase
1 Professional behaviours	5
2 Clinical assessment	3
3 Communication with patients	3
4 Documentation	3
5 Prescribing	3
6 Transfer of care	1
7 Investigations	3
8 Acutely unwell patients	1
9 Procedures	1
10 Knowledge	3

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	
Activity: Insert cannula		Activity: Prescribe antibiotics for chest infection		Activity: Explain treatment plan		Activity: Break bad news		Activity: Write patient discharge summary		Activity: 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	
Activity: Handover patient post-surgery		Activity: Assess respiratory function		Activity: Manage sepsis in ED		Activity: Handover patient post-surgery		Activity: Prescribe pain relief for post-operative patient		Activity: 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

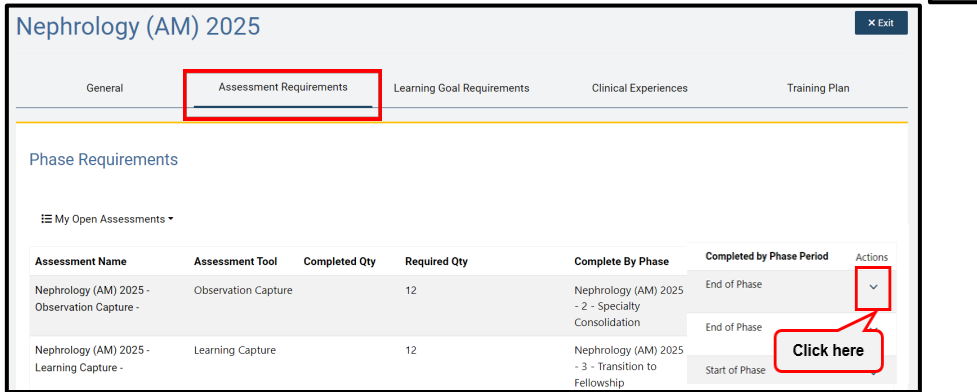
Trainee

1. Create an Observation Capture

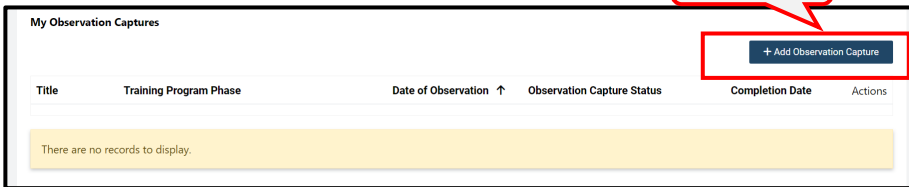
1. Login to the TMP
2. Click My Training on the top navigation bar



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



5. Click Add an Observation Capture

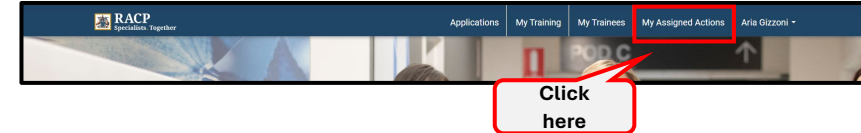


6. Check the training program phase and date of the encounter
7. Populate the Summary of Activity field with a brief description of the activity
8. Select the Complexity from the drop-down list (high/medium/low) as relevant
9. Select the primary learning goal related to the observation

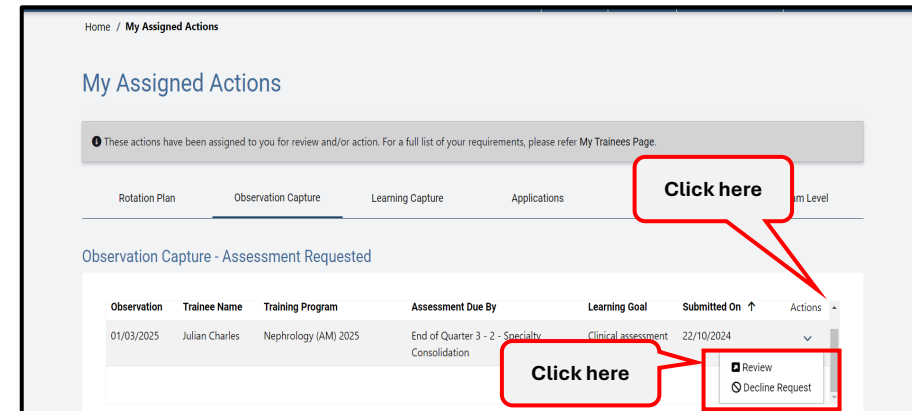
Assessor

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

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](#)