- Learning captures are reflective activities designed to enhance trainees' learning and align their professional growth with the RACP curriculum.

- Unlike observation captures, learning captures are self-directed and focus on **identifying**, **completing**, and **reflecting on learning opportunities.**

Clinical experiences

Hands on or observational experiences in a setting that contribute to the development of medical knowledge, procedural skills or professional behaviours.

Procedural activities:
- Performing or assisting in a procedure (e.g. lumbar puncture, catheter insertion).
- Observing a senior clinician during a complex surgery.

Case discussions:
- Presenting a challenging case at a clinical meeting.
- Participating in a multidisciplinary team (MDT) discussion.

Clinical decision-making:
- Managing a patient with comorbidities under supervision.
- Handling emergency scenarios during on-call shifts.

Patient interaction:
- Conducting patient history-taking and physical examination.
- Delivering difficult news to a patient or family with supervision.

Courses and workshops

Structured learning activities designed to develop specific skills or knowledge areas relevant to medical practice.

Clinical skills workshops:
- Attending a suturing skills workshop.
- Participating in advanced life support (ALS) training.

Professional development courses:
- Enrolling in a leadership training course for healthcare professionals.
- Completing a cultural competence training session.

Simulated learning:
- Engaging in simulation-based training for acute medical scenarios.
- Participating in a communication skills simulation with actors.

Personal reflection

Thoughtful consideration of one's experiences to identify learning points, areas for improvement, and strategies for future growth.

Clinical reflection:
- Reflecting on the challenges faced during a patient consultation.
- Considering the impact of an ethical dilemma encountered in practice.

Feedback analysis:
- Reviewing and analysing feedback from a supervisor or peer.
- Reflecting on patient or family feedback and its implications.

Professional growth:
- Reflecting on a mistake and identifying steps to prevent recurrence.
- Analysing how personal biases might influence clinical decision-making.

Readings and resources

Engaging with academic or professional materials to build knowledge and support practice improvement.

Guidelines and protocols:
- Reading national or international clinical guidelines (e.g. NICE, WHO).
- Reviewing institutional protocols for patient care (e.g. infection control policies).

Research articles:
- Reading journal articles on recent advancements in treatment or management of diseases.
- Summarising key findings from a systematic review related to a topic.

Textbooks and handbooks:
- Studying textbook chapters on pathophysiology or pharmacology.
- Reviewing a clinical handbook to prepare for an upcoming rotation.

Multimedia resources:
- Watching instructional videos on surgical techniques.
- Listening to podcasts or webinars on medical topics.

Guidelines

- ✓ **Align with curriculum goals:** Ensure activities address specific learning outcomes or competencies

- ✓ **Incorporate variety:** Balance clinical, reflective and resource-based activities

- ✓ **Reflect on impact:** Document insights, lessons learned and future applications

- ✓ **Use credible sources:** Choose activities supervised by experts or based on reliable resources

- ✓ **Avoid routine tasks:** Focus on activities that promote growth, not just routine duties

Reflective questions for trainees

1. Does this help me achieve my learning goals?

2. What new knowledge or skills am I gaining?

3. How will I apply this learning to future situations?

Learning category	Good examples	Other examples requiring more work
Clinical experiences	Observing a senior clinician and reflecting on lessons	Writing discharge summaries without feedback
Courses and workshops	Completing a workshop with reflection on its application	Attending a seminar with no practical learning
Personal reflections	Analysing feedback from a challenging interaction	Journaling unrelated daily thoughts
Readings and resources	Summarising a clinical guideline's relevance to practice	Using outdated or non-credible resources
Other learning experiences	Leading a case discussion with supervisor feedback	Informal conversations with no structure or analysis

Please note, there are more fields to be populated in TMP when completing a learning capture.

Learning Capture Details

Type of Learning

Clinical experiences

Please specify other learning experiences

—

Title

Managing sepsis in a hospital setting

Description of Activity

Assisted and observed a senior clinician during the assessment and treatment of a patient with septic shock in the Emergency Department.

What did you learn?

I learned how to identify the clinical signs of sepsis, initiate the sepsis pathway and prioritise fluid resuscitation and antibiotic administration.

How will you apply this learning in the future?

I noticed how the physician remained calm and systematic, using a checklist to rule out other illnesses while managing the septic patient. I'm aiming to replicate this approach to stay composed and logical when working with critically unwell patients. This will ensure no details are overlooked in a high-pressure situation

Select the primary learning goal to which this learning applies

Knowledge

Title is specific and clearly identifies the focus for learning

Key takeaways are highlighted and show a deepened understanding of the topic

Description is concise but detailed enough to show the scope of the learning

Shows how the learning translates into actionable steps with a specific scenario listed

Connect learning to a specific learning goal

Please note, there are more fields to be populated in TMP when completing a learning capture.

Learning Capture Details

Type of Learning

Courses and workshops

Please specify other learning experiences

—

Title is specific and clearly identifies the focus for learning

Title

CTEC JDocs: Emergency Airways workshop

Accredited program and authority is listed

Description is concise but detailed enough to show the scope of the learning

Description of Activity

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

Key takeaways are highlighted and show a deepened understanding of the topic

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

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.

Shows how the learning translates into actionable steps with a specific scenario listed

Select the primary learning goal to which this learning applies

Procedures

Connect learning to a specific learning goal

Please note, there are more fields to be populated in TMP when completing a learning capture.

Learning Capture Details

Type of Learning

Personal reflection

Please specify other learning experiences

—

Title

First night shift in the emergency department

Description of Activity

Reflected on my first night shift, focusing on how I managed time pressure and prioritised multiple patient presentations

What did you learn?

I learned the importance of staying organised using a systematic approach to assessing patients and communicating effectively with the nursing team

How will you apply this learning in the future?

On my next night shift, I'll plan my patient reviews in advance and set small goals for each hour to stay on track. I'll also try to ask for help earlier if I feel overwhelmed instead of trying to handle everything at once

Select the primary learning goal to which this learning applies

Knowledge

Title is specific and clearly identifies the focus for learning

Key takeaways are highlighted and show a deepened understanding of the topic

Description is concise but detailed enough to show the scope of the learning

Shows how the learning translates into actionable steps with a specific scenario listed

Connect learning to a specific learning goal

Example: Reading and resources

Please note, there are more fields to be populated in TMP when completing a learning capture.

Learning Capture Details

Type of Learning

Reading and resources

Please specify other learning experiences

—

Title

Management of phenylketonuria (PKU) in adults: NICE clinical guideline

Description of Activity

Studied the NICE clinical guideline NG80 titled Phenylketonuria Diagnosis and Management that outlines evidence-based recommendations for dietary management, monitoring and emerging therapies for adults with PKU.

What did you learn?

I learned about the necessity of a low-phenylalanine diet to prevent neurological and cognitive complications, the importance of regular blook phenylalanine monitoring and the potential benefits of sapropterin and enzyme replacement therapies as adjunct treatments.

How will you apply this learning in the future?

I will use this knowledge to provide comprehensive care for patients with PKU by supporting their adherence to dietary requirements, recognising potential complication and discussing emerging therapeutic options with specialist teams.

Select the primary learning goal to which this learning applies

Knowledge

Annotations:

- Title is specific and clearly identifies the focus for learning
- Credible source from a recognised authority is listed
- Description is concise but detailed enough to show the scope of the learning
- Key takeaways are highlighted and show a deepened understanding of the topic
- Shows how the learning translates into actionable steps with a specific scenario listed
- Connect learning to a specific learning goal

Please note, there are more fields to be populated in TMP when completing a learning capture.

Learning Capture Details

Type of Learning

Other learning experiences

Type of learning is specified when "Other learning experiences" is selected as the type

Please specify other learning experiences

Multidisciplinary meeting

Title

Palliative care in advanced heart failure meeting

Title is specific and clearly identifies the focus for learning

Description of Activity

Attended a multidisciplinary team meeting focused on managing a patient with advanced heart failure, where specialists discussed palliative care planning, symptom control and communication strategies with patients and families

Description is concise but detailed enough to show the scope of the learning

What did you learn?

I learned about the importance of early integration of palliative care in chronic illness, strategies for managing symptoms such as dyspnea and pain, and approaches for discussing end of life care with empathy and clarity

Key takeaways are highlighted and show a deepened understanding of the topic

How will you apply this learning in the future?

This meeting showed me how important it is to address both the medical and emotional needs of patients in palliative care. Moving forward, I will make sure to ask patients about their symptoms and quality of life during ward rounds and bring up the option of involving palliative care teams early when I think it's needed.

Shows how the learning translates into actionable steps with a specific scenario listed

Select the primary learning goal to which this learning applies

Knowledge

Connect learning to a specific learning goal