



## Purpose

The learning capture is a work-based learning tool that assists trainees to **reflect on learning experiences, promote critical thinking** and **connect these to their learning goals and professional development**.

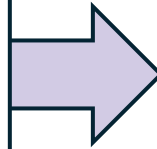


## Pain point

Reflection is often only used after **negative experiences**, like errors or poor outcomes

Trainees miss opportunities to learn from everyday or positive experiences

Some curriculum areas are **hard to access in daily practice**, making it difficult to demonstrate learning



## Solution

Reflection develops **self-awareness** and **continuous improvement** in professional practice

**Understanding the context** of decisions and actions strengthens personal and professional growth

Learning capture **guide trainees to reflect** on experiences, both common and complex, to build insight



## Benefits

- **Promotes reflective practice:** to create self-regulating learners
- **Improves knowledge:** enhanced exposure to challenging or foundational knowledge areas of the curriculum
- **Enhances curriculum coverage:** allows trainees to choose to reflect on a wide range of resources or activities to help achieve competency against all learning goals



## What this means in practice

- Trainees should **map evidence** of workplace learning **against each program learning goal** to ensure adequate coverage across learning goals
- Trainees will be able to **accumulate evidence of learning** completed over time
- **Assessor feedback** on each individual learning capture is **optional**
- The quality of the reflection will be **assessed during supervisor review** of trainee evidence of progression



Here are the key resources to support your understanding of learning captures. They're organised in a recommended order and tailored to your role.





## All roles – start here to build a baseline of understanding

### Learning capture workshop series

1. [Overview and definition](#)
2. [How it works](#)
3. [What this means for different roles](#)
4. [How it looks in TMP](#)
5. [Differences compared to PREP](#)
6. [Supplementing learning goals](#)



### Learning capture activity

-  [Video case study](#)
-  [Practical activity](#)

*Total time – 33 mins*






## Trainees – TMP user instructions

-  [Submit a learning capture](#)
-  [Learning capture written instructions](#)

*Total time – 10 mins*



## Supervisors – TMP user instructions

-  [Give feedback on a learning capture](#)
-  [Review an existing learning capture](#)
-  [Providing feedback written instructions](#)

*Total time – 10 mins*



## Assessors – TMP user instructions

Trainees can invite external assessors to provide feedback. Assessors do not need an RACP or TMP account.

-  [Unrelated assessor feedback written instructions](#)

*Total time – 5 mins*