



Purpose

The new RACP curricula incorporate a **competency-based approach** to RACP programs. The same educational frameworks and assessment methods have been applied to both the **Basic and Advanced Training Programs** to ensure consistency.

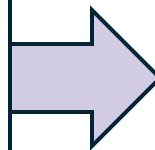


Pain point

PREP curricula **separate knowledge and skills from behaviours**, without a clear standard of achievement

Multiple systems and paper forms make it hard to track progress and compliance

Learning and assessment activities are **not aligned** to program outcomes



Solution

Learning goals clearly outline **key skills and knowledge** for each training phase and include professional behaviour expectations

All training information is housed in TMP attached to a trainee record.

Each learning and assessment tool is reviewed against the program learning goals



Benefits

- **Explicit curriculum standards:** key knowledge, skills and behaviours of a training program are clearly outlined
- **Clear expectations at each phase:** Progression and completion criteria provide checkpoints
- **Strong links between learning and assessment:** Assessments link to curriculum standards and program outcomes



What this means in practice

- There are some **new terms and educational frameworks to learn**
- The new program includes explicit information about **trainee standards and expectations** of performance
- The TMP **allows for oversight** of trainee progress and **removes the need for paper-based forms**.

