

NEW CURRICULA

Glossary of Terms



RACP
Specialists. Together

About this document

This glossary defines key terms used across RACP Basic and Advanced Training curricula. It is intended as a reference for trainees, supervisors, assessors and staff working with the new curricula.

More information about the new curricula can be found on [RACP Online Learning](https://racp.edu.au/online-learning).

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Glossary of Terms

Curricula framework

RACP curriculum model

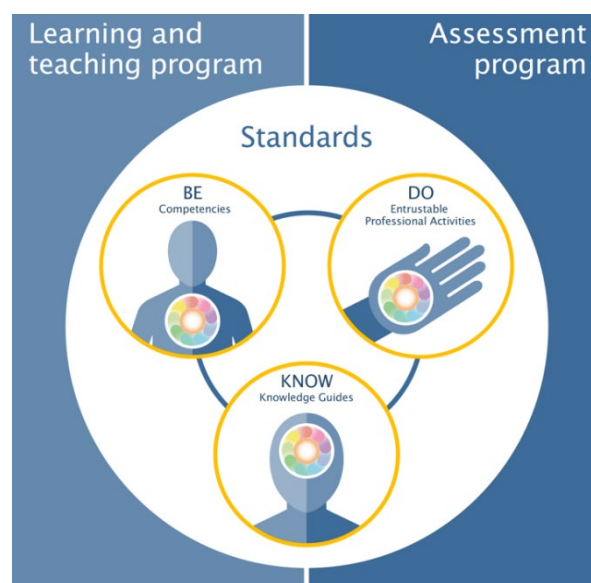
The RACP curriculum model is made up of curricula standards supported by learning, teaching, and assessment programs.

Learning and teaching program

Learning and teaching programs outline the strategies and methods to learn and teach curricula standards, including required and recommended learning activities.

Assessment program

Assessment programs outline the planned use of assessment methods to provide an overall picture of the trainee's competence over time.



Curricula standards

The curricula standards outline the educational objectives of the training program and the standard against which trainees' abilities are measured.

Competencies (BE)

Competencies outline the expected professional behaviours, values and practices of trainees in 10 domains of professional practice.

Entrustable Professional Activities (DO)

Entrustable Professional Activities (EPAs) outline the essential work tasks trainees need to be able to perform in the workplace.

Knowledge Guides (KNOW)

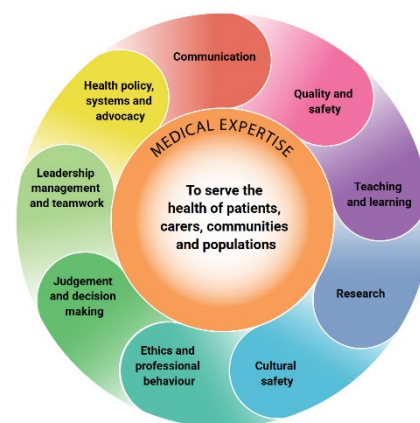
Knowledge guides outline the expected baseline knowledge of trainees.

Professional Practice Framework

The Professional Practice Framework (the Framework) integrates medical expertise and professional skills, recognising that physicians will be experts in their field of practice and use a range of professional skills in order to work in partnership with patients, families, or carers.

10 Domains of professional practice

The Framework defines the 10 domains of professional practice for all physicians and forms the basis of the new RACP curriculum model.



Training Structure

Basic Training (BT)

The first stage of RACP physician training, common to all trainees before they enter a specialty. Basic Training develops foundational clinical and professional skills.

Advanced Training (AT)

The specialty-specific stage of RACP training that follows Basic Training. Advanced Training develops the clinical expertise and professional capabilities required for Fellowship in a chosen specialty.

Phase

A defined stage within a training program, each with its own learning expectations and assessment requirements. In Basic Training, the three phases are: Foundation, Consolidation and Completion. In Advanced Training, most programs include three phases: Specialty Foundation, Specialty Consolidation, and Transition to Fellowship. Some Advanced Training programs have an additional phase. Trainees must meet the progression criteria for each phase to move into the next phase.

Phase Requirements

The specific minimum number and type of assessments, learning activities and other evidence a trainee must complete within a given phase of training.

Rotation

A defined period of professional work within a training setting, during which a trainee undertakes learning and assessment activities aligned to their rotation plan.

Accredited Setting

A professional training environment that has been formally recognised by RACP as meeting the requirements for supervised training. Rotations in accredited settings contribute to training requirements.

Non-Accredited Setting

A professional environment that has not been formally accredited by RACP for training purposes. Time in non-accredited settings may still contribute to training in some programs, subject to approval.

Interruption to Training

A formal pause in training, recorded in TMP via an interruption rotation plan. Interruptions may occur for reasons such as parental leave, illness or other approved circumstances.

Learning Goals

The curriculum standards are summarised as learning goals. The learning goals articulate what trainees need to be, do and know, and are assessed throughout training.

Learning Theme

A structured area of focus within a training program that groups related learning goals and activities around a specific clinical or professional topic. Some learning themes have additional assessment requirements beyond the standard phase minimums.

Dual Training

Dual training is when a trainee concurrently undertakes two, or more, RACP Advanced Training programs that result in the award of FRACP. For example, General Medicine and Gastroenterology. Dual training is an opportunity for trainees to broaden their expertise and gain recognition in multiple specialties, usually with some training time concessions.

Joint Training

A joint training program is a single program of Advanced Training, offered in partnership with another medical college, that results in the award of more than one college Fellowship, e.g., FRACP and FRCPA.

Conjoint Training

Conjoint training is when a trainee undertakes two, or more, RACP Advanced Training programs that result in the award of different qualifications, e.g., FRACP and FAFRM.

Assessment Framework

Assessment Program

The structured set of tools, requirements and processes that make up how a trainee is assessed throughout their training. The assessment program outlines the planned use of assessment methods to provide an overall picture of the trainee's competence over time.

Programmatic Assessment

An approach to assessment that considers the full body of evidence accumulated over time, rather than relying on individual high-stakes assessments. The new RACP curricula are built on programmatic assessment principles, with progression decisions based on patterns across multiple data points.

Work-Based Assessment

Assessment that takes place in the professional workplace, based on real work activities. In the new curricula, this includes learning captures and observation captures.

Progression Criteria

The expected standard a trainee must reach for each learning goal by the end of each training phase. Trainees must meet the progression criteria across their BE, DO, and KNOW learning goals to progress to the next phase or complete the program.

Rating Scale

The five-point rating scale is used across the new RACP curricula to assess trainee progression against learning goals throughout training. The scale describes the expected standard of performance, professional behaviour, or knowledge application at increasing levels of independence and capability.

Rotation Plan

The rotation plan is a work-based tool to document details of a training rotation and how a trainee intends to cover their program learning goals over the rotation period.

Learning Capture

The learning capture is a work-based assessment that involves a trainee capturing, and reflecting on, professional development activities, including evidence of work-based learning linked to specific learning goals.

Observation Capture

An observation capture is a work-based assessment which provides a structured process for trainees to demonstrate their knowledge and skills in real-time workplace situations, while assessors observe and evaluate performance.

Progress Report

A progress report is an assessment that documents trainees' and supervisors' assessment of trainee progress against the training program learning goals over a period of training.

- Rotation progress report: Completed by the trainee and Rotation Supervisor for each rotation
- Phase progress report: Completed by the trainee and Education Supervisor at the middle and end of a phase (Basic training only)

Logbook

The logbook is a learning tool that helps trainees capture data about and reflect on specific workplace experiences.

Case Report

A case report is a learning activity that demonstrates the trainees' approach to a clinical or complex patient situation, including their clinical reasoning and evaluation skills, diagnostic process and management approach. Through the development of a case report, trainees gain experience in incorporating an evidence-based approach to medicine using scientific writing skills.

Evidence of Learning

The body of completed assessments, reflections, and records that a trainee accumulates over time. Evidence of learning informs progression decisions and is reviewed at Progress Review Panels.

Feedback

Written or verbal input from a supervisor or assessor that helps a trainee understand their performance and development. Feedback is a required component of observation captures and progress reports.

Reflection

A trainee's written consideration of their learning, development or experience. Reflection is a core component of learning captures and supports self-directed professional growth.

Progression

Progress Review Panel (PRP)

A group convened to meet and make evidence-based decisions on trainees' progression through training. Progress Review Panels ensure the integrity and transparency of progression and completion decisions related to Basic and Advanced Trainees.

Entry Decision

A formal decision made before entry into the program, confirming that a trainee meets the eligibility requirements to commence training.

Progress Decision

A formal decision, based on competence, made at the end of each phase of training. Confirms that a trainee has demonstrated satisfactory progress and may advance to the next phase.

Completion Decision

A formal decision, based on competence, made at the end of the training program. Results in eligibility for admission to Fellowship.

Trainee can progress to the next phase of training

A formal decision confirming that a trainee has met the expected standard for their current phase and may advance to the next phase.

Trainee can progress to the next phase of training with conditions

A formal decision confirming that a trainee may advance to the next phase, with specific conditions set by the Progress Review Panel to guide their ongoing development. Conditions are documented in TMP and incorporated into the trainee's next rotation plan.

Trainee cannot progress to the next phase of training

A formal decision confirming that a trainee has not met the expected standard for their current phase and is not yet eligible to advance. Conditions may be set alongside this decision to support the trainee in achieving the required standard.

Extension of Training

An approved increase to the standard duration of a training program or phase, granted when a trainee requires additional time to meet requirements.

Roles

Trainee

A member who is registered with the RACP to undertake the Basic or Advanced Training Program(s).

Rotation Supervisor (Basic Training)

A clinician (not required to be a Fellow of the RACP) or consultant who provides direct oversight of a trainee during a training rotation.

Assessor

A person who provides feedback to trainees via the observation capture or learning capture tool. This may include consultants and other medical professionals, allied health professionals, nursing staff, patients and their families, administrative staff, and consumer representatives.

Network Director of Physician Education

An RACP Fellow who provides educational leadership across a network of training settings.

Director of Physician Education (DPE)

An RACP Fellow who provides educational leadership across a training setting.

Education Supervisor

An RACP Fellow who provides longitudinal oversight of a Basic Trainee's progress through training.

Training Program Coordinator

A staff member employed by a training setting or network to support the coordination and delivery of the Basic Training program. This includes Medical Education Support Officers and other staff working with Directors of Physician Education to support and improve training within the setting or network.

Progress Review Panel

A group convened to make evidence-based decisions on trainees' progression through and certification of training.

RACP oversight committees

An RACP-administered committee with oversight of the Basic or Advanced Training Programs in Australia and Aotearoa New Zealand.
