CBME feature	Outcomes focused	Tailored learning experiences	Programmatic assessment	Progression
				
Description	**Designed for outcomes** The curriculum is based on the health needs of patients and communities. The focus is on what a physician should be able do at the end of training to meet those needs.	**Individualised to facilitate development** The development and iterative refinement of rotation plans facilitates professional and personal learning goal fulfilment in regular consultation with supervisors.	**Regular feedback drives improvement** Frequent learning and assessment encounters occur in real work settings. This includes direct observation, reflective learning experiences, and feedback from supervising physicians, peers, and colleagues.	**Progression based on demonstrated capability** Trainee progress is tracked against defined criteria that map progression from novice learners to practitioners ready for unsupervised practice.
RACP program design features	✓ Explicit, measurable learning goals ✓ Learning and assessment activities constructively aligned to outcomes ✓ Professional and clinical capabilities consolidated	✓ Rotation plans outline specific learning goals and experiences to guide progression in a training program ✓ Flexibly designed learning and assessment requirements	✓ A learning and assessment toolkit deliberately incorporates different activities and feedback opportunities from a range of assessors	✓ Progression criteria per phase of training ✓ Clear decision points for progression and completion of training