

# Recognition of Prior Learning Policy Revision Update

Prepared by the Education Policy, Research and Evaluation Team | April 2026



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## Background to the policy

The purpose of the Recognition of Prior Learning (RPL) policy is to outline the pathway for trainees to have **previous** study or work **experience recognised** towards RACP training programs. It specifies the eligibility criteria, application process, assessment criteria and possible outcomes.

## Purpose of this revision

With the introduction of the **new curricula**, which are founded on a hybrid of competency- and time-based medical education (CBME), the policy was revised to ensure that the policy and associated procedures are **aligned** to the principles of the new programs and education governance structure.

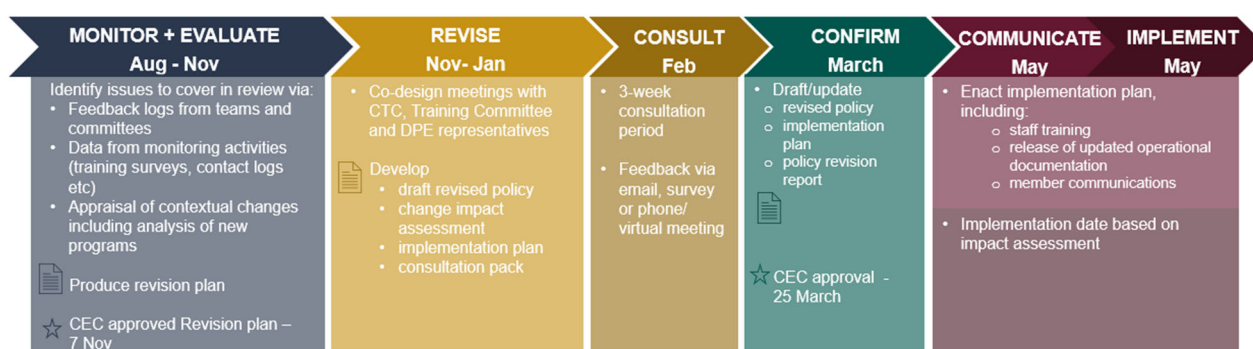
The review also addressed stakeholder feedback which had identified **implementation challenges** within the RPL application process and assessment and aimed to improve **clarity, consistency and defensibility** of RPL decisions.

Another focus of the review was to ensure that the policy **supports** flexible, streamlined and high-quality **dual and joint training** so RPL can be managed effectively within the Training Management Platform (TMP).

## Approach to the revision

The scope of the revision, which was led by the Education Policy team, included development of a revised policy and implementation plan with the aim of the updated policy available for supporting implementation of our new programs in 2026.

The policy revision was carried out in six phases as outlined in the following image.



During the *Monitor & Evaluate* phase comprehensive information was gathered to establish the scope of the review, including feedback logs from operational teams and committees as well as an appraisal of contextual changes, including analysis of new programs.

The *Revision* phase involved **co-design meetings** with College Trainees' Committee, Training Committees and DPE representatives to collaboratively shape proposed changes. A change impact assessment was conducted to determine implementation requirements and inform the development of an implementation plan. A **consultation pack** was prepared which included the draft policy and summary of changes.

*Consultation* materials were disseminated to stakeholders in February, with a three-week consultation window. **Feedback** was clarified/actioned as it came in, as appropriate.

The *Confirm* phase in March saw all consultation feedback reviewed and further necessary changes identified and incorporated into the final policy draft and compiled into the RPL Policy Revision Report and Implementation Plan which was **approved by the CEC on 25 March**.

## Consultation participation

A total of 58 Committees, including training program and trainees' committees, as well as Directors of Physician/Paediatric Education (DPEs) from Australia and Aotearoa New Zealand were invited to provide feedback to the proposed RPL Policy changes.

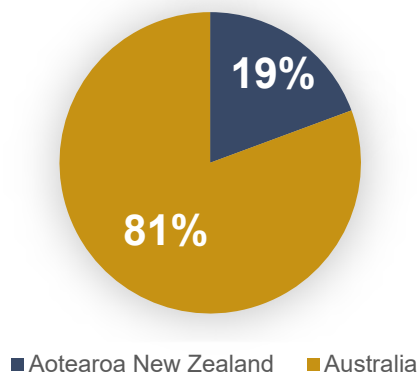
Feedback was received from **31 members**, with a majority of these committee representatives (74.19%) followed by supervisors (29.03%).

**Table 1: Survey respondent roles\***

| Group 1<br>Trainees |        | Group 2<br>Educators |        | Group 3<br>Committees    |
|---------------------|--------|----------------------|--------|--------------------------|
| BT                  | AT     | Supervisors          | DPE    | Committee representative |
| 0%                  | 12.90% | 29.03%               | 19.35% | 74.19%                   |

\*Total is greater than 100% as participants could select multiple roles

**Figure 1: Survey respondent region**



## Key RPL Policy Changes

A quick primer on changes to programs due to new curricula, and how these relate to RPL

The RPL Policy must evolve to align with the shift to hybrid time- and competency-based training programs.

The roll-out of the **new curricula** started in 2024. Programmatic assessment and self-directed learning are embraced within the new hybrid-time and competency model. 21 curricula have been implemented in 2026, 7 are scheduled in 2027 and 2 specialties do not have a determined timeline as of yet.

### Training Phases & Progression Decisions

Under the new curricula, training phases, namely **foundation**, **consolidation** and **completion** (BT)/ **transition to Fellowship** (AT), are introduced.

**Figure 2: Training phases**



At the end of each phase, a **progression decision** needs to be made based on the progression criteria in the form of learning and observation captures and progress reports to meet the required level of each learning goal per phase.

Progress Review Panels (PRPs) now make these progression decisions. Training Program Committees are the primary PRPs. Secondary PRPs can also be established, as needed, and these can make progression decision recommendations, later endorsed by the Primary PRP.

Roll-out of the new curricula is enabled by new technology, the Training Management Platform (TMP). Within the TMP, trainees are assigned to the relevant training phase and all their associated **assessments** are **configured according to that phase**. As a result, trainee phases must be updated in the TMP to reflect any RPL decisions, to ensure they are assessed and monitored against the relevant phase’s learning goals and progression criteria.

### Changing focus of decisions for RPL

In the new policy, RPL decisions focus on both time AND progression criteria, to mirror decision frameworks for prospectively undertaken training. Progression criteria are comprised of competence and compliance aspects.

|                                     | PREP curricula                         | New curricula   |
|-------------------------------------|--|---|
| Professional Experiences/ Rotations | Units of time certified (weeks/months) | Units of time certified AND, if 12 months or more of time certified, a phase Progression Decision |
| Other requirements                  | Exemption from requirement             |   |

### Learning Goals

Curriculum standards are summarised as **learning goals** which articulate what trainees need to *be*, *do* and *know* and are assessed on throughout training on a **five-point scale** using **Progress Reports**. The scale determines the expected standard for each learning goal at the end of each training phase. Trainees must meet these standards to progress to the next phase or complete the program.

**Figure 4: 5-point scale**

| Levels  | 1  | 2  | 3  | 4   | 5   |
|---|--|--|--|---|---|
| <b>Be: Competencies (professional behaviours)</b>     | Needs to work on behaviour in <b>more than five domains</b> of professional practice | Needs to work on behaviour in <b>four or five domains</b> of professional practice | Needs to work on behaviour in <b>two or three domains</b> of professional practice   | Needs to work on behaviour in <b>one domain</b> of professional practice                    | <b>Consistently</b> behaves in line with all ten domains of professional practice |
| <b>Do: Entrustable Professional Activities (EPAs)</b> | Is able to <b>be present and observe</b>   | Is able to <b>act with direct supervision</b>                                      | Is able to <b>act with indirect supervision</b> (i.e., ready access to a supervisor) | Is able to <b>act with supervision at a distance</b> (i.e., limited access to a supervisor) | Is able to supervise others   |
| <b>Know: Knowledge guides</b>                         | Has <b>heard</b> of some of the topics in this knowledge guide                       | <b>Knows the topics and concepts</b> in this knowledge guide                       | <b>Knows how to apply</b> this knowledge to practice                                 | <b>Frequently shows they apply</b> this knowledge to practice                               | <b>Consistently demonstrates</b> application of this knowledge to practice        |

**Learning and assessment tools** are linked to the learning goals, enabling trainees to demonstrate competence for each goal.


Trainees cannot submit an RPL application for individual learning goals without professional experience (training time). If a trainee believes they have enough **evidence** to satisfy an **individual learning goal**, they can do that via the **Progress Review Panel process**.

## Change theme #1: Alignment with New Curricula

Changes include:

- **Updated policy language** aligned with new curricula’s emphasis on competence-based progression.
- Support for **phase-based training, learning goals** and the role of PRPs in the RPL process and progression decisions.
- **Specialty-specific RPL application forms** for professional experience (rotations) in which trainees assess themselves against the specialty’s learning goals.
- Those learning goals then need **endorsement** by the trainee’s current **supervisor** or supervisor of the rotation for which they are seeking RPL including their rating as well as a justifying reflection. If trainees seek RPL for multiple rotations, the supervisor ratings must come from their current supervisor or supervisor of their most recent rotation for which they seek RPL.

Image: screenshots from new RPL application form that shows the applicant self-assessment and supervisor endorsement process against learning goals



**Do – Entrustable Professional Activities (EPAs)**

EPAs outline the essential work tasks trainees need to be able to perform in the workplace.

**Learning goal 2: Team Leadership – Lead a team of health professionals**

| Self-rating*   | Rotation number (see ‘Summary of Experiences’) where you demonstrated this goal | Evidence   |
|--|---|--|
| Choose an item.  | Click to enter text   | <input type="checkbox"/> PREP assessment data<br><input type="checkbox"/> Learning & Observation captures<br><input type="checkbox"/> Progress report<br><input type="checkbox"/> Additional documentation<br><input type="checkbox"/> Other |
| Narrative reflection justifying your self-assessed rating for this learning goal |   |  |
| Click to enter text  |   |  |
| Supervisor/Referee Rating*   | Supervisor/Referee endorsement  |  |
| Choose an item.  | Click to enter text   |  |

\*Progression criterion for the specialty foundation phase is Level 3 – Is able to act with indirect supervision  
 \*Progression criterion for the specialty consolidation phase is Level 4 – Is able to act with supervision at a distance

0 - not assessed

1 - I am able to be present and observe

2 - I am able to act with direct supervision

3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)

4 - I am able to act with supervision at a distance (i.e., limited access to a supervisor)

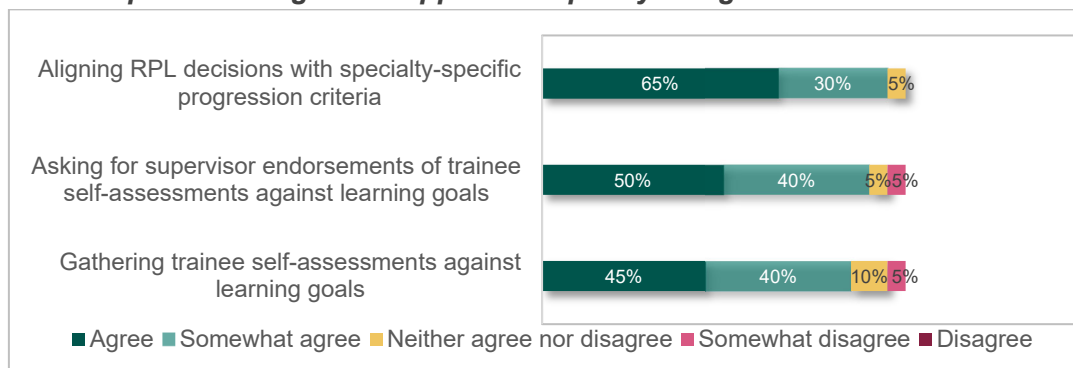
5 - I am able to supervise others

- Distinct **RPL categories** to differentiate RPL applications into:
  - Professional experience requirements
  - Research project requirement
  - Other curriculum requirements.

## Stakeholder feedback

Stakeholder feedback demonstrated **strong overall support** for the proposed policy changes, particularly the inclusion of trainee self-assessments aligned to specialty-specific learning goals and the alignment of RPL decisions with specialty-specific progression criteria. Figure 5 summarises the consultation feedback received.

**Figure 5: Proposed changes to support new policy's alignment with curricula**



Changes will allow much easier assessment against new curriculum. Have a supervisor endorsement is a good addition and I think being able to use a current or recent supervisor will make that process easier. If professional experience was a couple of years prior it may be difficult to contact a supervisor but the ability to have a more recent supervisor complete the assessment against the learning goals mitigates that.

**Committee Member & DPE**

Feedback highlighted the value of working with training committees and society partners to **develop specialty-specific guidance** for Professional Experience RPL application forms as part of the implementation.

## Change theme #2: Updated principles of RPL

The policy's nine principles have been revised and condensed into six updated principles as described below.

### *Educational Alignment - item 5.1.1*

Re-named principle **combines** the previous principles of **Validity, Comparability and Continuity** with updated language to refer to curriculum standards, progression criteria, supervision quality, setting appropriateness, and breadth and depth of training.

Image: screenshot of new Educational Alignment principle from the revised RPL Policy

**5.1.1 Educational alignment**

The competencies gained through the learning experience must be relevant to the training program. Both the competencies and learning experience are assessed for alignment with the relevant RACP curricula standards/[training program handbook and compliance requirements](#).

Educational alignment is assessed with respect to [learning outcomes/goals, progression criteria \(new curricula programs\)](#), responsibility, rigour of training, assessment process, supervision, training setting, level of training and [breadth and depth](#) of training experience.

*For professional experience requirements:* Recognition of short-term training periods of less than one continuous month will be determined by the relevant training program committee.

### Authenticity - item 5.1.2

**Absorbed the Evidence-based principle** to reduce redundancy, clarifies that **evidence** must not only be **genuine** but also **robust** enough to support reliable competence judgements similar to those used in programmatic assessment.

Image: screenshot of new Authenticity principle from the revised RPL Policy

**5.1.2 Authenticity**

The learning experience must have been undertaken by the applicant, and the information in the application must be true and accurate. **The competencies gained must be authenticated through evidence of comparable robustness to that used in routine progression decisions.**

The applicant must provide sufficient evidence of the learning experience to demonstrate that the curriculum standards have been achieved and enable the training program committee or its delegate to judge the appropriateness of the learning experience.

### Currency - item 5.1.3

Resolves long-standing inconsistencies across committees who adopted their own unofficial specialty-specific assessment criteria; this principle now **distinguishes between:**

- Learning experiences – which must be within 5 years
  - Aligning with the Flexible Training Policy, RACP training completed outside the 5-year currency due to flexible training needs is considered eligible
- **Research and coursework** – for which the time limit is removed, provided competencies remain current.

Image: screenshot of new Currency principle from the revised RPL Policy

**5.1.3 Currency**

a) The learning experience must have been completed within five years before entering the relevant RACP training program, to ensure the competence remains current.

i. **If the professional experience was completed more than five years before and was part of another RACP training program, it may still be eligible if the applicant can justify the time gap is due to flexible training arrangements (part-time training, parental or medical leave) and currency of competence can be evidenced.**

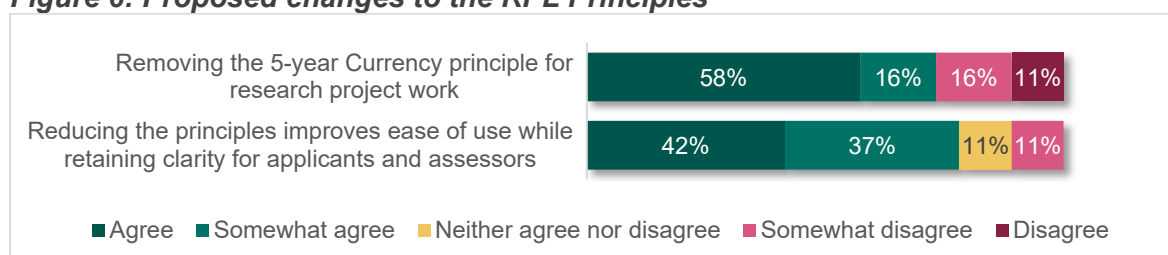
b) **For RPL for Research Project<sup>1</sup> requirements:** The learning experiences may have been completed at any time, provided the experiences meet the other principles and requirements of RPL and ongoing currency of competence can be evidenced.

### Stakeholder feedback

As shown in Figure 6, consultation feedback indicated **broad support** for the proposed changes to the RPL principles, particularly the reduction in the number of principles to improve usability and the removal of the 5-year currency requirement for research project work.

While some respondents raised questions about ensuring ongoing relevance and demonstrability of competencies, these concerns will be addressed through the **development of specialty-specific guidance**.

**Figure 6: Proposed changes to the RPL Principles**



## Change theme #3: Tailored Approach for Research Project

A suite of changes was made to the policy to provide a more tailored approach to RPL for research projects, which are commonly requested subjects for RPL.

### *Clear research project provisions - item 5.4*

Updated policy language speaks directly to the Research Project rather than research in general and **aligns with the Research Project exemption process** that is in practice.

Image: screenshot of new Research Project requirement category from the revised RPL Policy

**5.4 RPL for the Research Project requirement**

The Research Project is a report on a project that trainees have significant involvement in designing, conducting of research and analysing data. It is mandatory for all Advanced Trainees to complete.

Applications for RPL for the Research Project requirement may be submitted if a trainee has successfully completed one of the following **before** entering into Advanced Training:

5.4.1 Research doctoral degree, like PhD or MD. Research completed within a primary qualification is not eligible for RPL unless it is conducted in combination with a higher doctoral degree.

5.4.2 Master's/higher degree by research

5.4.3 Major project completed through a Master's by coursework

5.4.4 Publication of research as first author in a peer-reviewed, indexed medical scientific

5.4.5 AND if the completion of the above was in one or more of the following accepted project topics:

- a) Human subjects, populations and communities and laboratory research
- b) Epidemiology
- c) Education
- d) Leadership
- e) Medical humanities
- f) Areas of study which can be applied to care of patients or populations.

Research completed **during** training is ineligible for RPL, but may be eligible for consideration towards Research Project requirements via the RACP's [Research Project Exemption process](#).

### *Removal of the Currency principle - item 5.1.3 b*

Removes the five-year currency principle for the Research Project requirement as the new Learning, Teaching and Assessment programs for Advanced Training state that it is to enable “trainees to gain experience in research methods; in interpretation of research literature; in participation in research **at some stage of their career**; and to develop quality improvement skills.”

Image: screenshot of the Currency footnote from the revised RPL Policy

- 
- b) *For RPL for Research Project<sup>1</sup> requirements:* The learning experiences may have been completed at any time, provided the experiences meet the other principles and requirements of RPL and ongoing currency of competence can be evidenced.

### *RPL application form for Research Project*

A much shorter, **separate RPL application form** for Research Project requests the required information for robust assessment and mirrors the form used for the Research Project exemption process.

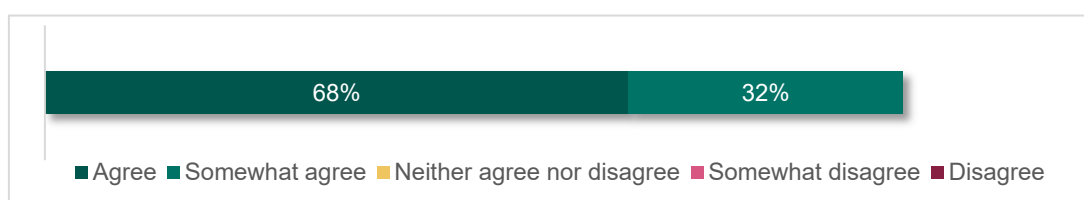
Image: screenshot of the Research Categories from the new Research Project RPL application

| Research Categories  | Select applicable        | Appendix to complete |
|--|--------------------------|----------------------|
| Research doctoral degree, like PhD or MD. Research completed within a primary qualification is not eligible for RPL unless it is conducted in combination with a higher doctoral degree. | <input type="checkbox"/> | 1                    |
| Master's / Higher Degree by Research   | <input type="checkbox"/> | 1                    |
| Major project completed through a Master's by coursework   | <input type="checkbox"/> | 1                    |
| Publication of research as first author in a peer-reviewed, indexed medical scientific journal   | <input type="checkbox"/> | 2                    |

## Stakeholder feedback

Stakeholder feedback demonstrated **strong support** for the proposed changes to the Research Project section of the policy, with respondents noting improved clarity, structure and usability section (see Figure 7).

**Figure 7: Proposed changes to the RPL Research Project changes**



Some respondents noted that they would still like to be able to confirm the research is of relevance to the specialty (this is addressed already via the 'broadly relevant' requirement) and to specify ineligible activities (e.g. narrative reviews without original methods, case reports or small case series) which would not meet the criteria anyway. Clarifications have been provided to respondents.

## Change theme #4: Governance & Delegation

**RPL decisions follow** the same updated educational governance processes and approval pathways that are used for routine **progression decisions**.

There are a **variety of approaches** used for progression decisions, reflecting the diversity of training programs and their contexts.

- The training program committee (**TPC**) functions as the Primary Progress Review Panel and **retains full decision-making authority** for RPL outcomes and progression decisions.
- College staff or **Secondary Progress Review Panels** may assist by reviewing evidence or preparing a **recommendation** if the TPC considers this suitable.
- TPCs may delegate certain RPL decisions to Lead roles and/or College staff, where appropriate e.g. simple or routine RPL decisions like cases involving common and well-established RACP specialty training program pairings – where clear precedents and guidance exist.
- To ensure oversight and accurate record-keeping, decision criteria are documented in **TPC's operational procedures and delegations document**. Any decisions made under delegation are recorded in a **central register** (in line with other out-of-session decisions) and included in subsequent TPC meeting agendas for noting, with supporting documentation attached.

- As new curricula are implemented and TPC and PRP members, and staff become more familiar with their roles, **approaches can evolve**.
- RPL applications and outcomes are recorded in a central register, allowing cross-college and program specific monitoring and trend analysis.

This governance approach mirrors the structure used for progression decisions under the new curricula: Progress Review Panels may provide recommendations, but endorsement and accountability remain with the TPC. The TPC maintains appropriate oversight, expertise and accountability, while also enabling administrative efficiencies for lower-risk or routine decisions.

### Stakeholder feedback

Strong support was received for the proposed governance and delegation arrangements for the new policy, with **broad agreement** that aligning RPL decision-making with existing progression expertise would improve consistency and quality (Figure 8).

**Figure 8: Proposal regarding Governance & Delegations for the new policy**



Concerns regarding workload and variability across programs were addressed through an adjusted approach that allows **flexibility for TPCs to involve secondary PRPs** and to **progressively delegate** routine RPL decisions where appropriate.

## Change theme #5: Application deadline extensions

The submission deadline for RPL applications was extended to increase flexibility for trainees, who are often very busy when starting new programs and may either miss the deadline or feel overwhelmed when preparing it in a condensed timeframe.

### Professional experience - item 5.6.1

- Extended submission deadline from 3 to **6 months** from the commencement of the relevant training program
- Application form builds in a process to permit **late submissions in extenuating circumstances**

### Research project - item 5.6.2

- Extended submission deadline for research project from 6 to **12 months** after commencing the relevant program to maximise flexibility but allow for submission and processing **before the Consolidation Phase progression decision** so that if application is declined, trainees still have time to do an alternative Research Project without delaying fellowship.

Image: screenshot of the Application Process from the revised RPL policy

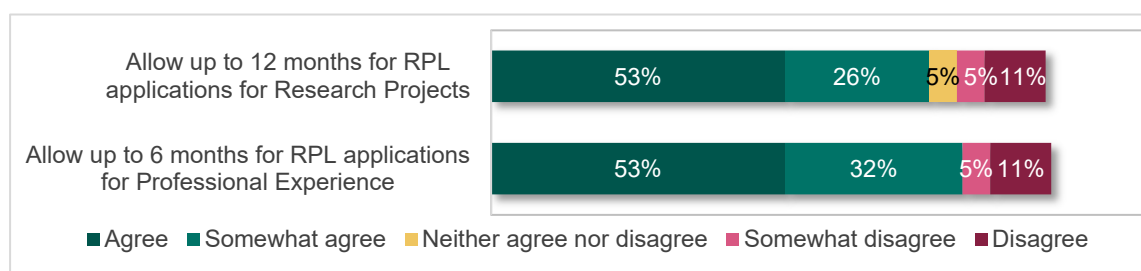
- 5.6.1 Applications for **professional experience** must be made within **six** months of the date of commencement of the first training rotation in the relevant RACP training program.
- 5.6.2 Applications for recognition of **other requirements, including research** towards the requirements of Research Projects must be made within **12** months of the date of commencement of the first training rotation in the relevant RACP training program.

## Stakeholder feedback

Stakeholder feedback demonstrated **strong support for extending the application deadline** for RPL relating to professional experience from three to six months, with respondents noting that this change would better support trainees in the early stages of training (Figure 9).

While some suggested a longer deadline, maintaining a six-month timeframe ensures timely and accurate progression decisions and avoids misalignment with training phases and assessment processes. Flexibility has been retained for Research Project RPL applications in recognition of variability in research timelines. On the basis of this feedback and the clear benefits for trainee wellbeing and decision-making integrity, the changes were implemented.

**Figure 9: Proposed changes to Application Deadlines**



## Change theme #6: Clarifications

A number of policy refinements enhance clarity and address common misunderstandings.

### *Experiences outside formal specialty training program - item 5.3.4*

Increased clarity and equity for experiences outside formal specialty training program in exceptional circumstances with the following changes:

- Reduce the minimum period for experience outside a formal specialty training program from 12 continuous months to **6 months full-time equivalent in a continuous role**
- Added reference to the RACP Training Provider Standards and Basic Training **Accreditation Requirements/Standards** for the Accreditation of Training Settings for Advanced Training and the relevant training **program handbook**
- Reference to the need for these experiences to have **equivalent teaching, learning and assessment activities** for this category to not become a back door to recognise 'non-accredited' or service registrar roles at accredited settings
- Only applicants for non-formal specialty training programs are requested to provide evidence that they could have not reasonably applied prospectively
- Explicit reference to **Top-Up-Training and Peer-Reviewed Practice/ supervision periods** (terminology used in Aotearoa New Zealand) for Overseas Trained Physicians which the policy had not addressed prior

### *Training experience during Basic Training - item 5.3.1 e i*

- Clearly outlines that **all Basic Training requirements must be completed** for professional experience to be eligible for RPL towards Advanced Training programs.
- Supports the integrity of the Basic Training completion criteria and ensures consistent progression decisions and **removes an unintended loophole** in the policy and aligns with the guidance published on the College's Moving to Advanced Training website.

### Experience prior to General Registration/Registration in General Scope of Practice - item 5.3.1 d

- Clarifies that learning experiences completed before attaining general registration with AHPRA or registration in a general scope of practice with MCNZ will not be considered for RPL.

Image: screenshot of the non-eligible professional experienced from the revised RPL policy

d) For learning experiences undertaken within Australia or Aotearoa New Zealand prior to completion of all requirements for general registration with the Australian Health Practitioner Regulation Agency or registration in a general scope of practice with the Medical Council of New Zealand.

- Eliminates confusion among policy users regarding the term ‘registration’ as some have interpreted this as registration with the RACP rather than with the relevant regulatory authorities AHPRA or MCNZ, leading to applications that seek recognition for experiences undertaken prior to obtaining general registration or a general scope of practice.

### Stakeholder feedback

Stakeholder feedback indicated **overall support** for the proposed changes to eligible experience provisions, including reducing the minimum required period from 12 to 6 FTE months, while maintaining safeguards to ensure experiences are appropriately justified and aligned with curriculum standards. Respondents also strongly supported the inclusion of references to accreditation standards, training provider requirements and relevant program handbooks, noting these additions improve clarity and guidance for trainees and Training Program Committees

**Figure 10: Proposed changes to the provisions for Eligible Experiences**



### Overarching stakeholder feedback on policy and process changes

Respondents were also invited to comment on whether they felt any of the proposed changes might create unintended issues. Four members indicated that they did not foresee any unintended consequences, with one noting that *‘anything that improves and recognises flexibility in training is a step forward’*.

Furthermore, respondents were prompted to provide any other suggestions or comments. Multiple respondents expressed appreciation for the opportunity to review the documents and indicated clear support for the proposed changes. Several noted that the revisions address long-standing issues and provide much-needed clarity.

*‘I’m very happy with the details of the proposed RPL policy. It addresses many issues that our committee saw coming with the new curriculum.’*

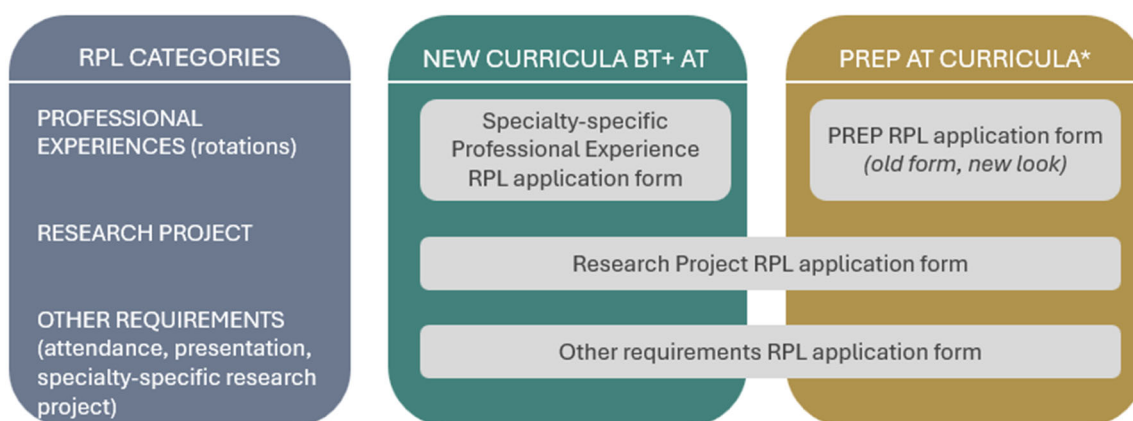
*‘Most of last year I’ve been thinking about how we’d approach RPL given the new curriculum... overall it will nudge us to more precise/valid decisions.’*

*“Thank you for the opportunity to review this... these changes are quite positive.”*

Some respondents noted that the Professional Experience RPL form requires ‘a large amount of information’ and questioned ‘how good trainees are at self-assessment for these fairly high level workplace based assessment requirements’. However, while trainees may vary in their ability to self-assess against each Learning Goal, this is a process that trainees are expected to do within the new curricula programs. This also gives the supervisor and PRP a foundation to work with.

## RPL Application Forms

Each of the **three RPL categories** has a **corresponding RPL application form**. Professional experiences (rotations), the research project, the former ATRP and other requirements which could be attendance of courses or workshops, presentations, case reports or the specialty-specific research project.



### TRAINING TIME

- **PREP RPL application form:** Program is still on **PREP curriculum**. Trainees need to use PREP RPL form which has a new look but still follows the old structure, except that for ATRP RPL applications for which the separate research project RPL application form is used. The new curricula are scheduled for 2027 or have no confirmed date yet (TBC).
- **Specialty-specific RPL application form: New Curricula specialties** use the new specialty-specific RPL forms. Each form includes the specialty’s learning goals. Trainees are provided leniency, and we **accept the old PREP RPL form until 31 July** if they have already started to prepare their RPL application.

All forms for new curricula specialties are available online and within the coming weeks, we aim to work with specialty-representatives to **workshop specialty-specific guidance** to be added to the forms. The upload of the individual forms can be done as they are completed.

### RESEARCH PROJECT

All programs – PREP and New Curricula – should use the separate Research Project RPL application form for **research project applications (ATRP under PREP)** – this form is not to be used for specialty-specific research projects (PREP curricula).

### OTHER REQUIREMENTS

All programs must use form for **specialty-specific research projects** (PREP curricula), **meeting/course attendances, presentations, case studies/reports**.

## TRANSITION

- From 1 May – 31 July 2026 old PREP RPL application forms for new curricula specialties can be accepted.
- From 1 August 2026 onwards new curricula specialties must use new forms.

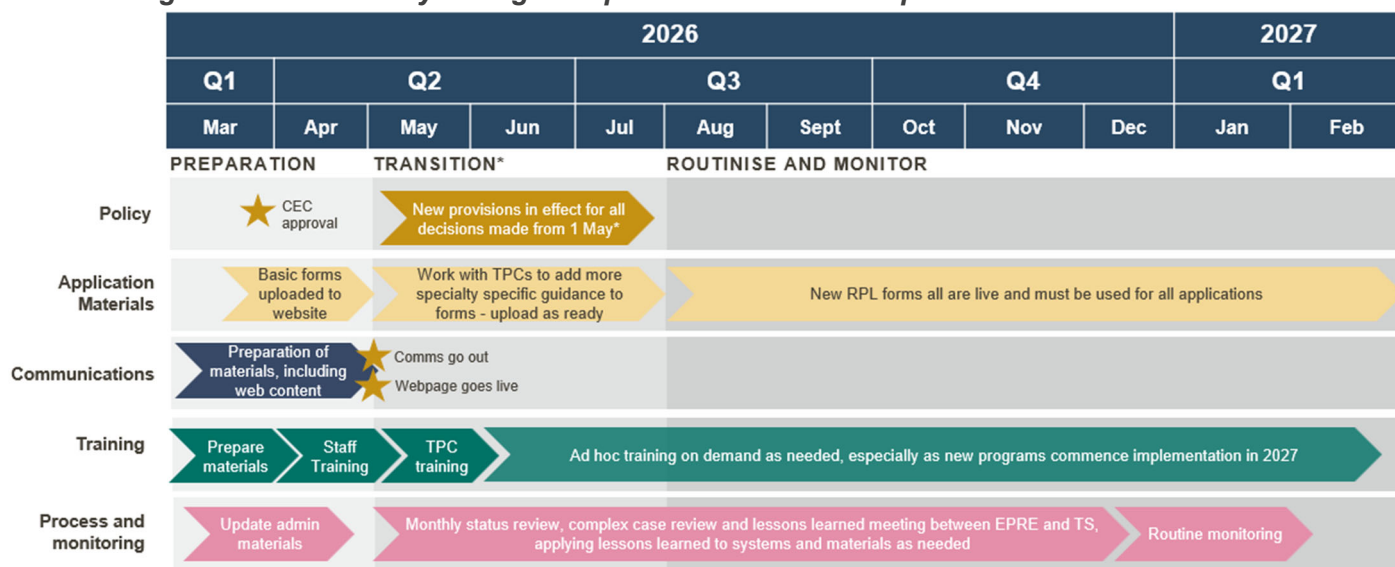
| SPECIALTY                            | RPL CATEGORIES                      |                            |                            |                   |
|--------------------------------------|-------------------------------------|----------------------------|----------------------------|-------------------|
|                                      | PROFESSIONAL EXPERIENCE (ROTATIONS) |                            | RESEARCH PROJECT           | OTHER REQUIREMENT |
|                                      | PREP RPL app                        | Specialty-specific RPL app |                            |                   |
| Basic Training AM                    |                                     | x                          | RPL app – Research project | RPL app - other   |
| Basic Training PCH                   |                                     | x                          |                            |                   |
| Addiction Medicine                   |                                     | x                          |                            |                   |
| Adolescent and Young Adult Medicine  |                                     | x                          |                            |                   |
| Cardiology AM                        |                                     | x                          |                            |                   |
| Cardiology PCH                       |                                     | x                          |                            |                   |
| Clinical Genetics AM                 | x                                   | TBC                        |                            |                   |
| Clinical Genetics PCH                | x                                   | TBC                        |                            |                   |
| Clinical Pharmacology                |                                     | x                          |                            |                   |
| Community Child Health               | x                                   | 2027                       |                            |                   |
| Dermatology                          | x                                   | 2027                       |                            |                   |
| Endocrinology Chemical Pathology AM  |                                     | x                          |                            |                   |
| Endocrinology Chemical Pathology PCH |                                     | x                          |                            |                   |
| Endocrinology AM                     |                                     | x                          |                            |                   |
| Endocrinology PCH                    |                                     | x                          |                            |                   |
| General and Acute Care Medicine      |                                     | x                          |                            |                   |
| Gastroenterology                     |                                     | x                          |                            |                   |
| General Paediatrics                  | x                                   | 2027                       |                            |                   |
| Geriatric Medicine                   |                                     | x                          |                            |                   |
| Haematology AM                       | x                                   | 2027                       |                            |                   |
| Haematology PCH                      | x                                   | 2027                       |                            |                   |
| Immunology and Allergy               | x                                   | 2027                       |                            |                   |
| Infectious Diseases                  |                                     | x                          |                            |                   |
| Infectious Diseases Microbiology     |                                     | x                          |                            |                   |
| Medical Oncology AM                  | x                                   | TBC                        |                            |                   |
| Medical Oncology PCH                 | x                                   | TBC                        |                            |                   |
| Neonatal and Perinatal Medicine      | x                                   | 2027                       |                            |                   |
| Nephrology AM                        |                                     | x                          |                            |                   |
| Nephrology PCH                       |                                     | x                          |                            |                   |
| Neurology AM                         |                                     | x                          |                            |                   |
| Neurology PCH                        |                                     | x                          |                            |                   |
| Nuclear Medicine                     |                                     | x                          |                            |                   |
| Occupational Environmental Medicine  |                                     | x                          |                            |                   |
| Paediatric Emergency Medicine        |                                     | x                          |                            |                   |
| Palliative Medicine AM               |                                     | x                          |                            |                   |
| Palliative Medicine PCH              |                                     | x                          |                            |                   |
| Public Health Medicine               | x                                   | 2027                       |                            |                   |
| Rehabilitation AM                    |                                     | x                          |                            |                   |
| Rehabilitation PCH                   |                                     | x                          |                            |                   |
| Respiratory Medicine AM              |                                     | x<br>includes Sleep AM     |                            |                   |
| Respiratory Medicine PCH             |                                     | x<br>includes Sleep PCH    |                            |                   |
| Rheumatology AM                      |                                     | x                          |                            |                   |
| Rheumatology PCH                     |                                     | x                          |                            |                   |
| Sexual Health Medicine               |                                     | x                          |                            |                   |
| Sleep Medicine AM                    |                                     | x<br>includes Resp AM      |                            |                   |
| Sleep Medicine PCH                   |                                     | x<br>includes Resp PCH     |                            |                   |

# Implementation roadmap

The CEC approved the revised RPL Policy to come into effect on 1 May 2026. Implementation planning was guided by considerations about change management including communication, staff and assessor training and readiness for administrative services.

The implementation roadmap is provided in Figure 11. The three phases for implementation – *Preparation*, *Transition* and *Routinise and monitor* and five work streams that span these: policy, application materials, communications, training and process and monitoring.

**Figure 11: RPL Policy changes implementation roadmap**



\*Leniency in accepting old RPL forms while applying new policy principles

## Transition phase: May - July

| Work stream            | Tasks   |
|------------------------|---|
| Policy                 | <ul style="list-style-type: none"> <li>New Policy in effect from 1 May 2026 - all decisions to be made in alignment with new policy provisions</li> </ul>   |
| Application materials  | <ul style="list-style-type: none"> <li>Applications on old forms are still accepted, although additional information can be requested</li> <li>Specialty-specific RPL application forms for Professional Experience online</li> <li>Work with TPCs to add specialty-specific guidance to RPL application forms for Professional Experience</li> </ul> |
| Communications         | <ul style="list-style-type: none"> <li>Updates to DPE, TPC, TPMC and CTC fora</li> <li>Updates to first-year trainees</li> <li>Updated web content goes live 1 May</li> </ul>   |
| Training               | <ul style="list-style-type: none"> <li>TPC and DPE 3x info sessions for early May, with on-demand recording available</li> <li>Ad hoc training for TPCs if required</li> <li>Presentation on updated RPL Policy at next TPMC meeting on 15 May</li> </ul>   |
| Process and monitoring | <p>Monthly review meetings between EPRE and Training Services team to:</p> <ul style="list-style-type: none"> <li>Work through complex cases</li> <li>Review monitoring log using business intelligence to guide improvements</li> <li>Explore and address lessons learned through implementation process</li> </ul>                                  |

## Routinise and Monitor phase: August 2026 through to 2027

| Work stream            | Tasks   |
|------------------------|---|
| Application materials  | <ul style="list-style-type: none"> <li>• All TPCs to develop their specialty specific guidance in Professional Experience RPL application forms – this can be updated over time as needed. Later updates for programs implementing new curricula in 2027 to maintain alignment.</li> <li>• All applications must be lodged on the new forms</li> </ul>  |
| Communications         | <ul style="list-style-type: none"> <li>• Ongoing updates to DPE, TPC, TPMC and CTC fora as meetings occur</li> </ul>  |
| Training               | <ul style="list-style-type: none"> <li>• Requests for ad hoc training from TPCs actioned as needed</li> </ul>   |
| Process and monitoring | <ul style="list-style-type: none"> <li>• Continue monthly review meetings with Training Services team to:               <ul style="list-style-type: none"> <li>○ Work through complex cases</li> <li>○ Review monitoring log to use business intelligence to guide improvements</li> <li>○ Explore and address lessons learned through implementation process</li> </ul> </li> <li>• Move to routine monitoring from December 2026 but can postpone to later if required</li> </ul> |