

Implementing updated Professional capabilities

November 2025

Peer learning and development

Executive Summary

The third iteration of the [Professional capabilities for medical radiation practice](#) (2026) establishes minimum expectations for peer learning and development that apply to all registered medical radiation practitioners involved in teaching, training or guiding students or other learners.

This document provides information to assist registered medical radiation practitioners, other health practitioners, employers, health organisations, education providers and professional associations to support the implementation of these capabilities.

Peer learning and development capabilities.

Peer learning and development describes the skills, knowledge and attributes that underpin effective clinical education, including the teaching, learning and assessment of students, assistant practitioners and supervised practitioners both within medical radiation practice and interprofessionally. These capabilities support safe, consistent and reflective learning within the clinical environment.

All practitioners who supervise or teach, particularly in the clinical workspace, are expected to demonstrate these capabilities as part of their professional practice. They represent the minimum standard for those practitioners involved in delivering, supervising or overseeing learning and development activities.

Clinical Educators as Leaders in Learning

Clinical educators (also referred to as clinical supervisors) hold important positions within clinical practice. Usually, they coordinate education and placement arrangements, ensure that learning experiences align with curriculum and learning outcomes, and contribute to the quality of clinical education through structured supervision and evaluation.

Their responsibilities often include liaison with education providers, membership of course advisory committees, and participation, delivery or co-ordination of interprofessional education initiatives. Clinical educators maintain educational quality and consistency in collaboration with education providers, ensuring that learners develop the skills and insight required for competent and ethical practice. They also lead a positive learning culture characterised by collaboration, psychological safety and professional reflection.

Applying Cognitive and Adult Learning Principles

Effective clinical education draws upon cognitive learning theory, which emphasises learning through active engagement and problem-solving. The problem-based learning approach encourages learners to attempt solutions before being shown the correct method, mirroring authentic clinical reasoning, (Note: some care and consideration need to be given in circumstances that involve ionising radiation)

Applying cognitive learning principles to adult education involves hands-on learning, structured teaching in manageable segments, and grouping related concepts to support understanding. Feedback and self-reflection consolidate learning and help learners to apply theoretical knowledge to clinical contexts. These approaches promote the development of critical thinking, technical competence and professional judgement.

Students as Learners and Teachers

Students play a dual role in the clinical learning environment, as learners developing their own competence and as emerging professionals who contribute to the learning of others including other students. Through collaboration, discussion and demonstration, students reinforce their own understanding by explaining concepts, sharing experiences and supporting peers. This reciprocal process deepens learning, builds

confidence and fosters teamwork. Encouraging students to act as both learners and teachers promotes accountability, reflective practice and the development of professional identity, preparing them to contribute effectively to peer learning and mentorship as future practitioners.

Peer Learning, Development and Interprofessional education

Peer learning and development is further strengthened through interaction across professional boundaries. Drawing on the principles of interprofessional education, practitioners learn with, from and about one another to improve collaboration and the quality of care. Effective peer learning in this context requires communication, respect for differing scopes of practice, and an understanding of shared goals in patient care. By engaging in interprofessional learning, medical radiation practitioners enhance their ability to teach, mentor and work alongside other health professionals, contributing to safer, more coordinated and patient-centred healthcare.

Mentoring and Peer Learning

Mentoring is a collaborative relationship in which an experienced practitioner supports the growth and development of a less experienced colleague. It relies on mutual trust, open communication and the sharing of professional insight.

Peer learning complements mentoring by encouraging practitioners at similar stages of practice to learn from one another through shared reflection, feedback and discussion. Together, mentoring and peer learning strengthen professional identity, confidence and capability across the workforce, contributing to safer and more effective patient care.

Expectations for Practitioners

Practitioners involved in clinical teaching or supervision are expected to:

- Apply adult learning and cognitive development principles to plan and deliver learning.
- Provide constructive, targeted feedback that encourages reflection and growth.
- Recognise and support learners who need additional guidance.
- Receive feedback well, reflect and develop plans to grow the skills knowledge or attributes
- Model professionalism, collaboration and accountability consistent with the Professional capabilities for medical radiation practice (2026).

Please note:

The Professional capabilities and Implementation statements do not override or undermine any entitlements or provisions found in industrial instruments such as Awards or Enterprise Agreements.