

## Progress Review Panel

### Decision and conditions writing aid



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#### About this document

This document helps Progress Review Panels make progression decisions by outlining what panels should consider when they:

- Assess trainee competence against the expected standards
- Assess trainee compliance to the program learning, teaching and assessment requirements
- Decide whether a trainee can progress or complete training
- Develop conditions to manage trainees who have not met an expected standard.

Please read this document in conjunction with:

- The [Progress Review Panel Guide](#), which explains the purpose and role of Progress Review Panels and best practice in decision making.
- The [calibration pack](#) which aims to assist Progress Review Panels to develop a way of working together, and practice making decisions on trainee scenarios. It's recommended that panels complete a calibration activity after reviewing this information to practice decision making.
- Case study scenarios for [Basic](#) and [Advanced](#) Training which show example trainee training information and example progress review panel decisions
- Progression [decision library template](#) which can be adapted by a progress review panel to contain information on best practice decisions based on the available evidence for trainees in a training program or setting.

For more information or to provide feedback contact [curriculum@racp.edu.au](mailto:curriculum@racp.edu.au).

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# Assessment and progression in the new curriculum programs

The new curriculum programs use a programmatic assessment approach, along with clear standards and criteria for progression.

- Programmatic assessment includes:
  - Carefully chosen assessments gather information about trainee performance across the breadth of the curriculum.
  - Assessments that maximise opportunities for feedback and support.
  - The collation of data to generate an overall picture of trainee performance and achievement of the required standard.
- Progression involves:
  - The achievement of learning goals spanning the breadth of the curriculum standards.
  - Progress review panels making evidence-based progress and completion decisions that are more transparent and defensible.

## Progression criteria

The new curricula have set progression criteria that trainees must meet to progress to the next phase or complete the program.

To progress to the next phase or to complete the program, trainees must demonstrate:

- Compliance: the ability to plan and manage their learning and to complete their learning and assessment requirements in a timely manner.
- Competency: achievement of the learning goals to the levels outlined in the learning goal progression criteria.

The learning goal progression criteria is outlined in each program's [learning, teaching, and assessment requirements](#).

# Progression decisions

Progress Review Panels use the evidence gathered via programmatic assessment to assess trainees against the progression criteria and determine a progression decision.

Before recommending progression, a Progress Review Panel will review trainees who appear in the 'trainees requiring attention' table in the TMP panel dashboard. Trainees appear in this table when they have not yet met the progression criteria for the phase. This could be due to:

- an issue with the level of competence
- compliance with the learning, teaching and assessment standards
- a combination of both competence and compliance.

<b>An issue with the level of competence</b>	<b>An outstanding compliance requirement</b>
<ul style="list-style-type: none"><li>• one or more learning goals have been rated less than the expected learning goal rating by the Supervisor(s) in the latest progress report.</li><li>• the recommendation in any of the progress report(s) for that phase is either 'closely review this trainee's progress' or 'refer to the training support pathway.'</li><li>• there are outstanding open training conditions requiring completion.</li></ul>	<ul style="list-style-type: none"><li>• the trainee has not met the required quantity for all their learning and assessment tools and activities within the due dates for the phase.</li><li>• there are outstanding open training conditions requiring completion.</li></ul>

In addition to the requirements of the training program, there are some other aspects of performance that Progress Review Panels may like to consider:

- The weight of different pieces of information – for example, one negative aspect of feedback in an observation capture versus not submitting a substantial amount of observation captures during a phase.
- Contextual and environmental factors that affected a trainee's performance, whether positively or negatively.
- The assessments submitted in TMP are sampled across the curriculum learning goals and involve different assessors.

## Types of progression decisions

When determining a progression decision, progress review panels select from three options.

Decision	Description
1. Trainee can progress to the next phase of training	<p><b>Satisfactory progress</b></p> <ul style="list-style-type: none"> <li>• Developing competency at the expected rate.</li> <li>• Training requirements have been completed.</li> <li>• Clinical experience requirements on track for completion.</li> <li>• Satisfactory progress in assessments.</li> </ul>
2. The trainee can progress to the next phase of training with conditions	<p><b>There are some issues with the trainee's progression and a compliance, or competency-based condition/s placed on the trainee</b></p> <ul style="list-style-type: none"> <li>• The trainee's progress has been acceptable overall but there are some competences or capabilities that have not been fully achieved and need to be further developed.</li> <li>• The trainee may have outstanding training requirements to complete.</li> <li>• These conditions will not add to the training time overall.</li> <li>• Aligned to Stage 1 of the Training Support Pathway (local support only, not required to notify the College).</li> </ul>
3. The trainee cannot progress to the next phase of training	<p><b>The trainee is not progressing satisfactorily and is required to stay in the same phase of training with conditions</b></p> <p>The following reasons for holding the trainee back from progressing might include:</p> <ul style="list-style-type: none"> <li>• Insufficient or incomplete evidence presented against previous training conditions, or learning achieved.</li> <li>• Progression criteria not yet achieved.</li> <li>• RACP oversight committee input required.</li> <li>• Aligned to Stages 2 and 3 of the Training Support Pathway.</li> </ul>

In line with these three decision options, there are three ways the panel can address trainee patterns of behaviour or performance based on the evidence provided.

1. **Progress to the next phase and provide specific feedback:** the panel may notice that something isn't quite on track or is at risk of becoming off-track. Feedback can be provided to the trainee to let them know what kinds of activities or learning goals they might require more focus on.
2. **Progress with conditions:** the trainee may have a competence or compliance-based condition to help them achieve the expected standard. The condition will not stop the trainee progressing to the next phase of training, and the trainee will be required to complete the condition by a certain time.
3. **Cannot progress to the next phase of training:** a significant issue has been identified that will require the trainee to remain in the phase. It is likely that these kinds of issues would have both compliance and competence elements.

# Writing conditions as SMART goals

Progress review panels should use SMART goals when developing and writing conditions for trainees.

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound
Is this condition linked to one learning goal?	Is there a form of assessment included to check whether this has been achieved?	Can the trainee reasonably complete this within the current timeframe?	Does this condition directly support improvement in the identified gap in learning?	Is there a clear timeframe or review point for this condition?

SMART goals are:

1. Clear, consistent and fair.
2. Easy to track and follow up.
3. Not open-ended and have a set time limit.

Example goal	Why it is a SMART goal
<p>Example 1</p> <p><b>Overview of trainee scenario:</b> The panel has noted that the trainee has not added any evidence of achievement against the quality improvement learning goal over 24 months of training and is not meeting the expected standard.</p> <p><b>Learning goal:</b> quality improvement (EPA from an Advanced Training specialty curriculum)</p> <p><b>Condition:</b> The trainee will complete three additional learning captures on the quality improvement learning goal within the next 6 months of training. The learning captures should be sent to the rotation supervisor for review and feedback.</p>	<ol style="list-style-type: none"> <li>1. Specific: The learning goal has been identified</li> <li>2. Measurable: information will be available for review in TMP</li> <li>3. Achievable: 3 learning captures over a 6-month period</li> <li>4. Relevant: quality improvement is an area of the curriculum not covered to date by the trainee</li> <li>5. Time-bound: There is a timeframe attached</li> </ol>

Goals that are not written as SMART goals are:





1. Often overly critical, and do not provide any solutions.
2. Not measurable.
3. Raise more questions than answers as they are unclear or open to interpretation.

	<b>Vague condition</b>	<b>Why its problematic</b>
Example 1	The trainee should try harder to improve their communication with patients by the end of the next phase.	<ul style="list-style-type: none"><li>• There is no information on how the trainee could improve their skills and show evidence of this improvement.</li><li>• No timeframe has been specified.</li></ul>
Example 2	The trainee will attend a professionalism workshop sometime in the future.	<ul style="list-style-type: none"><li>• There is no learning goal identified.</li><li>• No timeframe associated with this goal.</li></ul>
Example 3	The trainee needs to have more frequent meetings with their supervisor to ensure they are on track with their learning and assessments.	<ul style="list-style-type: none"><li>• There is no learning goal identified.</li><li>• There is no information on how the trainee could improve their skills and show evidence of this improvement.</li><li>• No timeframe associated with this goal.</li></ul>

## Guidance for setting conditions

Learning doesn't just happen through formal teaching, there are a range of learning opportunity types, from hands-on practice and inter-disciplinary collaboration, producing written materials or conducting independent research.

Understanding these categories helps progress review panels think about different ways trainees can demonstrate learning against the learning goals.

	<b>Practice</b>	practicing a task or a component of a task
	<b>Discussion and collaboration</b>	working and collaborating with an inter-disciplinary team to resolve issues
	<b>Production</b>	producing materials that show evidence of learning such as a reflection on a workplace incident via a learning capture
	<b>Acquisition and inquiry</b>	investigating and researching information that reflect concepts being learnt <sup>1</sup>

Progress review panels should consider the following when thinking about the practical application of conditions.

- Ensure the condition is aligned to a curriculum learning goal. The trainee may not meet the expected standard for multiple learning goals which would require multiple conditions to be developed.
- Conditions can be related to increased assessment requirements or additional learning opportunities, but are not limited to RACP learning and assessment tools or additional professional experience (training time).
- The RACP learning and assessment tools can be used as a way for the trainee to submit evidence of their learning.
- The trainee should demonstrate their skills by completing real work tasks and getting feedback from peers and colleagues.
- Carefully consider the purpose and outcomes of any conditions that require more time spent doing something, such as working in a certain rotation or repeating a procedure.

Here are some side-by-side examples of vague goals compared to SMART goals.

Vague goal	SMART goal
<b>Communication with patients</b>	
<ul style="list-style-type: none"> <li>• The trainee needs to complete one extra observation capture per</li> </ul>	Over the next 3 months: <ul style="list-style-type: none"> <li>• Complete 2 of the 3 required observation captures using the communication with</li> </ul>

<sup>1</sup> Adapted from Laurillard, Diana. (2012). [Teaching as a design science](#). Taylor & Francis Group. Routledge.

## Vague goal

week to sound clearer in consultations with patients.

## SMART goal

patients learning goal. Each observation capture should be during a consultation with a patient and be observed by your rotation supervisor.

- Complete the RACP online communication skills workshop and write a learning capture outlining the skills you will use to provide clearer explanations with patients.

## Procedural skills

- The trainee is not competent in procedures and must complete more to gain confidence.

- Over the next 2 months the trainee should be involved in procedural grand rounds discussion of patients admitted to the cardiac unit. The trainee should keep a notebook to record reflections after the grand rounds. Write a learning capture against the procedures learning goal about what has been observed and send it to your rotation supervisor for review.

## Supervision and teaching

- The trainees need to take more opportunities to teach junior staff and medical students where possible.

The trainee will complete the following teaching activities in the next 6 months:

1. Facilitate a teaching session for medical students on how to conduct an appropriate physical examination.
2. Undertake the next online or face-to-face SPDP workshop 2: Teaching and Learning in Healthcare settings.
3. Review a journal article focused on medical education and run the March journal club session about this article.

## Knowledge based

- Improve your knowledge about how kidney function declines over time.

In the next 3 months the trainee should complete personal study to improve their knowledge about kidney function decline. This should include:

- reading at least 3 reputable articles or research papers. Select 1 article to write a learning capture outlining what you have learnt.
- Keep a personal log of patients you see, note down their kidney function levels and their age. Add any lifestyle factors that might impact on these levels being high or low. At the end of the 3-month period, discuss your overall findings with your rotation supervisor.

# Progression decision library

Progress review panels may find it helpful to keep a progression decision library, documenting common trainee progression scenarios and their associated progression decisions. A progression decision library template has been developed for panels to use.

## **Purpose**

The template guides progress review panels in making progression decisions about trainees in their specialty or setting. Panels can use the template to build a progression decision library for reference when making decisions about common reasons trainees do not meet progression criteria. The aim of this resource is to support fair and consistent decision-making by giving panels a bespoke reference guide during decision making meetings.

## **About the template**

Each component of progression criteria has been outlined; panels can document decisions they plan to apply to trainees who do not meet elements of the progression criteria. Individual case review is still required for trainees who do not meet the progression criteria, it is expected that the decisions applied to trainees who had not completed one element of the progression criteria, versus, a trainee who had not met multiple elements would be different. Example trainee scenarios and decisions have been added to demonstrate how to add information based on trainee progress data.

# Example conditions and trainee scenarios

The following tables outline some example scenarios with conditions attached. These are provided as a guide only, decisions made by panels will be based on available evidence.

## Decision: The trainee can progress to the next phase of training with conditions

Issue outlined in evidence	Example condition	Competence Compliance
<p><b>1. Training Program: Basic Training</b></p> <p><b>Current phase:</b> Foundation</p> <p>Progress reports have indicated that the trainee is progressing well in their development of clinical knowledge and skills. Some issues related to the <i>communication with patients</i> learning goal have been identified. It is recommended that the trainee spends some focussed time practicing and reflection on:</p> <ol style="list-style-type: none"> <li>Using plain language</li> <li>Asking open and closed questions</li> <li>Prioritising the importance of information given to the patient.</li> </ol>	<p><b>Condition 1:</b> Complete 3 additional observation captures using <i>learning goal 2: communication with patients</i> as the primary learning goal. Prior to conducting the observation capture, the trainee should plan a patient discussion outline/plan and discuss with their supervisor. Must be completed in the first three months of the consolidation phase.</p> <p><b>Condition 2:</b> Complete 3 additional learning captures using <i>learning goal 1: professional behaviours</i> as the primary learning goal. One learning capture should record learnings from the RACP Communications Skills online learning course. Must be completed in the first three months of the consolidation phase.</p> <p><b>What this means for the trainee</b></p> <ul style="list-style-type: none"> <li>Progresses to the consolidation phase of training.</li> <li>The trainee is required to complete 6 observation captures and 6 learning captures in the first 3 months of their rotation (as opposed to 3 of each).</li> <li>Is now on stage 1 of the Training Support Pathway. Additional support requirements will be documented via the rotation plan and additional assessments.</li> </ul> <p>The progress check point will be to monitor the progress recommendation from the next progress report.</p>	<p style="text-align: center;">✓</p>

**Decision: The trainee can progress to the next phase of training with conditions**

Issue outlined in evidence	Example condition	Competence	Compliance
<p><b>2. Training Program: Basic Training</b></p> <p><b>Current phase:</b> Consolidation</p> <p>The trainee has not completed all of their requirements on time including one learning course and 7 of their Learning Captures. It has been noted by the Rotation Supervisor that the trainee leaves their Observation Captures to the last minute and scrambles to complete them.</p>	<p><b>Condition 1:</b> complete 7 outstanding learning captures on a range of learning goals, and one learning capture focused on the RACP Ethics online course. Must be completed in the first month of the completion phase.</p> <p><b>What this means for trainee</b></p> <ul style="list-style-type: none"> <li>• Progresses to the completion phase of training.</li> <li>• The trainee will be required to complete 8 learning captures in one month (as opposed to 1).</li> <li>• Additional support requirements will be documented via the rotation plan and additional assessments.</li> </ul> <p>The progress check point will be to monitor the progress recommendation from the next progress report and ensure that the trainee has completed their outstanding requirements.</p>		✓

**Decision: The trainee cannot progress to the next phase of training**

Issue outlined in evidence	Example condition	Competence	Compliance
<p><b>1. Training Program: Basic Training</b></p> <p><b>Current phase:</b> Consolidation</p> <p>A Basic Trainee has had 2 Rotation Supervisor Reports, the recommendation being: 'I recommend that this trainee is referred to the training support pathway'.</p> <p>The Education Supervisor placed the trainee on stage 1 of the training support pathway after receiving the quarter 1 Rotation Supervisor Report. The trainee has not made enough progress in quarter 2, the Education Supervisor has submitted the mid-phase progress report with the recommendation: I recommend that this trainee is referred to the training support pathway.</p> <p>The DPE has indicated that the trainee was not successful in their first attempt at the Divisional Clinical Exam. The trainee is required to meet the expected standard with an additional six months of training time in the consolidation phase. The trainee is also recommended to undertake career counselling to look at some other options for the future.</p> <p>The panel reviewed the information about this trainee case and agreed that the trainee was not progressing to the expected standard, despite some effort from the trainee. The Progress Review Panel have decided to add the trainee to Stage 2 of the Training Support Pathway.</p>	<ul style="list-style-type: none"> <li>• <b>Condition 1:</b> an additional six months of training time is required in the consolidation phase. During this time, the trainee should focus on their clinical examination and history taking skills to help in day-to-day work and as preparation for the Divisional Clinical Examination. Specific preparation should include: <ul style="list-style-type: none"> <li>○ Participate in a local study group.</li> <li>○ Participate in the local mock OSCE Demonstrate performance that meets the expected standard for the phase to enable progression and exit from Stage 2 of the support pathway.</li> </ul> </li> <li>• <b>Condition 2:</b> Complete 10 additional observation captures, one for each learning goal. Must be completed in the additional six months of the consolidation phase.</li> </ul> <p><b>What this means for the trainee</b></p> <ul style="list-style-type: none"> <li>• The trainee will complete 6 additional months of time in the consolidation phase.</li> <li>• Does not progress to the completion phase of training.</li> <li>• Is placed on Stage 2 of the Training Support Pathway.</li> <li>• Will be reviewed again by the PRP at the end of their additional six months of training.</li> </ul>	<p>✓</p>	<p>✓</p>
<p><b>2. Significant concerns have been raised about a Basic Trainee's professional behaviours, errors, and medical knowledge. The trainee has been consistently rated low against most learning goals.</b></p>	<p><b>Note against trainee record</b></p> <ul style="list-style-type: none"> <li>• If undertaking future employment and continuing in the Basic Training Program, the trainee is required to be placed on Stage 2 of the Training Support Pathway. This information will be available to the Training Program Committee (Primary Panel) in TMP.</li> </ul>	<p>✓</p>	<p>✓</p>

## Decision: The trainee cannot progress to the next phase of training

### Issue outlined in evidence

There have been some serious incidents with patients and colleagues described in report comments.

The trainee had been placed on stage 2 of the training support pathway due to a number of serious performance issues. These issues had been brought up with the trainee. The trainee disagreed with the feedback and claimed the supervisors were being discriminatory of her background and resigned from her position.

### Example condition

- The trainee will be monitored across all learning goals and be required to meet fortnightly with their Education Supervisor.
- All training requirements must be completed on time as per the LTA requirements.

### What this means for the trainee

- Conditions will be placed on the trainee in the event they resume in the training program

Competence

Compliance

More trainee progression example case studies can be found on RACP Online Learning:

- [Basic Training example case studies](#)
- [Advanced Training example case studies](#)

## How a condition is met by a trainee

The management of conditions is in TMP. The condition is developed by the PRP and then added as part of a progression decision. As outlined in the examples above, multiple conditions may be added to a trainee progression decision.

Once a condition has been added to the trainees' progression decision, the trainee will be required to complete any relevant actions by the due date. Supervisors and DPEs will be able to view any conditions that are attached to a trainee they are linked to in TMP.

Once the trainee has addressed the condition, they are required to add comments in to advise the panel how the condition has been met.

The PRP will review the information provided by the trainee and assess whether the additional requirements have been met. It is recommended that this review and assessment is incorporated into PRP meetings.

# The Training Support Pathway

The Training Support pathway has been adapted for the new curriculum.

- The Improving Performance Action Plan (IPAP) form can continue to be used with PREP program trainees, but has been replaced in the new curricula with:
  - custom learning goals in the trainee's rotation plans – set after discussion between the supervisor/DPE and the trainee.
  - [conditions](#) for training progress – set by the PRP.
- Custom learning goals and conditions fulfil the same purpose as the IPAP by setting clear actions for trainees to address gaps in training and help them stay on track with their training progress.
- Custom learning goals and/or conditions can be set for trainees as part of stage 1, local training setting support, or the more formal stages 2 and 3 of the Training Support Pathway.