

NEW CURRICULA

DO (Entrustable Professional Activities) rating scale

Reference guide for assessors and supervisors



RACP
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About this document

This guide explains how to use the DO (Entrustable Professional Activity) rating scale when completing observation captures, progress reports and other work-based assessments. It is designed to help assessors and supervisors select the right level with confidence.

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

Understanding the DO rating scale

'Do' learning goals are the program-specific Entrustable Professional Activities (EPAs), or essential work tasks in which trainees need to gain competence, perform safely, and be entrusted by their supervisor to do in the workplace.

When an assessor completes an observation capture or contributes to a progress report, they may be asked to rate the trainee's DO learning goals. This rating captures the level of supervision the trainee needed to perform the activity.

Levels	1	2	3	4	5
Do: Entrustable Professional Activities (EPAs)	Is able to be present and observe	Is able to act with direct supervision	Is able to act with indirect supervision (i.e., ready access to a supervisor)	Is able to act with supervision at a distance (i.e., limited access to a supervisor)	Is able to supervise others
No pass or fail: There is no pass or fail mark on this scale. A rating of 1 or 2 is not a negative outcome - it reflects where the trainee is right now. What matters is the pattern of ratings across multiple observations over the rotation and training phase.					

Assessor text vs Supervisor text

The wording used in TMP differs depending on the assessment tool being completed.

Observation capture	Progress report
You are the assessor	You are the supervisor
You are providing a 'point-in-time' assessment of a trainee's performance during a single encounter linked to one learning goal.	You are providing a broader professional judgement about a trainee's performance across all learning goals over a period of time (e.g., a 3-month rotation).
The scale is written in the first person from your perspective. For example: <i>Level 2 – I had to prompt them from time to time (direct supervision)</i>	The scale is written in the third person. For example: <i>Level 2 – The trainee is able to act with direct supervision</i>
Observation captures are completed after each individual observation (also applies to other assessments that rate DO learning goals).	Progress reports are completed as an overview of the trainee's performance across a whole phase (Basic Training) or rotation.

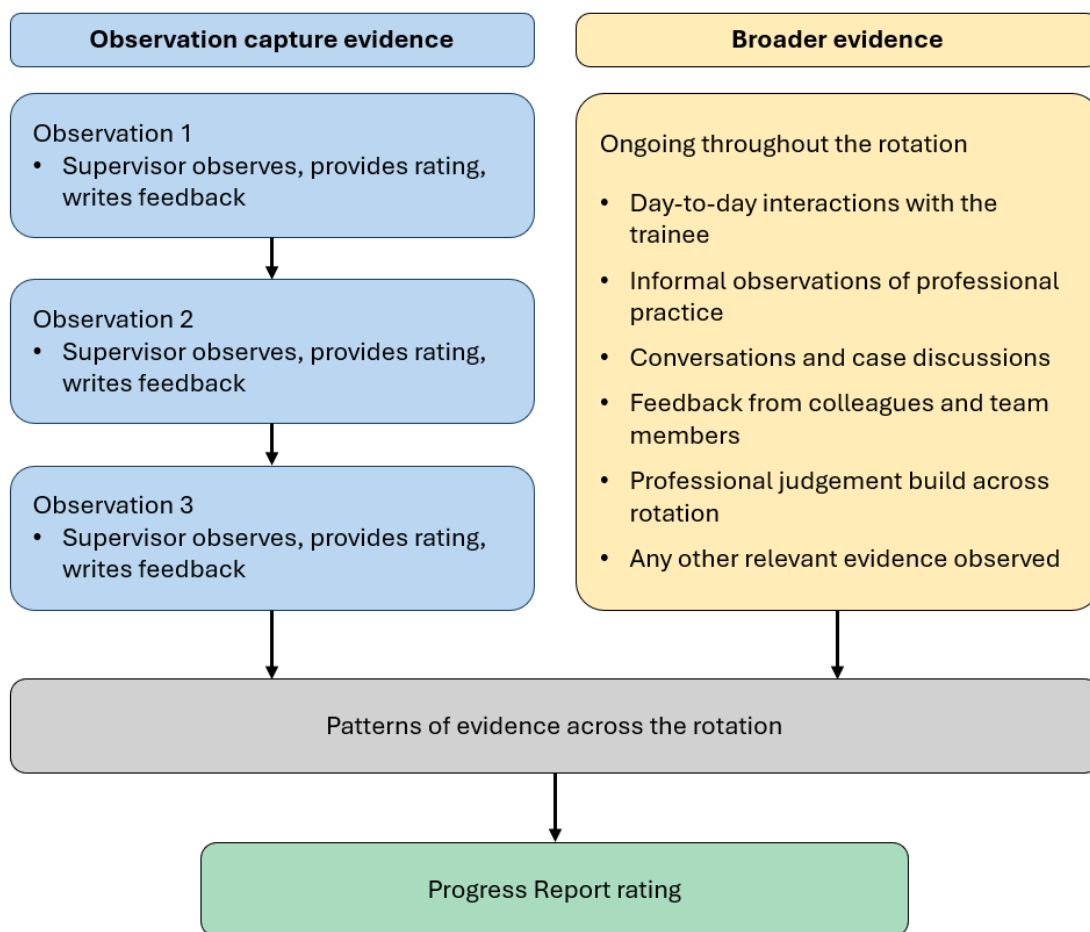
How supervisors arrive at a progress report rating

Progress report ratings are broader professional judgements made across a training period or rotation. Unlike observation captures, which assess a single activity or encounter, progress reports reflect patterns of performance, supervision and progression over time.

A progress report rating is not calculated solely from observation capture ratings or other work-based assessments. It is a holistic professional judgement informed by the range of evidence gathered across the rotation, including formal observations, day-to-day interactions, discussions and input from colleagues.

The flowchart below shows how these sources of evidence contribute to the overall judgement which is documented in a progress report.

***Figure 1**



Not an average of document ratings – a holistic judgement drawing on all evidence

The rating should reflect the trainee's typical level of supervision required across the reporting period, rather than a single observed encounter.

*This is an example of some evidence collected over time contributing to an assessment against the learning goals. Trainees are required to complete training requirements as per the learning, teaching and assessment programs

DO rating scale scenarios

The table below shows the DO rating scale text as it appears in an observation capture, alongside examples of what each level looks like in both an observation capture and progress report context.

Higher ratings reflect increasing levels of independence and trust for activities related to the learning goal. Ratings should reflect the level of supervision required for safe practice. Trainees are still expected to seek support, escalate concerns and collaborate appropriately whenever needed.

Level	Rating scale text (OC)	Observation capture example	Progress report example	When you would select this
1	I had to do the activity (be present and observe)	A foundation phase trainee observed me take a complex case history for the first time in the setting. They were present throughout and asked one clarifying question but did not participate in the consultation.	Across the rotation, the trainee was consistently present and engaged during professional encounters but was not yet independently performing activities related to this learning goal. Their participation and observation were appropriate for their stage of training.	The trainee primarily observed activities related to this learning goal and was not yet independently performing them. Observation is a legitimate and expected first stage, particularly early in training or when an activity is new to the trainee.
2	I had to prompt them from time to time (direct supervision)	The trainee led a ward round but required several real-time prompts during the discussion. I redirected part of their differential and prompted escalation for one patient before they proceeded independently with the remainder of the review.	Across the rotation, my observations and other evidence sources indicated the trainee consistently required real-time prompting or guidance during activities related to this learning goal. With support, they completed tasks appropriately and demonstrated gradual improvement across the rotation.	The trainee required direct supervisor involvement, including real-time prompting, guidance or correction to complete activities related to this learning goal safely or effectively.
3	I needed to be on standby during the activity just in case (indirect supervision)	The trainee conducted a post-activity debrief with the team independently after discussing the structure and key messages with me beforehand. I remained available if needed and reviewed a summary afterwards. During the follow-up discussion, I provided feedback on aspects of the conversation that could have been handled more effectively.	Across the rotation, the trainee generally carried out activities related to this learning goal independently, however planned supervisor discussion, review points or availability regularly formed part of how these activities were approached and completed. I reviewed their work regularly and they appropriately sought input when needed.	Planned supervisor discussion, review points or oversight formed part of how activities related to this learning goal were carried out, however the trainee still performed the activities independently. Key distinction from level 4: supervisor involvement formed part of how the activities were approached or completed.

Level	Rating scale text (OC)	Observation capture example	Progress report example	When you would select this
4	I needed to be available for consultation just in case (supervision at a distance)	The trainee managed a complex inpatient independently across a full overnight shift. I was contactable by phone but not involved in the activity itself. The trainee assessed patients, made management decisions and documented plans independently throughout the shift. Routine review afterwards confirmed the activity had been managed appropriately.	Across the rotation, the trainee consistently completed activities related to this learning goal independently. Supervisor availability remained in the background as part of standard professional practice but was not built into how activities were typically carried out. Review of the trainee's work demonstrated appropriate independent practice across the reporting period.	The trainee independently completed activities related to this learning goal, with supervisor availability remaining in the background as part of standard professional practice. Supervisor oversight was not routinely built into how these activities were approached or completed. Review of the trainee's work demonstrated appropriate independent practice for this learning goal. This is the expected standard for most learning goals by the end of Basic Training.
5	I would trust them to supervise others doing this activity (provide supervision)	The trainee supervised a junior colleague performing a procedure. They observed without intervening, provided real-time coaching at key decision points, and ran a structured debrief with specific, constructive feedback afterwards that encompassed what went well and areas for improvement.	Across the rotation, my observations and feedback from team members indicated the trainee consistently supervised and supported junior colleagues in activities related to this learning goal. They demonstrated genuine supervisory capability across multiple encounters and contexts.	The trainee can independently perform activities related to this learning goal and consistently demonstrates genuine supervisory and teaching capability when supporting others. This level is not expected for every EPA and should be used where supervisory capability has been clearly demonstrated across appropriate contexts and evidence sources.

Selecting “not assessed”

“Not assessed” is not a rating scale level. It should be selected where there is insufficient evidence related to the learning goal to provide a reliable judgement. The guidance below explains how this may apply in observation capture and progress report contexts.

Observation capture	Progress report
Selecting the option in an observation capture would generally not occur, as the encounter would usually be rescheduled if the planned learning goal could not be meaningfully assessed.	In progress reports, selecting this option for a learning goal may occur where a trainee has had limited exposure to a specific learning goal and you have not gathered enough evidence to reliably determine the level of supervision typically required. This is not a judgement of the trainee's performance, progression or capability.