



## Rotation Progress Report – Cardiology AM

Important note: This report is only to be used until progress reports are available in TMP

# Rotation Progress Report – Cardiology (Adult Medicine)

The purpose of the Rotation Progress Report is to assess your progress over a training rotation under the new curriculum.

**Important note:** This report will be available only until Rotation progress reports can be submitted via the online Training Management Platform (TMP). Once available in TMP, this manual progress report will no longer be accepted.

## Instructions

### Trainee

- Fill out the following sections of this Rotation Progress Report: Trainee details, Trainee leave, Assessments completed during the rotation, Learning goal assessment section, Trainee Comments
- Self-assess your progress against your learning goals for the period covered by this report.
  - You can refer to the Curriculum Standards on the [Cardiology AM Advanced Training Curricula eLearning website](#) as you assess each learning goal.

### Rotation Supervisor(s)

- Review and assess the trainee's progress against each of the learning goals
  - You can view a trainee's completed assessments which can be viewed by logging into [TMP](#).
- Add your feedback and make a progression recommendation.
- If you are an additional supervisor, you can choose to:
  - Agree with the assessment and recommendation made by the first rotation supervisor OR
  - Complete your own review by completing the [Additional Supervisor Form](#).

## Report submission

Once report is completed:

- i. Save a copy of the Rotation Progress Report for your own records.
- ii. Email the completed Rotation Progress Report to the below email addresses, and ensure to copy in all relevant parties:
  - [cardiology@racp.edu.au](mailto:cardiology@racp.edu.au) (Australia) or
  - [cardiology@racp.org.nz](mailto:cardiology@racp.org.nz) (Aotearoa New Zealand)

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Trainee details						
<b>Trainee name and MIN</b> <i>Title, preferred name, surname, MIN</i> Dr Zahra Hassan, 456231				<b>Training Phase</b> 2 - Specialty consolidation		
Rotations						
Please list the rotation plan(s) for the training period this rotation progress report covers.						
Plan type	Training Setting	Start date	End date	FTE	Rotation type	Rotation supervisors
Accredited	St Vincent's Hospital Cardiology Unit	2/03/2026	5/10/2026	1.0	Inpatient Cardiology (General, Coronary Care Unit, Interventional Exposure)	Dr Thomas Gallagher
Choose an item.	Click or tap here to enter text.	Select date	Select date	FTE	Click or tap here to enter text.	Click or tap here to enter text.
Trainee leave						
Please enter any leave taken during the rotation (excludes periods of interruption already applied for). Refer to the RACP <a href="#">Education policies</a> for leave types.						
Leave type	Start Date – End Date				Number of workdays	
Medical	12/04/26 – 14/04/26				3	
Standard	07/06/26				1	
Choose an item.	Click or tap here to enter text.				Click or tap here to enter text.	
Choose an item.	Click or tap here to enter text.				Click or tap here to enter text.	
<input checked="" type="checkbox"/> I confirm I have not taken any other leave during this training period which is NOT already covered as an Interruption of Training.						
Assessments completed during the rotation						
<b>Learning captures completed</b> 8				<b>Observation captures completed</b> 8		

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Learning goals			
Learning goals		Trainee Assessment	Rotation Supervisor Assessment
The curriculum is available on the <a href="#">RACP Online Learning</a> website.		Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in <a href="#">Appendix 1</a> .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in <a href="#">Appendix 1</a> .
	<b>1. Professional behaviours</b>	5 - Consistently behaves in line with all 10 domains of professional practice	5 - Consistently behaves in line with all 10 domains of professional practice
Entrustable Professional Activities (EPA)	<b>2. Team leadership:</b> Lead a team of health professionals	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>3. Supervision and teaching:</b> Supervise and teach professional colleagues	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>4. Quality improvement:</b> Identify and address failures in health care delivery	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
	<b>5. Clinical assessment and management:</b> Clinically assess and manage the ongoing care of patients	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>6. Management of transitions in care:</b> Manage the transition of patient care between health care professionals, providers, and contexts	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>7. Acute care:</b> Manage the early care of acutely unwell patients	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)

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The curriculum is available on the <a href="#">RACP Online Learning</a> website.		Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in <a href="#">Appendix 1</a> .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in <a href="#">Appendix 1</a> .
	<b>8. Communication with patients:</b> Discuss diagnoses and management plans with patients	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>9. Procedures:</b> Plan, prepare for, perform, and provide aftercare for important practical procedures and investigations	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
	<b>10. Clinic management:</b> Manage an outpatient clinic	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>11. Manage patients with untreatable life-limiting cardiac conditions:</b> Manage the care of patients with untreatable, life-limiting cardiac conditions"	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
Knowledge guides	<b>12. Scientific foundations of cardiology</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>13. Management of the acutely unwell (shocked) cardiac patient</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)

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The curriculum is available on the <a href="#">RACP Online Learning</a> website.		Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in <a href="#">Appendix 1</a> .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in <a href="#">Appendix 1</a> .
	<b>14. Coronary artery disease</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>15. Conditions affecting the circulation</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>16. Structural heart disease, including valvular and congenital heart disease</b>	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Knows how to apply the knowledge in this knowledge guide to specialty practice (knows how)
	<b>17. Rhythm disorders</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>18. Heart failure</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>19. Interactions with other specialties and systems</b>	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Knows how to apply the knowledge in this knowledge guide to specialty practice (knows how)
	<b>25. Perioperative assessment and management</b>	Choose an item.	Choose an item.

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Learning goals			
<b>Learning goals</b> The curriculum is available on the <a href="#">RACP Online Learning</a> website.		<b>Trainee Assessment</b> Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in <a href="#">Appendix 1</a> .	<b>Rotation Supervisor Assessment</b> Assess the trainee against each of the learning goals, refer to the expected standards for each goal in <a href="#">Appendix 1</a> .
	<b>26. Rehabilitation of specific conditions as applied to ageing</b>	Choose an item.	Choose an item.

**Trainee comments**  
 Provide overall comments about your rotation period for your Rotation Supervisor to consider. These comments may also be viewed by your other supervisors and the Progress Review Panel.

**What did you do well during this rotation of training?**  

This rotation allowed me to deepen my clinical experience in acute cardiology and develop confidence in managing complex patients independently. I felt particularly strong in leading ward-based care, prescribing and coordinating transitions in care. I also enjoyed contributing to discussions in MDT meetings and clinic settings, and I've grown more confident in applying my cardiology knowledge in real-time decision-making.

**What could you do to improve in the future?**  

I'd like to build more confidence in procedural work, especially in hands-on aspects of cardiac investigations and device management. I'm also aiming to take on more leadership and teaching opportunities such as supervising junior doctors or delivering small teaching sessions. These are areas I'd like to focus on more proactively in upcoming rotations.

☒ I have had the opportunity to discuss the content of this report with my supervisor (s).

☒ I understand my obligation to complete the training requirements outlined in the relevant curriculum

☒ I understand the College may share this information with current and future supervisors. This information may also be shared with other Training Committees if I'm a dual trainee or change training programs.

☒ I understand my obligation to comply with the relevant College education policies.

**Date completed by trainee**  
 12/10/2026

**Supervisor review**  
 Provide your feedback on the trainee's progress throughout the rotation. Your comments will be visible to the trainee, other

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supervisors, and the Progress Review Panel.	
<b>What did the trainee do well during this rotation of training?</b> <p>Zahra has made excellent progress in this rotation and is operating at the expected level for the Specialty Consolidation phase. She manages her patients with minimal supervision and demonstrates sound clinical reasoning in both ward and outpatient settings. Her communication with patients and team members is clear, professional and empathetic. Zahra applies cardiology knowledge confidently and contributes meaningfully during multidisciplinary discussions.</p>	
<b>What could they improve on in the future?</b> <p>Zahra is encouraged to continue developing her leadership in team settings and take further steps toward supervising junior staff and facilitating teaching. She would also benefit from increasing her exposure to procedural settings, particularly interventional cardiology and advanced cardiac devices, to strengthen her technical skills.</p>	
<b>Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner?</b> Yes	<b>Is the trainee on track to meet the RACP's expected performance standard for the phase?</b> Yes
<b>Progression recommendation</b> <p><b>This trainee is progressing satisfactorily</b></p>	
<b>Comments/Notes</b> <p>General comments are optional, however if the progression recommendation is that a trainee is NOT progressing satisfactorily, please provide additional comments to support your recommendation.</p> <p>Zahra is progressing satisfactorily and meets the requirements for Specialty Consolidation. She is well prepared for the next phase of training and has shown strong potential to continue growing in both clinical and professional capacities. I support her progression.</p>	
<input checked="" type="checkbox"/> I have had the opportunity to discuss the content of this report with my trainee. <input checked="" type="checkbox"/> I have discussed the trainee's progress with other supervisors if required.	
<b>Completed by</b> Name: Thomas Gallagher Email: thomas.gallagher@svh.org.au	<b>Date completed</b> 5/10/2026
<b>Additional supervisor assessment</b> Feedback and a progression recommendation has already been provided by another supervisor for this progress report. If you agree with their assessment of the trainee, please check the box below and provide optional	



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feedback for the trainee and other supervisors to see.  If you would prefer to complete your own assessment, use the <a href="#">Additional Supervisor - Rotation Progress Report</a> .	
<input checked="" type="checkbox"/> <b>Agree with the assessment and recommendation</b>	
<b>Comments on recommendation</b> <i>(optional)</i>  I agree with the primary supervisor's assessment. Zahra has demonstrated steady progression across clinical and professional domains appropriate for the Specialty Consolidation phase. She is well prepared for more independent responsibilities in the next phase of training.	
<b>Completed by</b>  Name: Dr Angela Rhodes Email: angela.rhodes@svh.org.au	<b>Date completed</b>  5/10/2026

<b>Trainee reflection</b> <i>(optional)</i> Provide any comments or reflections relating to your supervisor's comments or the rotation in general.	
<b>Reflection</b>  I appreciate the feedback from my supervisor and feel the comments reflect both my strengths and areas to continue developing. I'm proud of how much more independent I've become this term, and I'm especially grateful for the exposure I had in managing acute presentations and participating in ward leadership. I'll continue building my procedural and teaching experience moving forward.	<b>Date</b>  6/10/2026

— End of report —

[Instructions to submit this form](#)



## Rotation Progress Report – Cardiology AM Appendix 1: Learning Goals

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		Progression criteria		Completion criteria
	Learning goals	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
Be	1. Professional behaviours	<b>Level 5</b> consistently behave in line with <b>all 10 domains</b> of professional practice	<b>Level 5</b> consistently behave in line with <b>all 10 domains</b> of professional practice	<b>Level 5</b> consistently behave in line with <b>all 10 domains</b> of professional practice
	2. Team leadership: Lead a team of health professionals	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	4. Quality improvement: Identify and address failures in health care delivery	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 5</b> be able to provide supervision
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	7. Acute care: Manage the early care of acutely unwell patients	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	8. Communication with patients: Discuss diagnoses and management plans with patients	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	9. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures and investigations	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance
	10. Clinic management: Manage an outpatient clinic	<b>Level 2</b> be able to act with direct supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	11. Manage patients with untreatable life-limiting cardiac conditions: Manage the care of patients with untreatable, life-limiting cardiac conditions	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 5</b> be able to provide supervision
Know	12. Scientific foundations of cardiology	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply the knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )



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		Progression criteria		Completion criteria
		Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
	<b>Learning goals</b>			
	<b>13. Management of the acutely unwell (shocked) cardiac patient</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	<b>14. Coronary artery disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	<b>15. Conditions affecting the circulation</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	<b>16. Structural heart disease, including valvular and congenital heart disease</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )
	<b>17. Rhythm disorders</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	<b>18. Heart failure</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	<b>19. Interactions with other specialties and systems</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )

