



Rotation Progress Report – Basic Training (AM & PCH)

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

Rotation Progress Report – Basic Training (Adult Medicine and Paediatrics & Child Health)

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 [Basic 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.

Report submission

Trainees and Rotation Supervisors can use a hard copy of the Rotation Progress Report for rotations in the first six months of 2025, if needed. Progress reports are expected to be available in TMP by mid-2025.

Alternatively, your local Director of Physician/Paediatric Education (DPE) may accept the [PREP Ward/Service Consultant Report](#) for rotations in the first six months of 2025. For NSW trainees, you can use the HETI End of Term Report, if applicable.

Basic Trainees should submit the completed report to their Educational Supervisor and/or DPE. This report does not need to be submitted to the College.

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Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i> Priya Sharma 123456				Training Phase 1 - Foundation		
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	Royal Melbourne Hospital	1/03/2025	31/05/2025	1.0	General medicine	Dr Lexi Portner
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 Education policies for leave types.						
Leave type	Start Date – End Date					Number of workdays
Medical	05/03/2025 – 07/03/2025					3
Standard	18/04/2025					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						
Learning captures completed 3				Observation captures completed 3		

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Learning goals			
Learning goals <i>The curriculum is available on the RACP Online Learning website.</i>		Trainee Assessment <i>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 Appendix 1.</i>	Rotation Supervisor Assessment <i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i>
	1. Professional behaviours: Behave in accordance with the expected professional behaviours, values, and practices.	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)	2. Clinical assessment: Clinically assess patients, incorporating interview, examination, and formulation of a differential diagnosis and management plan.	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)
	3. Communication with patients: Discuss diagnoses and management plans with patients and their families or carers.	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	4. Documentation: Document the progress of patients in multiple settings.	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)
	5. Prescribing: Prescribe medications tailored to patients' needs and conditions.	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	6. Transfer of care: Transfer care of patients.	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	7. Investigations: Choose, organise, and interpret investigations.	2 - Able to act with direct supervision	2 - Able to act with direct supervision

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Learning goals			
Learning goals		Trainee Assessment	Rotation Supervisor Assessment
The curriculum is available on the RACP Online Learning 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 Appendix 1 .	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1 .
	8. Acutely unwell patients: Assess and manage acutely unwell patients.	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	9. Procedures: Plan, prepare for, perform, and provide after care for important procedures.	1 - Able to be present and observe	1 - Able to be present and observe
	10. Knowledge: Acquire the baseline level of knowledge for Basic Training.	5 - Consistently apply sound knowledge in this knowledge guide to specialty practice (does)	2 - Knows the topics and concepts in this knowledge guide that underpin specialty practice (knows)
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 was my first rotation as a Basic Trainee, and I focused on building a strong foundation in professional behaviours, particularly communication, teamwork and knowing when to seek support. I became more confident in asking questions and clarifying clinical uncertainties and I received positive feedback on my professionalism and willingness to learn. I contributed actively to ward rounds and handovers and began preparing for clinical discussions by reviewing relevant guidelines.			
What could you do to improve in the future? In future rotations, I'd like to strengthen my confidence in clinical decision-making and develop greater independence in recognising when I can act and when I should escalate. I aim to improve my patient communication skills, especially in challenging or sensitive conversations. I also plan to focus on building procedural competence by seeking out opportunities to assist and perform basic procedures and consolidate my clinical knowledge through self-directed learning and reflection on feedback.			
<input checked="" type="checkbox"/> I have had the opportunity to discuss the content of this report with my supervisor(s).			

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- ☒ 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

6/06/2025

Supervisor review

Provide your feedback on the trainee's progress throughout the rotation. Your comments will be visible to the trainee, other supervisors, and the Progress Review Panel.

What did the trainee do well during this rotation of training?

Priya demonstrated a high level of professionalism and was an engaged and motivated member of the team. She communicated clearly and respectfully, showed initiative in seeking feedback and consistently followed through on tasks. She was receptive to teaching, showed an eagerness to learn and approached clinical tasks with diligence and care. Her ability to build rapport with both colleagues and patients contributed to her steady development throughout the rotation.

What could they improve on in the future?

In future rotations, Priya is encouraged to further develop her professional judgement; balancing independence with knowing when to escalate concerns. At times she was hesitant to speak up during clinical discussions or decision-making, and building confidence in these moments will strengthen her contributions. She should also continue expanding her clinical knowledge base and actively seek opportunities to perform procedures under supervision to build technical confidence. Improving her communication skills in patient-facing interactions, particularly in complex or sensitive situations, will further support her overall clinical growth. Continued attention to managing competing priorities and maintaining clear boundaries will also benefit her professional development.

Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner?

Yes

Is the trainee on track to meet the RACP's expected performance standard for the phase?

Yes

Progression recommendation

This trainee is progressing satisfactorily

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Comments/Notes

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.

Priya has made a strong start to her training. With continued support and a focus on developing her confidence, communication and prioritisation under pressure, she will continue to grow into a capable reliable physician.

☒ I have had the opportunity to discuss the content of this report with my trainee.

☒ I have discussed the trainee's progress with other supervisors if required.

Completed by

Name: Lexi Portner
Email: lexi.portner@vic.health.edu.au

Date completed

6/06/2025

Trainee reflection *(optional)*

Provide any comments or reflections relating to your supervisor's comments or the rotation in general.

Reflection

This rotation helped me apply core clinical skills in a real-world setting and build confidence in working within a multidisciplinary team. I appreciated the structured supervision and feedback, which supported my learning and helped me understand expectations more clearly. I look forward to continuing to develop my assessment and documentation skills over the year.

Date

9/06/2025

— End of report —

[Instructions to submit this form](#)

Rotation Progress Report – Basic Training (AM & PCH) Appendix 1: Learning Goals

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Learning Goal	Foundation phase	Consolidation phase	Completion phase
1. Professional behaviours: Behave in accordance with the expected professional behaviours, values, and practices.	Consistent behaviour in line with each of the ten areas of professional practice .	Consistent behaviour in line with each of the ten areas of professional practice .	Consistent behaviour in line with each of the ten areas of professional practice .
2. Clinical assessment: Clinically assess patients, incorporating interview, examination, and formulation of a differential diagnosis and management plan.	The ability to consistently perform this learning goal with indirect supervision	The ability to consistently perform this learning goal with supervision at a distance	The ability to consistently perform this learning goal with supervision at a distance
3. Communication with patients: Discuss diagnoses and management plans with patients and their families or carers.	The ability to consistently perform this learning goal with indirect supervision	The ability to consistently perform this learning goal with supervision at a distance	The ability to consistently perform this learning goal with supervision at a distance
4. Documentation: Document the progress of patients in multiple settings.	The ability to consistently perform this learning goal with indirect supervision	The ability to consistently perform this learning goal with supervision at a distance	The ability to consistently perform this learning goal with supervision at a distance
5. Prescribing: Prescribe medications tailored to patients' needs and conditions.	The ability to consistently perform this learning goal with indirect supervision	The ability to consistently perform this learning goal with supervision at a distance	The ability to consistently perform this learning goal with supervision at a distance
6. Transfer of care: * Transfer care of patients.			The ability to consistently perform this learning goal with supervision at a distance
7. Investigations: Choose, organise, and interpret investigations.	The ability to consistently perform this learning goal with indirect supervision	The ability to consistently perform this learning goal with supervision at a distance	The ability to consistently perform this learning goal with supervision at a distance
8. Acutely unwell patients: * Assess and manage acutely unwell patients.			The ability to consistently perform this learning goal with supervision at a distance
9. Procedures: * Plan, prepare for, perform, and provide after care for important procedures.			The ability to consistently perform this learning goal with supervision at a distance
10. Knowledge: Acquire the baseline level of knowledge for Basic Training.	The understanding of how to apply medical knowledge to patient care (knows how).	The understanding of how to apply medical knowledge to patient care (knows how).	The understanding of how to apply medical knowledge to patient care (knows how).

* No set RACP standard for the Foundation and Consolidation phases.