

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.

Rotation Progress Report – Basic Training (AM & PCH)

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

Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i> Jamal Khan, 122333				Training Phase 2 - 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	Sydney Children's Hospital, Randwick	5/05/2025	1/08/2025	1.0	General Paediatrics	Dr Sejel Hunsom
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	10/06/2025					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.
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 6				Observation captures completed 6		

Rotation Progress Report – Basic Training (AM & PCH)

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

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.	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)
	3. Communication with patients: Discuss diagnoses and management plans with patients and their families or carers.	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)
	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.	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)
	6. Transfer of care: Transfer care of patients.	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)

Rotation Progress Report – Basic Training (AM & PCH)

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

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 .
	7. Investigations: Choose, organise, and interpret investigations.	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)
	8. Acutely unwell patients: Assess and manage acutely unwell patients.	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)
	9. Procedures: Plan, prepare for, perform, and provide after care for important procedures.	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	10. Knowledge: Acquire the baseline level of knowledge for Basic Training.	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	4 - Frequently shows they can apply knowledge in this knowledge guide to specialty practice (shows how)
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.			
<p>What did you do well during this rotation of training?</p> <p>This rotation gave me the opportunity to consolidate my clinical knowledge and apply it more confidently in day-to-day practice. I felt more independent in managing patients, particularly with prescribing and investigations, and I was trusted to carry out many tasks with distant supervision. I maintained professionalism throughout, communicated well with the team and managed my workload effectively. I also feel I've developed a more structured clinical approach and improved in applying knowledge to patient care.</p>			

Rotation Progress Report – Basic Training (AM & PCH)

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

What could you do to improve in the future?

Although I've become more independent, I still feel uncertain at times about my documentation - particularly around how much detail to include and how to structure notes for clarity. I also want to continue developing my communication in situations involving complex family dynamics or sensitive topics, as I sometimes find myself holding back. In the next rotation, I'll focus on seeking more feedback in these areas and continuing to grow my confidence.

- ☒ 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

4/08/2025

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?

Jamal demonstrated solid progress throughout this rotation and is now functioning independently in most areas of clinical practice. He manages his workload well, follows through on clinical tasks and shows good application of medical knowledge in patient care. He required only distant supervision for the majority of routine responsibilities, including prescribing and managing investigations. He has maintained professional behaviour consistently and is a valued member of the team.

What could they improve on in the future?

Jamal is encouraged to continue building confidence in his documentation, particularly in ensuring clarity and structure in discharge summaries and clinical notes. While he handles most clinical conversations well, there's still room to grow in leading more complex or emotionally sensitive discussions with families. These are areas he has already identified and is motivated to improve on.

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

Rotation Progress Report – Basic Training (AM & PCH)

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

<p>Progression recommendation</p> <p>This trainee is progressing satisfactorily</p>	
<p>Comments/Notes</p> <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>Jamal has met the expectations for a trainee preparing to progress to the Completion phase. He demonstrates appropriate independence across the key EPAs and with further practice in documentation, he will be well equipped to complete the Divisional Clinical Examination in his final year of training.</p>	
<p><input checked="" type="checkbox"/> I have had the opportunity to discuss the content of this report with my trainee.</p> <p><input checked="" type="checkbox"/> I have discussed the trainee's progress with other supervisors if required.</p>	
<p>Completed by</p> <p>Name: Sejel Hunsom Email: sejel.hunsom@health.nsw.gov.au</p>	<p>Date completed</p> <p>4/08/2025</p>
<p>Trainee reflection (optional)</p> <p>Provide any comments or reflections relating to your supervisor's comments or the rotation in general.</p>	
<p>Reflection</p> <p>This term has pushed me to reflect more deeply on my clinical reasoning and communication, especially in complex paediatric cases. The team created a supportive space to test ideas and learn from feedback. I know I have more to build on, especially in written documentation, and I'm grateful for the guidance I received to help strengthen this aspect of my practice.</p>	<p>Date</p> <p>5/08/2025</p>

— End of report —

[Instructions to submit this form](#)

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

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

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.

