



Rotation Progress Report – Paediatric Cardiology

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

Rotation Progress Report – Paediatric Cardiology

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 Paediatric Cardiology 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:
 - Australia: cardiology@racp.edu.au
 - Aotearoa New Zealand: cardiology@racp.org.nz



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Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i> Dr Hanae Mori, 692184				Training Phase 1 - Specialty 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	The Children's Hospital at Westmead – Paediatric Cardiology Unit	3/03/2025	1/09/2025	1.0	Inpatient cardiology and outpatient echo clinics	Dr Henry Okeke, Dr Michael Yuen
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
Standard	04/04/25					1
Medical	18/05/25-20/05/25					3
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	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. Team leadership: Lead a team of health professionals	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. Supervision and teaching: Supervise and teach professional colleagues	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)
	4. Quality improvement: Identify and address failures in health care delivery	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	6. Management of transitions from paediatric to adult care: Manage transitions of patient care from paediatric to adult medicine	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	7. Acute paediatric cardiac care: Assess and manage the care of 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)

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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. Management of cardiac conditions from fetal to adolescence, including end-of-life care: Manage and coordinate the longitudinal care of patients with complex cardiac conditions, including end-of-life	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. Communication with patients: 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)
	10. Prescribing: Prescribe therapies tailored to patients' needs and 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)
	11. Procedures: 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)
	12. Investigations: Select, 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)
Knowledge guides	13. Scientific foundations of paediatric cardiology	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)

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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 .
	14. Acute paediatric cardiac care	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)
	15. Structural heart disease, including valvular and congenital heart disease	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)
	16. Acquired heart disease	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)
	17. Arrhythmias	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)
	18. Genetic cardiac disorders	2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows)	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 rotation helped me develop a clearer understanding of paediatric cardiac conditions and gave me confidence in areas like communication, prescribing and echo interpretation. I felt well supported by the			

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team and appreciated opportunities to perform procedures and contribute to patient discussions during ward rounds and clinics.

What could you do to improve in the future?

I would like to continue building confidence in formulating differential diagnoses and assessment plans, especially in more complex clinical scenarios. I also hope to become more involved in quality improvement activities and grow my understanding of long-term cardiac care pathways.

- ☒ 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

9/09/2025

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?

Hanae has shown strong professional conduct throughout the rotation. She communicates clearly and compassionately with patients, families, and colleagues. She actively participates in clinical discussions and shows growing independence in managing routine tasks. She is particularly attentive to detail when reviewing investigations and prescribing.

What could they improve on in the future?

Hanae is encouraged to focus on developing her clinical assessment skills and confidence in managing more complex and acute cardiac presentations. With further experience and regular feedback, these areas should improve steadily.

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

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This trainee is progressing satisfactorily	
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. Hanae is progressing satisfactorily and is meeting expectations for a trainee in the Specialty Foundation phase of Paediatric Cardiology. She is a thoughtful, diligent clinician with strong potential for further development.	
<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.	
Completed by Name: Henry Okeke Email: henry.okeke@health.nsw.gov.au	Date completed 12/09/2025
Additional supervisor assessment 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 feedback for the trainee and other supervisors to see. If you would prefer to complete your own assessment, use the Additional Supervisor - Rotation Progress Report .	
<input checked="" type="checkbox"/> Agree with the assessment and recommendation	
Comments on recommendation (optional) I agree with the primary supervisor's assessment. Hanae has made a strong start to Advanced Training and has shown particular maturity in communication and professionalism. With continued focus on clinical assessment and long-term care planning, she is well placed for progression.	
Completed by Name: Michael Yuen Email: Michael.yuen@health.nsw.gov.au	Date completed 15/09/2025
Trainee reflection (optional) Provide any comments or reflections relating to your supervisor's comments or the rotation in general.	
Reflection Thank you for the helpful feedback and	Date 22/09/2025

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encouragement this term. I've enjoyed the clinical exposure and opportunities for learning and look forward to continuing to improve my assessment skills and confidence in managing complex cardiac patients.	
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— End of report —

[Instructions to submit this form](#)

Rotation Progress Report – Paediatric Cardiology 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	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice
	2. Team leadership: Lead a team of health professionals	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	4. Quality improvement: Identify and address failures in health care delivery	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	6. Management of transitions from paediatric to adult care: Manage transitions of patient care from paediatric to adult medicine	Level 2 be able to act with direct supervision	Level 4 be able to act with supervision at a distance	Level 4 be able to act with supervision at a distance
	7. Acute paediatric cardiac care: Assess and manage the care of acutely unwell patients	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	8. Management of cardiac conditions from fetal to adolescence, including end-of-life care: Manage and coordinate the longitudinal care of patients with complex cardiac conditions, including end-of-life	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 4 be able to act with supervision at a distance
	9. Communication with patients: Discuss diagnoses and management plans with patients	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	10. Prescribing: Prescribe therapies tailored to patients' needs and conditions	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	11. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures and investigations	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance
	12. Investigations: Select, organise, and interpret investigations	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision



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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>
Know	13. Scientific foundations of paediatric cardiology	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	14. Acute paediatric cardiac care	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	15. Structural heart disease, including valvular and congenital heart disease	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	16. Acquired heart disease	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	17. Arrhythmias	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	18. Genetic cardiac disorders	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (knows)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)

