



## Rotation Progress Report – Gastroenterology (AM & PCH)

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

## Rotation Progress Report – Gastroenterology (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 [Gastroenterology \(AM & PCH\) 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: [Gastroenterology@racp.edu.au](mailto:Gastroenterology@racp.edu.au)
  - Aotearoa New Zealand: [Gastroenterology@racp.org.nz](mailto:Gastroenterology@racp.org.nz)

## Rotation Progress Report – Gastroenterology (AM & PCH)

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

Trainee details						
<b>Trainee name and MIN</b> <i>Title, preferred name, surname, MIN</i> Dr Minh Le, 812459				<b>Training Phase</b> 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	Perth Children's Hospital – Paediatric Gastroenterology Unit	3/03/2025	2/03/2026	1.0	Inpatient and Ambulatory Paediatric Gastroenterology	Dr Syrah Menon, Dr Natalie Chen
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	04/05/25-08/05/25				5	
Medical	22/09/25				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> 12				<b>Observation captures completed</b> 12		

## Rotation Progress Report – Gastroenterology (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 <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	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>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)	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
	<b>4. Quality improvement:</b> Identify and address failures in healthcare delivery	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	<b>5. Clinical assessment and management, including prescribing:</b> Clinically assess and manage the ongoing care of patients, including prescribing 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)
	<b>6. Acute care:</b> Manage the early 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)

## Rotation Progress Report – Gastroenterology (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 <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>7. Longitudinal care, including transitions and end-of-life:</b> Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues, including transitions and end-of-life care	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>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	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	<b>10. Investigations:</b> 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)
	<b>11. Clinic management:</b> Manage an outpatients clinic	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 gastroenterology</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)

## Rotation Progress Report – Gastroenterology (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 <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>13. Gastrointestinal emergencies</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>14. Upper gastrointestinal and small bowel luminal 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>15. Lower gastrointestinal, luminal, and anal conditions</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>16. Liver disease/hepatology</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. Pancreatic and biliary 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>18. Inflammatory bowel 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)

## Rotation Progress Report – Gastroenterology (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 <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>19. Gastrointestinal cancer</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>20. Function and motility</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>21. Nutrition</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)
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.			
<b>What did you do well during this rotation of training?</b>  This rotation gave me valuable experience in managing a variety of paediatric gastroenterology presentations. I worked hard to build rapport with patients and families and was confident leading family discussions and discharge planning. I enjoyed working closely with the multidisciplinary team and contributing to ward rounds. I also took initiative in supporting junior colleagues and participated in informal teaching when opportunities arose.			
<b>What could you do to improve in the future?</b>  I would like to improve my procedural skills and feel more comfortable stepping into those hands-on situations. I also aim to be more involved in quality improvement and service evaluation activities, as			

## Rotation Progress Report – Gastroenterology (AM & PCH)

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

these are areas I have less exposure to. In future rotations, I'll continue to seek feedback and look for opportunities to grow in these areas.

- ☒ 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**

2/03/2026

### 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?

Minh has made a strong start to Advanced Training and consistently demonstrates professionalism and excellent communication skills. He works collaboratively with the team, communicates effectively with patients and families and supports a positive ward culture. Minh applies his knowledge thoughtfully and has shown a growing ability to manage patients independently with appropriate supervision. His documentation is thorough and timely, and he has shown initiative in teaching junior staff.

#### What could they improve on in the future?

Minh is encouraged to increase his exposure to practical procedures and contribute more actively to quality improvement initiatives. With more hands-on experience and systems-level engagement, he will continue to round out his clinical skill set.

**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**

**Comments/Notes**



## Rotation Progress Report – Gastroenterology (AM & PCH)

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

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.

Minh is progressing satisfactorily and meets the expectations of a Specialty Foundation Phase trainee in Paediatric Gastroenterology. He is well positioned for further development and increasing independence in future rotations. I support his progression to the next phase.

- ☒ 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: Syrah Menon  
 Email: syrah.menon@health.wa.gov.au

### Date completed

3/03/2026

### 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](#).

- ☒ Agree with the assessment and recommendation

### Comments on recommendation (optional)

Minh has demonstrated strong professionalism and teamwork throughout the term. I agree with the primary supervisor's assessment and recommendation to progress. He is well placed to continue developing clinical confidence and procedural skills in future rotations.

### Completed by

Name: Natalie Chen  
 Email: natalie.chen@health.wa.gov.au

### Date completed

3/03/2026

### Trainee reflection (optional)

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

### Reflection

Thank you for the feedback and support throughout this rotation. I've appreciated the opportunity to be part of the gastro team and have learned a lot about managing paediatric patients with chronic and complex GI conditions. The encouragement to lead discussions and contribute to team communication has helped me

### Date

5/03/2026



## Rotation Progress Report – Gastroenterology (AM & PCH)

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

feel more confident in my role.	
---------------------------------	--

— End of report —

[Instructions to submit this form](#)

## Rotation Progress Report – Gastroenterology (AM & PCH) Appendix 1: Learning Goals

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

		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 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	4. Quality improvement: Identify and address failures in healthcare delivery	<b>Level 2</b> able to act with direct supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	5. Clinical assessment and management, including prescribing: Clinically assess and manage the ongoing care of patients, including prescribing therapies tailored to patients' needs and conditions	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	6. Acute care: Manage the early care of acutely unwell patients	<b>Level 4</b> able to act with supervision at a distance	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	7. Longitudinal care, including transitions and end-of-life: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues, including transitions and end-of-life care	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	8. Communication with patients: Discuss diagnoses and management plans with patients	<b>Level 4</b> able to act with supervision at a distance	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	9. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures and investigations	<b>Level 2</b> able to act with direct supervision	<b>Level 3</b> able to act with indirect supervision	<b>Level 5</b> able to provide supervision
	10. Investigations: Select, organise, and interpret investigations	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision	<b>Level 5</b> able to provide supervision
	11. Clinic management: Manage an outpatients clinic	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	12. Scientific foundations of gastroenterology	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<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 applies sound knowledge in this knowledge guide to patient care ( <i>does</i> )



## Rotation Progress Report – Gastroenterology (AM & PCH) Appendix 1: Learning Goals

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

		<b>Progression criteria</b>		<b>Completion criteria</b>
	<b>Learning goals</b>	<b>Specialty foundation</b> <i>By the end of this phase, trainees will:</i>	<b>Specialty consolidation</b> <i>By the end of this phase, trainees will:</i>	<b>Transition to fellowship</b> <i>By the end of training, trainees will:</i>
	<b>13. Gastrointestinal emergencies</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>14. Upper gastrointestinal and small bowel luminal disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>15. Lower gastrointestinal, luminal, and anal conditions</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>16. Liver disease/hepatology</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>17. Pancreatic and biliary disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>18. Inflammatory bowel disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>19. Gastrointestinal cancer</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>20. Function and motility</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	<b>21. Nutrition</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice (shows how)	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice (does)

