



Rotation Progress Report – Nephrology (AM & PCH)

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

Rotation Progress Report – Nephrology (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 may refer to the Curriculum Standards on the [Nephrology \(AM & PCH\) 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: Nephrology@racp.edu.au
 - Aotearoa New Zealand: Nephrology@racp.org.nz



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Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i> Dr Lani Tanaki				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	Westmead Hospital Renal Unit	3/03/2025	29/09/2025	FTE	Inpatient Nephrology (General + Dialysis)	Dr Michael Zhang
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	14/03/25-15/03/25					2
Standard	28/06/25					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						
Learning captures completed 6				Observation captures completed 6		

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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	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	3. Supervision and teaching: Supervise and teach professional colleagues	2 - Able to act with direct supervision	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 healthcare 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	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)
	6. Management of transitions in care: Manage the transition of patient care between health professionals, providers, and contexts	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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	7. Acute kidney injury: Assess and manage patients with acute kidney injury	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)
	8. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	9. Communication with patients: Discuss diagnoses and management plans with 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)
	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	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	12. Clinic management: Manage an outpatient clinic	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	13. Comprehensive conservative care: Manage the care of patients with kidney failure	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 <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>
	14. Transplantation: Assess and manage kidney transplants	2 - Able to act with direct supervision	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
	AM only 15. Dialysis: Assess and manage kidney transplants	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)
	PCH only 15. Dialysis: Prescribe and manage dialysis for paediatric and neonatal patients with kidney failure	unable to rate	unable to rate
Knowledge guides	16. Clinical sciences	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	3 - Knows how to apply the knowledge in this knowledge guide to specialty practice (knows how)
	17. Acute kidney injury	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. Chronic kidney 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)

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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>
	19. Kidney transplantation	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)
	20. Hypertension	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)
	21. Glomerular, tubular, and interstitial nephritis	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)
	22. Dialysis	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)
	23. Inherited, congenital, and rarer diseases	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)
	24. Urological issues and onconeurology	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)

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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 .
	AM Only 25. Adult interventional nephrology	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)

AM: Adult medicine

PCH: Paediatrics & child health

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 has helped me build confidence in applying nephrology knowledge to patient care, especially in managing chronic kidney disease, hypertension and glomerular conditions. I felt more comfortable formulating management plans and prescribing under indirect supervision. I consistently behaved professionally, worked well with the multidisciplinary team and stayed organised with my learning and assessments.
What could you do to improve in the future? I would like to develop further in areas like leading ward rounds or supervising more junior colleagues. I also want to improve my procedural confidence and take a more active role in outpatient clinic management. Some complex areas, like interventional nephrology and managing rare kidney conditions, are still new to me and I plan to seek more exposure to strengthen my understanding.
<input checked="" type="checkbox"/> I have had the opportunity to discuss the content of this report with my supervisor(s).
<input checked="" type="checkbox"/> I understand my obligation to complete the training requirements outlined in the relevant curriculum
<input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> I understand my obligation to comply with the relevant College education policies.
Date completed by trainee

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29/09/2025	
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? <p>Lani has demonstrated a solid foundation of nephrology knowledge and applied it appropriately across inpatient and outpatient settings. She consistently behaved in a professional manner, maintained strong organisation and engaged in thoughtful clinical discussions. She managed core tasks such as prescribing, patient communication and follow-up with increasing independence.</p>	
What could they improve on in the future? <p>Lani is encouraged to seek more opportunities to take initiative in clinical leadership and teaching, even in small ways such as guiding medical students or coordinating handover. She is also still developing confidence in practical procedures and clinic management, which will come with experience. With continued focus, she is well placed to progress to the next phase of training.</p>	
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 <p>This trainee is progressing satisfactorily</p>	
Comments/Notes <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>Lani is progressing satisfactorily and has met the expectations for a Specialty Foundation Phase trainee. She is demonstrating appropriate independence across key learning goals and is building a strong knowledge base for nephrology. I support her progression to the next phase.</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.	
Completed by Name: Michael Zhang Email: Michael.zhang@health.nsw.gov.au	Date completed 29/09/2025

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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) Comments on recommendation (optional): I agree with the assessment and recommendation. Lani has shown strong clinical reasoning and an eagerness to learn throughout this rotation. She engages meaningfully with the team, takes initiative with patient care, and demonstrates professionalism in all settings. With continued exposure to longitudinal care and procedural practice, I'm confident she will continue to grow and consolidate her skills.	
Completed by Name: Rachel Lin Email: Rachel.lin@health.nsw.gov.au	Date completed 1/10/2025

Trainee reflection (optional) Provide any comments or reflections relating to your supervisor's comments or the rotation in general.	
Reflection This was a valuable and rewarding rotation. I really appreciated the opportunity to care for patients with complex kidney conditions and felt well supported in developing my knowledge and clinical skills. The team environment was collaborative and welcoming, which helped me gain confidence in managing acute presentations and contributing to ward rounds. I'd like to continue improving my independence with procedures and expand my experience with outpatient care in future rotations.	Date 2/10/2025

— End of report —

[Instructions to submit this form](#)

Rotation Progress Report – Nephrology (AM & PCH) 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 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	4. Quality improvement: Identify and address failures in healthcare delivery	Level 2 able to act with direct supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	6. Management of transitions in care: Manage the transition of patient care between health professionals, providers, and contexts	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	7. Acute kidney injury: Assess and manage patients with acute kidney injury	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	8. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	Level 2 able to act with direct supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	9. Communication with patients: Discuss diagnoses and management plans with patients	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	10. Prescribing: Prescribe therapies tailored to patients' needs and conditions	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	11. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	Level 2 able to act with direct supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	12. Clinic management: Manage an outpatient clinic	Level 2 able to act with direct supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	13. Comprehensive conservative care: Manage the care of patients with kidney failure	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	14. Transplantation: Assess and manage kidney transplants	Level 2 able to act with direct supervision	Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance



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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>
		Level 3 able to act with indirect supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	AM 15. Dialysis: Prescribe and manage dialysis for patients with kidney failure	Level 2 able to act with direct supervision	Level 4 able to act with supervision at a distance	Level 5 able to provide supervision
	PCH 15. Dialysis: Prescribe and manage dialysis for paediatric and neonatal patients with kidney failure			
Know	16. Clinical sciences	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. Acute kidney injury	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. Chronic kidney 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)
	19. Kidney transplantation	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (knows)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	20. Hypertension	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)
	21. Glomerular, tubular, and interstitial nephritis	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (knows)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (does)
	22. Dialysis	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)



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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>
	23. Inherited, congenital, and rarer diseases	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)
	24. Urological issues and onco-nephrology	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	25. Adult interventional nephrology	AM only Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)

AM: Adult medicine

PCH: Paediatrics & child health

