



## Progress Report – Endocrinology (AM)

| Trainee details  |                                  |             |                                  |  |   |                                  |
|--|----------------------------------|-------------|----------------------------------|--|---|----------------------------------|
| <b>Trainee name and MIN</b> <i>Title, preferred name, surname, MIN</i><br>Dr Agnes Shi, 354697   |                                  |             |                                  |  | <b>Training Phase</b><br>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   | Royal Prince Alfred Hospital     | 8/01/2026   | 30/04/2026                       | 1.0  | Click or tap here to enter text.                  | Dr Marie<br>Dr Hanru             |
| Accredited   | 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 <a href="#">Education policies</a> for leave types. |                                  |             |                                  |  |   |                                  |
| Leave type   | Start Date – End Date            |             | Number of workdays               |  |   |                                  |
| Medical  | 20/03/2026-24/03/2026            |             | 4                                |  |   |                                  |
| Standard   | 01/05/2026                       |             | 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><br>6  |                                  |             |                                  | <b>Observation captures completed</b><br>8 |   |                                  |



| Learning goals  |  |  |  |
|---|--|--|--|
| Learning goals  |  | Trainee Assessment   | Rotation Supervisor Assessment   |
| The curriculum is available on the <a href="#">RACP Online Learning website</a> . |  | 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><br>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><br>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><br>Identify and address failures in health care delivery  | 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)                                       |
|   | <b>5. Clinical assessment and management:</b><br>Clinically assess and manage the ongoing care of patients                                       | 2 - Able to act with direct supervision  | 2 - Able to act with direct supervision  |
|   | <b>6. Management of transitions in care:</b><br>Manage the transition of patient care between health care professionals, providers, and contexts | 3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)  | 2 - Able to act with direct supervision  |
|   | <b>7. Acute care:</b><br>Manage the early care of acutely unwell patients  | 2 - Able to act with direct supervision  | 2 - Able to act with direct supervision  |

| Learning goals  |  |  |
|---|--|--|
| Learning goals<br><i>The curriculum is available on the <a href="#">RACP Online Learning website</a>.</i>   | Trainee Assessment<br><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 <a href="#">Appendix 1</a>.</i> | Rotation Supervisor Assessment<br><i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in <a href="#">Appendix 1</a>.</i> |
| <b>8. Longitudinal care:</b><br>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  | 3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)  |
| <b>9. Communication with patients:</b><br>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>10. Prescribing:</b><br>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)  |
| <b>11. Procedures</b><br>Select, organise, and interpret investigations   | 3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)  | 2 - Able to act with direct supervision  |
| <b>12. Investigations</b>   | 3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)  | 2 - Able to act with direct supervision  |
| <b>13. Clinical Management</b>  | 2 - Able to act with direct supervision  | 3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)  |
| <b>14. Scientific foundations of endocrinology</b>  | 2 - Able to act with direct supervision  | 2 - Able to act with direct supervision  |
| <b>15. Disorders of glucose metabolism</b>  | 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>16. Disorders of body weight</b>   | 2 - Able to act with direct supervision  | 2 - Able to act with direct supervision  |

| <b>Learning goals</b>  |   |   |   |
|--|---|---|---|
| <b>Learning goals</b><br><i>The curriculum is available on the <a href="#">RACP Online Learning</a> website.</i> | <b>Trainee Assessment</b><br><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> | <b>Rotation Supervisor Assessment</b><br><i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i> |   |
| <b>Knowledge guides</b>  | <b>17. Lipid disorders</b>  | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)   | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)     |
|  | <b>18. Disorders of the pituitary, hypothalamus, and of water balance</b>   | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows)   | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows) |
|  | <b>19. Thyroid disorders</b>  | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)   | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)     |
|  | <b>20. Adrenal disorders</b>  | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows)   | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)     |
|  | <b>21. – Parathyroid, calcium and bone disorders</b>  | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows)   | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows) |
|  | <b>22. Neuroendocrine and inherited tumour syndromes</b>  | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows)   | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows) |
|  | <b>23. Male reproductive endocrinology</b>  | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)   | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)     |
|  | <b>24. Female reproductive endocrinology</b>  | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)   | 3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)     |



| Learning goals   |  |  |
|--|--|--|
| Learning goals   | Trainee Assessment   | Rotation Supervisor Assessment   |
| <i>The curriculum is available on the <a href="#">RACP Online Learning</a> website.</i>  | <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> | <i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i> |
| <b>25. Variations of sex characteristics and gender identity</b>   | 2 - Know the topics and concepts in this knowledge guide that underpin specialty practice (knows)  | 2 - Know 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.   |  |  |
| <p><b>What did you do well during this rotation of training?</b></p> <p>I improved my assessment and management of common endocrine conditions, including diabetes, thyroid disease, adrenal and pituitary disorders. I communicated effectively within the multidisciplinary team and incorporated supervisor feedback into my clinical approach. I strengthened my skills in interpreting hormonal tests, reviewing CGM data, and performing dynamic endocrine assessments.</p> <p>I also became more confident in managing acute endocrine issues and developed a more structured approach to formulating differential diagnoses and management plans. Additionally, I consistently maintained clear documentation, contributed to smooth team workflow, and engaged proactively in learning opportunities across both inpatient and outpatient settings.</p> |  |  |
| <p><b>What could you do to improve in the future?</b></p> <p>I aim to further develop efficiency in managing complex inpatients and strengthen independent decision-making for urgent endocrine issues. I would also like to enhance my long-term management planning in clinics, improve counselling on lifestyle and medication adjustments, and continue building confidence in complex endocrine investigations and dynamic tests.</p>   |  |  |
| <p><input checked="" type="checkbox"/> I have had the opportunity to discuss the content of this report with my supervisor(s).</p> <p><input checked="" type="checkbox"/> I understand my obligation to complete the training requirements outlined in the relevant curriculum</p> <p><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.</p> <p><input checked="" type="checkbox"/> I understand my obligation to comply with the relevant College education policies.</p>   |  |  |

**Date completed by trainee**

01/05/2026

**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?**

The trainee demonstrated solid progress across all Foundation-level competencies. They consistently conducted thorough clinical assessments, communicated clearly with the team, and showed good clinical reasoning when formulating differential diagnoses and management plans.

They were conscientious, reliable, and engaged well with feedback. Their knowledge of diabetes management, thyroid disease, and acute endocrine presentations improved steadily over the term. They collaborated effectively with the multidisciplinary team and adhered to professional standards in all interactions.

Their documentation was clear and timely, and they demonstrated a proactive approach to learning, frequently seeking opportunities to discuss cases, attend clinics and review investigation results.

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

Continued development of efficiency and task prioritisation during busier inpatient periods would be beneficial. Increasing confidence in managing more complex or less common endocrine presentations will come with further exposure.

The trainee would also benefit from ongoing refinement of outpatient consultation skills, particularly long-term care planning and providing lifestyle and medication counselling in a structured and patient-centred way.

As they progress, they should continue to consolidate their interpretation of dynamic endocrine testing and hormonal investigations, and maintain regular self-reflection on learning goals.

**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**

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.

N/A

- 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: Dr Marie  
Email: DrMarie@gmail.com

**Date completed**

2/05/2026

**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)*

Click or tap here to enter text.

**Completed by**

Name: Dr Agnes Shi  
Email: Ashi@gmail.com

**Date completed**

2/05/2026

**Trainee reflection** *(optional)*

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

**Reflection**

I appreciate my supervisor's feedback and feel it reflects my progress well. This rotation was valuable in building my confidence with common endocrine conditions and improving my clinical reasoning. The supportive teaching and regular feedback helped me identify areas to continue developing, particularly with complex inpatient care and long-term outpatient planning. Overall, it was a positive and rewarding learning experience.

**Date**

02/05/2026

— End of report —

| Levels   | 1  | 2  | 3  | 4   | 5  |
|--|--|--|--|---|--|
| <b>Be:</b><br>Competencies<br>(professional behaviours)  | Needs to work on behaviour in <b>more than five domains</b> of professional practice | Needs to work on behaviour in <b>four or five domains</b> of professional practice | Needs to work on behaviour in <b>two or three domains</b> of professional practice   | Needs to work on behaviour in <b>one domain</b> of professional practice                    | <b>Consistently</b> behaves in line with all 10 domains of professional practice |
| <b>Do:</b><br>Entrustable Professional Activities (EPAs) | Is able to <b>be present and observe</b>   | Is able to <b>act with direct supervision</b>                                      | Is able to <b>act with indirect supervision</b> (i.e., ready access to a supervisor) | Is able to <b>act with supervision at a distance</b> (i.e., limited access to a supervisor) | Is able to supervise others  |
| <b>Know:</b><br>Knowledge guides                         | Has <b>heard of</b> some of the topics in this knowledge guide                       | <b>Knows the topics and concepts</b> in this knowledge guide                       | <b>Knows how to apply</b> this knowledge to practice                                 | <b>Frequently shows they apply</b> this knowledge to practice                               | <b>Consistently</b> demonstrates application of this knowledge to practice       |

|           |   | <b>Entry criteria</b>   | <b>Progression criteria</b>   |   | <b>Completion criteria</b>  |
|-----------|---|---|---|---|---|
|           | <b>Learning goals</b>   | <b>Entry into training</b><br><i>At entry into training, trainees will:</i>                 | <b>Specialty foundation</b><br><i>By the end of this phase, trainees will:</i>              | <b>Specialty consolidation</b><br><i>By the end of this phase, trainees will:</i>           | <b>Transition to Fellowship</b><br><i>By the end of training, trainees will:</i>            |
| <b>Be</b> | <b>1. Professional behaviours</b>   | <b>Level 5</b><br>consistently behave in line with all ten domains of professional practice | <b>Level 5</b><br>consistently behave in line with all ten domains of professional practice | <b>Level 5</b><br>consistently behave in line with all ten domains of professional practice | <b>Level 5</b><br>consistently behave in line with all ten domains of professional practice |
|           | <b>2. Team leadership: Lead a team of health professionals</b>  | <b>Level 2</b><br>be able to act with direct supervision                                    | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
| <b>Do</b> | <b>3. Supervision and teaching: Supervise and teach professional colleagues</b>   | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>4. Quality improvement: Identify and address failures in health care delivery</b>  | <b>Level 1</b><br>be able to be present and observe   | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients</b>   | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>6. Management of transitions in care: Manage the transition of patient care between health professionals, providers, and contexts</b>  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>7. Acute care: Manage the care of acutely unwell patients</b>  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>8. Longitudinal care: Manage and coordinate the longitudinal care, and appropriate transitions in care, of patients with chronic illness, disability, and/or long-term health issues</b> | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>9. Communication with patients: Discuss diagnoses and management plans with patients and their families, /carers</b>   | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |
|           | <b>10. Prescribing: Prescribe and monitor therapies tailored to patients' needs and conditions</b>  | <b>Level 2</b><br>be able to act with direct supervision                                    | <b>Level 3</b><br>be able to act with indirect supervision                                  | <b>Level 4</b><br>be able to act with supervision at a distance                             | <b>Level 5</b><br>be able to supervise others   |

|   |   |  |   |   |
|---|---|--|---|---|
| <b>11. Procedures:</b> Plan, prepare for, perform, and provide aftercare for important practical procedures | <b>Level 1</b><br>be able to be present and observe | <b>Level 2</b><br>be able to act with direct supervision | <b>Level 4</b><br>be able to act with supervision at a distance | <b>Level 5</b><br>be able to supervise others |
|---|---|--|---|---|

|   | <b>Entry criteria</b>   | <b>Progression criteria</b>   |   | <b>Completion criteria</b>   |
|---|---|---|---|--|
| <b>Learning goals</b>   | <b>Entry into training</b><br><i>At entry into training, trainees will:</i> | <b>Specialty foundation</b><br><i>By the end of this phase, trainees will:</i>  | <b>Specialty consolidation</b><br><i>By the end of this phase, trainees will:</i> | <b>Transition to Fellowship</b><br><i>By the end of training, trainees will:</i>     |
| <b>12. Investigations:</b> Select, organise, and interpret investigations | <b>Level 2</b><br>be able to act with direct supervision                    | <b>Level 3</b><br>be able to act with indirect supervision  | <b>Level 4</b><br>be able to act with supervision at a distance                   | <b>Level 5</b><br>be able to supervise others  |
| <b>13. Clinic management:</b> Manage an outpatient clinic                 | <b>Level 2</b><br>be able to act with direct supervision                    | <b>Level 3</b><br>be able to act with indirect supervision  | <b>Level 4</b><br>be able to act with supervision at a distance                   | <b>Level 5</b><br>be able to supervise others  |
| <b>14. Scientific foundations of endocrinology</b>                        | <b>Level 2</b><br>know the topics and concepts in this knowledge guide      | <b>Level 3</b><br>know how to apply this knowledge to practice  | <b>Level 4</b><br>frequently show they apply this knowledge to practice           | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
| <b>15. Disorders of glucose metabolism</b>                                | <b>Level 3</b><br>knows how to apply this knowledge to practice             | <b>Level 4</b><br>frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> ) | <b>Level 4</b><br>frequently show they apply this knowledge to practice           | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
| <b>16. Disorders of body weight</b>                                       | <b>Level 2</b><br>know the topics and concepts in this knowledge guide      | <b>Level 3</b><br>know how to apply this knowledge to practice  | <b>Level 4</b><br>frequently show they apply this knowledge to practice           | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |



|      |   |  |  |   |  |
|------|---|--|--|---|--|
| Know | <b>17. Lipid disorders</b>  | <b>Level 2</b><br>know the topics and concepts in this knowledge guide     | <b>Level 3</b><br>know how to apply this knowledge to practice         | <b>Level 4</b><br>frequently show they apply this knowledge to practice | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
|      | <b>18. Disorders of the pituitary, hypothalamus, and of water balance</b> | <b>Level 2</b><br>know the topics and concepts in this knowledge guide     | <b>Level 2</b><br>know the topics and concepts in this knowledge guide | <b>Level 4</b><br>frequently show they apply this knowledge to practice | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
|      | <b>19. Thyroid disorders</b>  | <b>Level 3</b><br>know how to apply this knowledge to practice             | <b>Level 3</b><br>know how to apply this knowledge to practice         | <b>Level 4</b><br>frequently show they apply this knowledge to practice | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
|      | <b>20. Adrenal disorders</b>  | <b>Level 2</b><br>know the topics and concepts in this knowledge guide     | <b>Level 3</b><br>know how to apply this knowledge to practice         | <b>Level 4</b><br>frequently show they apply this knowledge to practice | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
|      | <b>21. Parathyroid, calcium and bone disorders</b>                        | <b>Level 2</b><br>know the topics and concepts in this knowledge guide     | <b>Level 3</b><br>know how to apply this knowledge to practice         | <b>Level 4</b><br>frequently show they apply this knowledge to practice | <b>Level 5</b><br>consistently demonstrate application of this knowledge to practice |
|      | <b>22. Neuroendocrine and inherited tumour syndromes</b>                  | <b>Level 1</b><br>have heard of some of the topics in this knowledge guide | <b>Level 2</b><br>know the topics and concepts in this knowledge guide | <b>Level 3</b><br>know how to apply this knowledge to practice          | <b>Level 4</b><br>frequently show they apply this knowledge to practice              |
|      | <b>23. Male reproductive endocrinology</b>                                | <b>Level 1</b><br>have heard of some of the topics in this knowledge guide | <b>Level 2</b><br>know the topics and concepts in this knowledge guide | <b>Level 3</b><br>know how to apply this knowledge to practice          | <b>Level 4</b><br>frequently show they apply this knowledge to practice              |
|      | <b>24. Female reproductive endocrinology</b>                              | <b>Level 1</b><br>have heard of some of the topics in this knowledge guide | <b>Level 2</b><br>know the topics and concepts in this knowledge guide | <b>Level 3</b><br>know how to apply this knowledge to practice          | <b>Level 4</b><br>frequently show they apply this knowledge to practice              |
|      | <b>25. Variations in sex characteristics and gender identity</b>          | <b>Level 1</b><br>have heard of some of the topics in this knowledge guide | <b>Level 2</b><br>know the topics and concepts in this knowledge guide | <b>Level 3</b><br>know how to apply this knowledge to practice          | <b>Level 4</b><br>frequently show they apply this knowledge to practice              |