



## Progress Report – Endocrinology (PCH)

Trainee details						
<b>Trainee name and MIN</b> <i>Title, preferred name, surname, MIN</i> Dr Petria Cleo, 602489					<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	St Vincents Hospital	3/03/2026	01/09/2026	1.0	Inpatient & Outpatient Endocrinology (PCH)	Dr Beatrice Cairo Dr Enid Flor
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	25/03/2026-29/03/2026		5			
Standard	15/04/2026		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> 6				<b>Observation captures completed</b> 6		



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 Appendix 1.	Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.
	<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 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> Clinically assess and manage the ongoing care of 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>6. Management of transitions in care:</b> Manage the transition of patient care between health care professionals, providers, and contexts	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	<b>7. 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)

Learning goals		
Learning goals <i>The curriculum is available on the <a href="#">RACP Online Learning website</a>.</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>
<b>8. Longitudinal care:</b> Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	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>9. Communication with patients:</b> 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)
<b>10. Prescribing:</b> 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. Investigations and procedures:</b> Select, organise, and interpret investigations, and plan, prepare for, perform, and provide aftercare for important practical procedures	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>12. Clinic management:</b> Manage an outpatient clinic	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>13. Scientific foundations of endocrinology</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>14. Disorders of glucose metabolism</b>	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>15. Disorders of body weight</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>Learning goals</b>			
<b>Learning goals</b> <i>The curriculum is available on the <a href="#">RACP Online Learning website</a>.</i>		<b>Trainee Assessment</b> <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> <i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i>
	<b>16. Lipid disorders</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>Knowledge guides</b>	<b>17. Pituitary, hypothalamus, and electrolyte disorders</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>18. Thyroid disorders</b>	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)
	<b>19. Adrenal 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. Parathyroid, calcium, and bone 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>21. Endocrine oncology</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>22. Disorders of growth and puberty</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 website</a>.</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>23. Variations in sex characteristics and gender identity</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)
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>		
I developed strong skills in assessing and managing common paediatric endocrine conditions, including diabetes and growth disorders. I communicated clearly with patients and families, ensuring they understood treatment plans and education around their condition. I also worked effectively within the multidisciplinary team to provide coordinated care.		
<b>What could you do to improve in the future?</b>		
I would like to improve my confidence in interpreting complex endocrine investigations and dynamic testing results. I also aim to gain more experience in managing acute endocrine emergencies such as adrenal crisis and diabetic ketoacidosis. Additionally, I plan to work on improving my time management during busy outpatient clinics.		
<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.		
<b>Date completed by trainee</b>		
10/10/2026		

### 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?

Petria demonstrated strong clinical skills in assessing and managing common paediatric endocrine conditions, including diabetes and growth disorders. She communicated effectively with patients and families and worked collaboratively within the multidisciplinary team. Her professionalism and commitment to learning were evident throughout the rotation.

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

Petria could continue to build confidence in interpreting complex endocrine investigations and dynamic testing. Further experience in managing acute endocrine emergencies, such as adrenal crisis and diabetic ketoacidosis, would be beneficial. Improving efficiency during busy outpatient clinics will also enhance patient care and workflow.

**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.

- 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 Beatrice Cairo  
Email: BCairo@gmail.com

#### Date completed

11/10/2026

### 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](#).



<input checked="" type="checkbox"/> <b>Agree with the assessment and recommendation</b>	
<b>Comments on recommendation</b> <i>(optional)</i> <p>I agree with the assessment and recommendation provided. Petria has shown strong engagement and professionalism throughout the rotation, demonstrating solid clinical skills and a willingness to learn. Continued focus on developing confidence in complex endocrine investigations and acute care management will further strengthen her capabilities. Overall, Petria is progressing well and is on track for competency in paediatric endocrinology.</p>	
<b>Completed by</b> Name: Dr Enid Flor Email: Eflor@gmail.com	<b>Date completed</b> 11/10/2026
<b>Trainee reflection</b> <i>(optional)</i> Provide any comments or reflections relating to your supervisor's comments or the rotation in general.	
<b>Reflection</b> <p>I found this rotation to be an excellent learning experience that strengthened my clinical skills in paediatric endocrinology. The feedback from my supervisors was very helpful and highlighted areas where I can continue to grow, such as interpreting complex investigations and managing acute endocrine emergencies. I am committed to working on these areas and building confidence in clinic efficiency. Overall, I feel this rotation has prepared me well for future training.</p>	<b>Date</b> 12/10/2026

— End of report —

Levels	1	2	3	4	5
<b>Be: Competencies (professional behaviours)</b>	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: Entrustable Professional Activities (EPAs)</b>	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: Knowledge guides</b>	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> <i>At entry into training, trainees will:</i>	<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>Be</b>	<b>1. Professional behaviours</b>	<b>Level 5</b> consistently behave in line with all ten domains of professional practice	<b>Level 5</b> consistently behave in line with all ten domains of professional practice	<b>Level 5</b> consistently behave in line with all ten domains of professional practice	<b>Level 5</b> consistently behaves in line with all ten domains of professional practice
	<b>2. Team leadership:</b> Lead a team of health professionals	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
<b>Do</b>	<b>3. Supervision and teaching:</b> Supervise and teach professional colleagues	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	<b>4. Quality improvement:</b> Identify and address failures in health care delivery	<b>Level 1</b> be able to be present and observe	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 5</b> be able to supervise others
	<b>5. Clinical assessment and management:</b> Clinically assess and manage the ongoing care of patients	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	<b>6. Management of transitions from paediatric to adult care:</b> Manage transitions of patient care from paediatric to adult medicine	<b>Level 1</b> be able to be present and observe	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 5</b> be able to supervise others
	<b>7. Acute care:</b> Manage the early care of acutely unwell patients	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	<b>8. Longitudinal care:</b> Manage and coordinate the longitudinal care of patients with chronic illness, disability, and/or long-term health issues	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	<b>9. Communication with patients:</b> Discuss diagnoses and management plans with patients and their families, carers, and/or whānau	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others

<b>10. Prescribing:</b> Prescribe and monitor therapies tailored to patients' needs and conditions	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
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		<b>Entry criteria</b>	<b>Progression criteria</b>		<b>Completion criteria</b>
	<b>Learning goals</b>	<b>Entry into training</b> <i>At entry into training, trainees will:</i>	<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>11. Investigations and procedures:</b> Select, organise, and interpret investigations, and plan, prepare for, perform, and provide aftercare for important practical procedures	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	<b>12. Clinic management:</b> Manage an outpatient clinic	<b>Level 1</b> be able to be present and observe	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 5</b> be able to supervise others
	<b>13. Scientific foundations of endocrinology</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>14. Disorders of glucose metabolism</b>	<b>Level 2</b> know the topics and concepts in this knowledge	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to	<b>Level 5</b> consistently demonstrate application of this

<b>Know</b>	<b>15. Disorders of body weight</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>16. Lipid disorders</b>	<b>Level 1</b> have heard of some of the topics in this knowledge guide	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>17. Pituitary, hypothalamus, and electrolyte disorders</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>18. Thyroid disorders</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>19. Adrenal disorders</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate 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> <i>At entry into training, trainees will:</i>	<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>20. Parathyroid, calcium, and bone disorders</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>21. Endocrine oncology</b>	<b>Level 1</b> have heard of some of the topics in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>22. Disorders of growth and puberty</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 4</b> frequently show they apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice
	<b>23. Variations in sex characteristics and gender identity</b>	<b>Level 1</b> have heard of some of the topics in this knowledge guide	<b>Level 2</b> know the topics and concepts in this knowledge guide	<b>Level 3</b> know how to apply this knowledge to practice	<b>Level 5</b> consistently demonstrate application of this knowledge to practice