



## Progress Report – General and Acute Care Medicine

Trainee details						
<b>Trainee name and MIN</b> <i>Title, preferred name, surname, MIN</i> Dr Stone, 9999117					<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	ABCD Hospital	3/02/2025	31/07/2025	1.0	Click or tap here to enter text.	Dr Gold Dr Patel
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 <a href="#">Education policies</a> for leave types.						
Leave type	Start Date – End Date				Number of workdays	
Choose an item.					Click or tap here to enter text.	
Choose an item.					Click or tap here to enter text.	
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> 3				<b>Observation captures completed</b> 8		

Learning goals			
<b>Learning goals</b> <i>The curriculum is available on the <a href="#">RACP Online Learning</a> website.</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>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
<b>Entrustable Professional Activities (EPA)</b>	<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)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	<b>3. Supervision and teaching:</b> Supervise and teach professional colleagues	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>4. Quality and service improvement:</b> Identify and address improvement opportunities in health care quality, efficiency, and effectiveness	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	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>7. Acute care:</b> Manage those who are acutely unwell and stabilise haemodynamic compromise	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)



Learning goals			
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	<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. Shared decision making with parents and carers:</b> Formulate an agreed management plan with patients that fits with their medical context, goals, and values	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> Prescribe therapies tailored to patients' needs and conditions	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. Procedures:</b> Plan, prepare for, perform, and provide aftercare for important practical procedures	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>12. Diagnostic decision making:</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>13. Ambulatory care:</b> Provide outpatient care across diverse settings	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>14. End-of-life care:</b> Manage the care of patients at the end of their lives	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>15. General medicine presentations and conditions</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)

Learning goals			
Learning goals <i>The curriculum is available on the <a href="#">RACP Online Learning</a> 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 <a href="#">Appendix 1</a>.</i>	Rotation Supervisor Assessment <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>16. Acute care presentations and conditions</b>	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)
Knowledge guides	<b>17. Obstetric medicine</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. Perioperative medicine</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>19. Health equity</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)
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 expanded my clinical exposure to acutely unwell and complex inpatients, and I improved my procedural skills (arterial and central lines). I worked closely with pharmacists on medication reconciliation and led a small QI audit on discharge summary timeliness. Teaching RMOs was rewarding and I received positive feedback			
<b>What could you do to improve in the future?</b>  I will focus on: <ul style="list-style-type: none"> <li>• documenting medication changes (especially deprescribing rationale) more explicitly in progress notes and discharge summaries;</li> <li>• developing clearer delegation skills and chairing of the MDT in high-workload situations;</li> <li>• strengthening data analysis and presentation skills for QI projects; and</li> </ul>			



<ul style="list-style-type: none"> <li>targeted reading in perioperative and obstetric medicine.</li> </ul>	
<div style="display: flex; align-items: flex-start;"> <input checked="" style="margin-right: 10px;" type="checkbox"/> <div> <p><b>I have had the opportunity to discuss the content of this report with my supervisor(s).</b></p> <p><b>I understand my obligation to complete the training requirements outlined in the relevant curriculum</b></p> <p><b>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.</b></p> <p><b>I understand my obligation to comply with the relevant College education policies.</b></p> </div> </div>	
<b>Date completed by trainee</b>	
<p><b>Supervisor review</b> 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.</p>	
<p><b>What did the trainee do well during this rotation of training?</b></p> <p>Dr Stone has made good progress across clinical assessments, prescribing, and supervision of junior clinicians. Her medication reviews have improved patient safety, and she demonstrates professional behaviour consistently. She has shown initiative in QI work and education.</p>	
<p><b>What could they improve on in the future?</b></p> <ul style="list-style-type: none"> <li>Improve clarity and completeness of clinical documentation (especially deprescribing rationale and follow-up plans).</li> <li>Further develop leadership skills for high-acuity on-take days (explicit delegation, time prioritisation).</li> <li>Strengthen data analysis skills for QI projects and present results more robustly.</li> </ul>	
<p><b>Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner?</b></p> <p>Yes</p>	<p><b>Is the trainee on track to meet the RACP's expected performance standard for the phase?</b></p> <p>Yes</p>
<p><b>Progression recommendation</b></p> <p><b>This trainee is progressing satisfactorily</b></p>	
<p><b>Comments/Notes</b> 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>	

Overall a solid performance with clear, achievable development goals that will support progression to more independent practice. Recommend scheduled review of QI project outcomes and documentation audit at next supervision meeting.

- ☒ 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 Gold  
Email: dr.gold@abcdhospital.org.au

**Date completed**

12/07/2025

**Additional supervisor assessment**

Feedback and a progression recommendation has already been provided by another supervisor for this progress report. If you agree with their assessment of the trainee, please check the box below and provide optional feedback for the trainee and other supervisors to see.

If you would prefer to complete your own assessment, use the [Additional Supervisor - Rotation Progress Report](#).

☐ **Agree with the assessment and recommendation**

**Comments on recommendation** *(optional)*

Click or tap here to enter text.

**Completed by**

Name:  
Email: Click or tap here to enter text.

**Date completed**

Click or tap to enter a date.

**Trainee reflection** *(optional)*

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

**Reflection**

I appreciate the constructive feedback and will prioritise improved documentation, leadership development and QI methodology. I will present the QI re-audit in the next departmental meeting

**Date**

17/07/25

— End of report —



		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	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 all 10 domains of professional practice	<b>Level 5</b> consistently behave in line with all 10 domains of professional practice	<b>Level 5</b> consistently behave in line with all 10 domains of professional practice	<b>Level 5</b> consistently behave in line with all 10 domains of professional practice
	2. Team leadership: Lead a team of health professionals	<b>Level 2</b> is able to act with direct supervision	<b>Level 3</b> is able to act with indirect supervision	<b>Level 4</b> is able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
Do	3. Supervision and teaching: Supervise and teach professional colleagues	<b>Level 2</b> is able to act with direct supervision	<b>Level 3</b> is able to act with indirect supervision	<b>Level 4</b> is able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	4. Quality and service improvement: Identify and address improvement opportunities in health care quality, efficiency, and effectiveness	<b>Level 1</b> is able to present and observe	<b>Level 2</b> is able to act with direct supervision	<b>Level 3</b> is able to act with indirect supervision	<b>Level 5</b> be able to supervise others
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	<b>Level 2</b> is able to act with direct supervision	<b>Level 3</b> is able to act with indirect supervision	<b>Level 4</b> is able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	<b>Level 2</b> is able to act with direct supervision	<b>Level 3</b> is able to act with indirect supervision	<b>Level 4</b> is able to act with supervision at a distance	<b>Level 5</b> be able to supervise others
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Know	<b>15. General medicine presentations and conditions</b>	<b>Level 2</b> knows the topics and concepts in this knowledge guide	<b>Level 3</b> knows how to apply this knowledge to practice	<b>Level 4</b> frequently shows they apply this knowledge to practice	<b>Level 5</b> consistently demonstrates application of this knowledge to practice
	<b>16. Acute care presentations and conditions</b>	<b>Level 2</b> knows the topics and concepts in this knowledge guide	<b>Level 3</b> knows how to apply this knowledge to practice	<b>Level 4</b> frequently shows they apply this knowledge to practice	<b>Level 5</b> consistently demonstrates application of this knowledge to practice
	<b>17. Obstetric medicine</b>	<b>Level 1</b> has heard of some of the topics in this knowledge guide	<b>Level 1</b> has heard of some of the topics in this knowledge guide	<b>Level 2</b> knows the topics and concepts in this knowledge guide	<b>Level 3</b> knows how to apply this knowledge to practice
	<b>18. Perioperative medicine</b>	<b>Level 1</b> has heard of some of the topics in this knowledge guide	<b>Level 2</b> knows the topics and concepts in this knowledge guide	<b>Level 3</b> knows how to apply this knowledge to practice	<b>Level 4</b> frequently shows they apply this knowledge to practice
	<b>19. Health equity</b>	<b>Level 2</b> knows the topics and concepts in this knowledge guide	<b>Level 3</b> knows how to apply this knowledge to practice	<b>Level 4</b> frequently shows they apply this knowledge to practice	<b>Level 5</b> consistently demonstrates application of this knowledge to practice

