



Progress Report – Infectious Diseases

Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i>				Training Phase		
Dr Ess Smith, 305678				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 supervisor:
Accredited	Royal Prince Alfred Hospital	3/03/2026	01/09/202	1.0	Click or tap here to enter text.	Dr Smith Dr Box
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	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						
Learning captures completed			Observation captures completed			
6			6			



Learning goals

Learning goals

The curriculum is available on the [RACP Online Learning website](#).

Trainee Assessment

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](#).

Rotation Supervisor Assessment

Assess the trainee against each of the learning goals, refer to the expected standards for each goal in [Appendix 1](#).

Entrustable Professional Activities (EPA)

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

2. Team leadership:

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)

3. Supervision and teaching:

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)

4. Quality improvement:

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)

5. Clinical assessment and management:

Clinically assess and manage the ongoing care of patients

2 - Able to act with direct supervision

2 - Able to act with direct supervision

6. Management of transitions in care:

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

7. Acute care:

Manage the early care of acutely unwell patients

2 - Able to act with direct supervision

2 - Able to act with direct supervision



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Trainee Assessment

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Rotation Supervisor Assessment

Assess the trainee against each of the learning goals, refer to the expected standards for each goal in [Appendix 1](#).

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

3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)

9. Communication with patients:

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)

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. Investigations:

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

12. Clinic management

Manage an outpatient clinic

3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)

2 - Able to act with direct supervision

13. Key infectious diseases and syndromes

2 - Able to act with direct supervision

3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)

14. Infections in specific hosts and populations

2 - Able to act with direct supervision

2 - Able to act with direct supervision

15. Microbiology

2 - Able to act with direct supervision

2 - Able to act with direct supervision

16. Antimicrobials

2 - Able to act with direct supervision

2 - Able to act with direct supervision



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Rotation Supervisor Assessment

Assess the trainee against each of the learning goals, refer to the expected standards for each goal in [Appendix 1](#).

Knowledge guides

17. Immunisation

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)

18. Healthcare-associated infections

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)

19. Public Health

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.

What did you do well during this rotation of training?

I developed confidence in clinical assessment and management of patients with complex infectious diseases, including those requiring antimicrobial stewardship. I strengthened my knowledge of microbiology and key infectious syndromes and applied this in daily ward rounds and consults. I also contributed to team leadership by coordinating care during acute presentations and supported junior colleagues through supervision and teaching. Communication with patients and families improved significantly, particularly in explaining infection control measures and treatment plans.

What could you do to improve in the future?

I would like to further refine my prescribing practices for antimicrobials, ensuring optimal dosing and duration in line with stewardship principles. Improving efficiency in clinic management and documentation is another goal. Additionally, I aim to deepen my understanding of infections in immunocompromised hosts and expand my involvement in quality improvement projects related to healthcare-associated infections.

I have had the opportunity to discuss the content of this report with my supervisor(s).



- I understand my obligation to complete the training requirements outlined in the relevant curriculum
- I understand the College may share this information with current and future supervisors. This information may also be shared with other Training Committees if I'm a dual trainee or change training programs.
- I understand my obligation to comply with the relevant College education policies.

Date completed by trainee

30/08/2026

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 strong clinical assessment and management skills, particularly in complex infectious disease cases. They showed sound knowledge of microbiology and antimicrobial principles and applied these effectively in patient care. Communication with patients and families was clear and empathetic, and they contributed positively to team leadership and teaching of junior staff

What could they improve on in the future?

Further development in antimicrobial prescribing practices, including optimising duration and dosing, would be beneficial. Improving efficiency in clinic management and documentation processes is recommended. Expanding involvement in quality improvement initiatives and gaining deeper expertise in infections in immunocompromised hosts should be a focus for future rotations.

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

- 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: Erica Frazer Email: Efrazer@yahoo.com	Date completed 31/08/2026
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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](#).

- Agree with the assessment and recommendation**

Comments on recommendation *(optional)*

I concur that the trainee has demonstrated solid progress in clinical assessment, antimicrobial stewardship, and patient communication. Their professionalism and engagement in team activities have been commendable. Continued focus on refining prescribing practices and involvement in quality improvement projects will further enhance their development. Overall, the trainee is on track for successful progression.

Completed by Name: Dr Box Email: Bbox@gmail.com	Date completed 31/08/2026
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Trainee reflection *(optional)*
 Provide any comments or reflections relating to your supervisor's comments or the rotation in general.

Reflection I appreciate the feedback provided and agree with the areas identified for improvement. This rotation has been an excellent opportunity to consolidate my clinical knowledge and develop leadership skills. Moving forward, I will focus on refining antimicrobial prescribing and increasing my involvement in quality improvement and research activities	Date 15/09/2026
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— End of report —

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

		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	Level 5 consistently behaves in line with all 10 domains of professional practice	Level 5 consistently behaves in line with all 10 domains of professional practice	Level 5 consistently behaves in line with all 10 domains of professional practice	Level 5 consistently behaves in line with all 10 domains of professional practice
	2. Team leadership: Lead a team of health professionals	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
Do	3. Supervision and teaching: Supervise and teach professional colleagues	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
	4. Quality improvement: Improve safety, effectiveness, and experience of care for patients and staff	Level 2 is able to act with direct supervision	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	Level 3 is able to act with indirect supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
	7. Acute care: Manage the early care of acutely unwell patients	Level 3 is able to act with indirect supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
	8. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability, and/or long-term health issues	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others

9. Communication with patients: Discuss diagnoses and management plans with patients	Level 3 is able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
10. Prescribing: Prescribe therapies tailored to patients' needs and conditions	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
11. Investigations: Select, organise, and interpret investigations	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others
12. Clinic management: Manage an outpatient clinic	Level 2 is able to act with direct supervision	Level 3 is able to act with indirect supervision	Level 4 is able to act with supervision at a distance	Level 5 is able to supervise others

ng in Infectious Diseases LTA programs

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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>
13. Key infectious diseases and syndromes	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice	Level 5 consistently demonstrates application of this knowledge to practice
14. Infections in specific hosts and populations	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice	Level 5 consistently demonstrates application of this knowledge to practice

Know	15. Microbiology	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice
	16. Antimicrobials	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice	Level 5 consistently demonstrates application of this knowledge to practice
	17. Immunisation	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice
	18. Healthcare-associated infections	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice	Level 5 consistently demonstrates application of this knowledge to practice
	19. Public health	Level 2 knows the topics and concepts in this knowledge guide	Level 3 knows how to apply this knowledge to practice	Level 3 knows how to apply this knowledge to practice	Level 4 frequently shows they apply this knowledge to practice