Progress Report – Haematology (Adult Medicine)

Trainee details

Trainee name and MIN *Title, preferred name, surname, MIN*	**Training Phase**
Dr Fatima Ornelas, 564328	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	Prince of Wales Hospital	8/01/2027	30/04/2027		Haematology – Inpatient / Outpatient / Day Unit	Dr Federa Dr Iga
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 Education policies for leave types.

Leave type	Start Date – End Date	Number of workdays
Medical	20/03/2027-24/03/2027	4
Medical	01/04/2027	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.

☒ 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**
8	8

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.*
	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	2 - Able to act with direct supervision
	4. Quality and clinical research: 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)	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
	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	2 - Able to act with direct supervision	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

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.*
	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	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	11. Procedures: 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)
	12. Investigations: Select, organise, and interpret investigations	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	13. Clinic management: Manage an outpatient clinic	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	14. End-of-life care: Manage the care of patients at the end of their lives	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	15. Anaemia and iron disorders	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	16. Bone marrow failure syndromes and other cytopenias	2 - Able to act with direct supervision	2 - Able to act with direct supervision

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.*
Knowledge guides	**17. Myeloid disorders**	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)
	18. Lymphoid disorders	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)
	19. Plasma cell dyscrasias	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)
	20. Bone marrow transplantation	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)
	21. Cellular and immune effector therapies	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)
	22. Thrombosis	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)
	23. Bleeding	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)
	24. Transfusion medicine	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 *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.*
	25. Laboratory haematology in clinical practice	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)
	26. XXX	Choose an item.	Choose an item.

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?

During this rotation, I developed a more structured and confident approach to assessing common haematological problems, including anaemia, thrombocytopenia and anticoagulation issues. I became more comfortable correlating blood film findings with clinical presentations, which helped strengthen my diagnostic reasoning. I communicated clearly with patients and families and ensured they understood their investigations and treatment plans. I also worked effectively with the wider multidisciplinary team to coordinate safe and timely care. Overall, I feel I established a solid foundation for further training in Haematology.

What could you do to improve in the future?

In the next rotation, I would like to deepen my understanding of complex coagulation disorders and malignant haematology through more structured reading and discussion with senior clinicians. I aim to increase my confidence with bone marrow biopsies by seeking further supervised procedural experience. I would also like to build greater independence in interpreting specialised investigations such as haemolysis and coagulation studies. Improving my time-management skills, particularly during high-demand periods, is another area I plan to focus on. By continuing to seek feedback and reflect on my performance, I hope to progress steadily through the next stage of training.

☒ **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

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?

Fatima made steady and appropriate progress throughout her first-year Haematology rotation and has demonstrated a safe and thoughtful approach to patient care. She has shown developing skills in clinical assessment and laboratory interpretation and has engaged proactively with feedback and teaching opportunities. Her communication with patients, colleagues and the wider multidisciplinary team has been reliable and professional. While she will benefit from continued exposure to malignant haematology and further procedural experience, her overall trajectory is positive and consistent with early-stage training expectations. I am satisfied that Fatima is progressing satisfactorily and is well-placed to continue developing in subsequent rotations.

What could they improve on in the future?

In future rotations, Fatima would benefit from continuing to develop confidence in interpreting more complex coagulation studies and specialised haematological investigations. As her foundational knowledge grows, building greater independence in forming preliminary management plans will help strengthen clinical decision-making. Further exposure to bone marrow procedures will also assist in developing consistent technique and improving procedural efficiency. Continued attention to time management, particularly during high-volume ward periods, will support smoother workflow and timely follow-up of consults. Overall, focusing on these areas will help Fatima progress steadily toward the expectations of more advanced clinical training.

Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner?	**Is the trainee on track to meet the RACP's expected performance standard for the phase?**
Yes	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.

XXX – dont need to (optional)

☒ **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	**Date completed**
Name: Dr Federa Email: RFedera@gmail.com	15/03/2027

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 agree with the primary supervisor's assessment and believe Fatima is progressing appropriately for her stage of training. She has shown steady development in core haematology skills and continue to respond positively to guidance. Ongoing exposure to more complex cases and procedural opportunities will further support her growth.

Completed by	**Date completed**
Name: Dr Iga Email: Iga@gmail.com	15/03/2027

Trainee reflection *(optional)*

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

Reflection	**Date**
This rotation has helped me appreciate how clinical findings, laboratory results and multidisciplinary collaboration come together to guide patient management in Haematology. I gained confidence in approaching common haematological problems and saw how important careful interpretation and communication are in ensuring safe care. I also recognised areas where I need further development, particularly coagulation interpretation, procedural skills and malignant haematology	**15/03/2027**

exposure. The feedback I received was constructive and has helped me identify clear goals for my next rotation.	

— End of report —

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training *At entry into training, trainees will:*	Specialty foundation *By the end of this phase, trainees will:*	Specialty consolidation *By the end of this phase, trainees will:*	Transition to fellowship *By the end of training, trainees will:*
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
Do	**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
	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 and clinical research: Identify and address failures in health care delivery	**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
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	**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
	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 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
	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

	health issues				
	9. Communication with patients: Discuss diagnoses and management plans with patients	**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
	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. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	**Level 1** is able to be present and observe	**Level 2** is able to act with direct supervision	**Level 3** is able to act with indirect supervision	**Level 5** is able to supervise others

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	Learning goals	Entry into training *At entry into training, trainees will:*	Specialty foundation *By the end of this phase, trainees will:*	Specialty consolidation *By the end of this phase, trainees will:*	Transition to fellowship *By the end of training, trainees will:*
	12. 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
	13. 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
	14. End-of-life care: Manage the care of patients at the end of their lives	**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	**Level 5** is able to supervise others

Know	**15. Anaemia and iron disorders**	**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
	16. Bone marrow failure syndromes and other cytopenias	**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. Myeloid disorders	**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
	18. Lymphoid disorders	**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. Plasma cell dyscrasias	**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
	20. Bone marrow transplantation	**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
	21. Cellular and immune effector therapies	**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

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	22. Thrombosis	**Level 3** knows how to apply this knowledge to practice	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 4** frequently shows they apply this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice
	23. Bleeding	**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
	24. Transfusion medicine	**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
	25. Laboratory haematology in clinical practice	**Level 1** has heard of some of the topics in this knowledge guide	**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