Progress Report – Haematology (Paediatrics & Child Health)

Trainee details

Trainee name and MIN *Title, preferred name, surname, MIN*	**Training Phase**
Dr Isiah Lourdes, 897235	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 Vincent's Hospital	3/03/2027	04/07/2027	1.0	Paediatric Haematology – Inpatient / Day Unit / Outpatient	Dr Randall Dr Swiatek
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	20/03/2027-24/03/2027	4
Standard	01/05/2027	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**
3	4

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	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)
	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	2 - Able to act with direct supervision	2 - Able to act with direct supervision
	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	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)
	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

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.*
	16. Haemoglobin disorders	2 - Able to act with direct supervision	2 - Able to act with direct supervision
Knowledge guides	**17. Bleeding**	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. Thrombosis	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. Malignancy, cytopenia, and bone marrow failure	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. Transfusion medicine	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. Neonatal haematology	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)
	22. Myeloproliferative 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)
	23. 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)
	24. XXX	Choose an item.	Choose an item.
	25. XXX	Choose an item.	Choose an item.
	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 confidence in assessing and managing common and complex paediatric haematological conditions, including cytopenias and bleeding disorders. I was able to apply evidence-based guidelines in clinical decision-making and contributed actively to ward rounds and multidisciplinary discussions. I also built effective rapport with patients and families, ensuring they felt informed and supported throughout their care.

What could you do to improve in the future?

I would like to further strengthen my procedural skills, particularly bone marrow aspirates and lumbar punctures in complex cases. Developing a more structured approach to interpreting advanced laboratory results will also enhance my clinical efficiency. Additionally, I aim to increase my involvement in departmental research and quality improvement activities.

- ☒ **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
05/07/2027

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?

Dr Lourdes demonstrated strong clinical reasoning and a thoughtful, patient-centred approach to care. They engaged well with the team, communicated effectively with families, and contributed positively to clinical discussions. Their reliability and willingness to take on new clinical challenges were evident throughout the rotation.

What could they improve on in the future?

Further development of procedural independence will be beneficial as they progress through training. Strengthening confidence in managing rare haematological presentations will also support their continued growth. Continued focus on time-management during busier clinical periods will further enhance their performance.

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 Randall Email: SRandall@gmail.com	5/07/2027

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)*

Dr Lourdes consistently showed professionalism, curiosity, and a strong commitment to learning. They approached complex cases thoughtfully and demonstrated steady improvement in both diagnostic skills and communication. I agree with the primary supervisor's assessment and recommendation and believe Dr Lourdes is progressing satisfactorily for their stage of training.

Completed by	Date completed
Name: Dr Swiatek Email: ISwiatek@gmail.com	5/07/2027

Trainee reflection *(optional)*

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

Reflection	Date
This rotation provided valuable exposure to a wide range of paediatric haematology presentations and helped consolidate my core clinical skills. I appreciated the supportive teaching environment and the opportunities to gain hands-on experience in both inpatient and outpatient settings. The feedback from my supervisors has given me clear goals for continued development, and I feel more confident moving into my next rotation.	05/07/2027

— 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 behave in line with **all 10 domains** of professional practice	**Level 5** consistently behave in line with **all 10 domains** of professional practice	**Level 5** consistently behave in line with **all 10 domains** of professional practice	**Level 5** consistently behave in line with **all 10 domains** of professional practice
Do	**2. Team leadership:** Lead a team of health professionals	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	3. Supervision and teaching: Supervise and teach professional colleagues	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	4. Quality and clinical research: Identify and address failures in health care delivery	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	7. Acute care: Manage the early care of acutely unwell patients	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	8. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	9. Communication with patients: Discuss diagnoses and management plans with patients	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision

	10. Prescribing: Prescribe therapies tailored to patients' needs and conditions	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	11. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	**Level 1** be able to be present and observe	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 5** be able to provide supervision

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	13. Clinic management: Manage an outpatient clinic	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	14. End-of-life care: Manage the care of patients at the end of their lives	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to provide supervision
	15. Anaemia and iron disorders	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*

	16. Haemoglobin disorders	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*
	17. Bleeding	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*
Know	**18. Thrombosis**	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*
	19. Malignancy, cytopenia, and bone marrow failure	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*

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	20. Transfusion medicine	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*
	21. Neonatal haematology	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*
	22. Myeloproliferative disorders	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*	**Level 5** consistently apply sound knowledge in this knowledge guide to specialty practice *(does)*
	23. Laboratory haematology in clinical practice	**Level 1** has heard of some of the topics in this knowledge guide that underpin specialty practice (*heard of*)	**Level 2** knows the topics and concepts in this knowledge guide that underpin specialty practice (*knows*)	**Level 3** know how to apply the knowledge in this knowledge guide to specialty practice *(knows how)*	**Level 4** frequently show they can apply knowledge in this knowledge guide to specialty practice *(shows how)*