Progress Report – Clinical Genetics

Trainee details

Trainee name and MIN *Title, preferred name, surname, MIN*	**Training Phase**
Dr Rosemary Moran	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	Women's and Children's Hospital Paediatric & Reproductive Genetic Service	20/6/2026	19/9/2026	1.0	Accredited	Dr Clementine Zhou Dr Alan Ng
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	12/7/2026-14/7/2026	3
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.

☒ 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	2

Other training requirements

Case reports completed	**Logbook**
2	In progress
University course	
In progress	

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 - I consistently behave in line with each of the ten domains of professional practice	5 - The trainee consistently behaves in line with each of the ten domains of professional practice
Entrustable Professional Activities (EPA)	**2. Team leadership:** Lead a team of health professionals	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	3. Supervision and teaching: Supervise and teach professional colleagues	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	4. Quality improvement: Identify and address failures in health care delivery	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)

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.*
	7. Longitudinal care: Manage and coordinate the longitudinal care of patients/families with genetic conditions	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	8. Communication with patients: Discuss diagnoses and management plans with patients	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	9. Investigations: Select, organise, and interpret investigations	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	10. Clinic management: Manage an outpatient clinic	2 - I am able to act with direct supervision	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
Knowledge guides	**11. Clinical sciences**	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	12. Laboratory based clinical genomics	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	13. Cancer genetics	1 - I have heard of some of the topics in this knowledge guide	1 - The trainee has heard of some of the topics in this knowledge guide
	14. Common adult and paediatric genetic conditions	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice

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.*
	15. Subspecialty genetics	1 - I have heard of some of the topics in this knowledge guide	1 - The trainee has heard of some of the topics in this knowledge guide
	16.Genetic counselling	2 - I know the topics and concepts described in this knowledge guide	2 - The trainee knows the topics and concepts described in this knowledge guide
	17. Metabolic genetics	1 - I have heard of some of the topics in this knowledge guide	1 - The trainee has heard of some of the topics in this knowledge guide

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 feel I performed well during this rotation. The placement provided valuable exposure to genetic counselling, patient and family communication, and the clinical assessment and management of genetic conditions. I also appreciated the opportunity to participate in multidisciplinary meetings and quality improvement activities, which supported my professional development and broadened my understanding of service delivery within Clinical Genetics.

What could you do to improve in the future?

While this rotation provided valuable experience in genetic counselling, clinical assessment and patient management, I would like to focus on developing my skills in clinic management (learning goal 10) during my next rotation. Opportunities to gain experience in this area were limited, and I would benefit from greater exposure to the operational and organisational aspects of running a clinical genetics service. I would also like to continue contributing to quality improvement initiatives and further strengthen my clinical documentation to support effective communication with patients, families and healthcare professionals.

☒ **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
17/9/2026

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?

Rosemary has demonstrated significant personal and professional growth throughout this rotation. She has continued to develop her clinical assessment, patient communication and management skills and has approached learning opportunities with enthusiasm and professionalism. She has also engaged well in quality improvement activities and multidisciplinary discussions, demonstrating a commitment to both patient care and ongoing service improvement. I encourage her to continue building on these strengths as she progresses through training.

What could they improve on in the future?

As Rosemary progresses through training, I would encourage her to seek further opportunities to develop leadership and clinic management skills, particularly in areas related to service delivery, team coordination and the operational aspects of clinical practice. Due to the nature of this rotation, opportunities to develop these skills were somewhat limited, and additional exposure in future rotations would be beneficial. Increased experience in learning goal 10 (Clinic management) will support her continued development and readiness for more senior responsibilities within Clinical Genetics.

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.

Click or tap here to enter text.

☒ **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 Clementine Zhou Email: clementine.zhou@health.sa.gov.au	19/09/2026

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.

☒ **Agree with the assessment and recommendation**

Comments on recommendation *(optional)*

The trainee is progressing satisfactorily

Completed by	**Date completed**
Name: Click or tap here to enter text. Email: Click or tap here to enter text.	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	**Date**
Click or tap here to enter text.	

— 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 – clinical genetics *By the end of training, trainees will:*	Transition to Fellowship – cancer genetics *By the end of training, trainees will:*	Transition to Fellowship – metabolic genetics *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	**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 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	3. Supervision and teaching: Supervise and teach professional colleagues	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	4. Quality improvement: Identify and address failures in health care delivery	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	7. Longitudinal care: Manage and coordinate the longitudinal care of patients / families with genetic conditions	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	8. Communication with patients: Discuss diagnoses and management plans with patients	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	9. Investigations: Select, organise, and interpret investigations	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
	10. Clinic management: Manage an outpatient clinic	**Level 1** be able to be present and observe	**Level 3** is able to **act with indirect supervision**	**Level 4** is able to **act with supervision at a distance**	**Level 5** be able to supervise others	**Level 5** be able to supervise others	**Level 5** be able to supervise others
Know	**11. Clinical sciences**	**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	**Level 5** consistently demonstrates application of this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice
	12. Laboratory based clinical genomics	**Level 1** has heard of some of the topics 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	**Level 5** consistently demonstrates application of this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice

	13. Cancer genetics	**Level 1** has heard of some of the topics in this knowledge guide	**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 5** consistently demonstrates application of this knowledge to practice	**Level 2** knows the topics and concepts in this knowledge guide
	14. Common adult and paediatric genetic conditions	**Level 1** has **heard of** some of the topics 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	**Level 3** knows how to apply this knowledge to practice	**Level 3** knows how to apply this knowledge to practice
	15. Subspecialty genetics	**Level 1** has **heard of** some of the topics in this knowledge guide	**Level 1** has **heard of** some of the topics 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 3** knows how to apply this knowledge to practice	**Level 3** knows how to apply this knowledge to practice
	16. Genetic counselling	**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 4** frequently shows they apply this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice
	17. Metabolic genetics	**Level 1** has heard of some of the topics in this knowledge guide	**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 2** knows the topics and concepts in this knowledge guide	**Level 5** consistently demonstrates application of this knowledge to practice