Progress Report
Info sheet

Overview
Progress Reports allow Educational Supervisors/DPEs to evaluate and provide feedback on the trainee’s progress in clinical processes and skills, medical expertise and professional qualities.

Progress Reports are designed to:
• enable the Educational Supervisor/DPE and the trainee to identify particular strengths and areas for development
• guide the trainee’s learning by providing useful feedback on their performance
• help in identifying trainees encountering difficulties, so they can receive appropriate and timely support.

Types of Progress Reports
There are two types of Progress Reports:
• Mid-Year Progress Report – this covers the first six months of the training year
• Annual Progress Report – this covers the whole training year

Please see the Basic Training Portal for the specific Progress Report requirements for each training program.

Assessment and feedback
Progress Reports provide feedback to the trainee on the following three areas:
1. Clinical progress – history-taking skills, synthesis of findings, patient care, procedural skills, therapeutics and patient management planning
2. Medical expertise – management of acute medical problems, undifferentiated presentations, organ system disorders, disease processes and other common presentations
3. Professional qualities – the domains covered in the Professional Qualities Curriculum.

The Progress Report process

• The trainee contacts their Educational Supervisor/DPE and advises them of when the Progress Report is due.
• The Educational Supervisor/DPE logs on to the Basic Training Portal, selects their trainee, and accesses the Mid-Year Progress Report or Annual Progress Report online tool.
• The Educational Supervisor/DPE describes the trainee’s strengths and areas for development, focusing on the learning objectives identified in the trainee’s Learning Needs Analysis, and drawing on:
  › the Ward/Service Consultant Report, completed by the consultant towards the end of the rotation/run
  › any of the trainee’s Learning Needs Analyses completed for preceding rotations
  › other formative assessments, such as observations made by assessors in the trainee’s normal working environment and then recorded in the Basic Training Portal
  › discussions with the trainee during formal and informal meetings
  › their own observations.

• Specifically:
  › in the Mid-Year Progress Report, the Educational Supervisor/DPE suggests an action plan for the trainee on how they can meet their training requirements for the rest of the year.
  › in the Annual Progress Report, the Educational Supervisor/DPE indicates whether the trainee is below, at or above the level expected for their current stage of training
  › the Educational Supervisor/DPE indicates whether the trainee has addressed the areas for development identified in previous Progress Reports.

• The Educational Supervisor/DPE and trainee meet to discuss the completed report.
• The Educational Supervisor/DPE submits the report online.
• Finally, the trainee logs on to the Basic Training Portal and comments on the submitted report.

More information
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