

**Improving Performance Action Plan**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee | |  | | | | MIN | | | |  | | Training program | | |  |
| Term start |  | | Term end | | | | | |  | Site |  | | | Rotation |  |
| Primary supervisor | | |  | | | | | | | | | | | | |
| Co-supervisor(s) | | |  | | | | | | | | | | | | |
| Stage one | | | | | | | | | | Stage two | | | | | |
| Concerns about training progress | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Learning objectives (from RACP Curriculum) | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Agreed actions/tasks | | | | | | | | Due date | | Satisfactory | | Evidence of satisfactory completion | | | |
|  | | | | | | | |  | | Yes  No | |  | | | |
|  | | | | | | | |  | | Yes  No | |  | | | |
|  | | | | | | | |  | | Yes  No | |  | | | |
|  | | | | | | | |  | | Yes  No | |  | | | |
|  | | | | | | | |  | | Yes  No | |  | | | |
|  | | | | | | | |  | | Yes  No | |  | | | |
| Criteria for successful IPAP completion | | | | | | | |  | | | | | | | |
| Supervisor comment | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Trainee comment | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Agreement | | | | | | | | | | | | | | | |
| We have discussed the Improving Performance Action Plan (IPAP) detailed above and commit to undertake the actions allocated within. We understand that the IPAP does not guarantee the issues will be addressed to the satisfaction of the relevant supervising committees of the College, but that failure to make all reasonable attempts to satisfactorily complete the actions and tasks in the IPAP may result in further action by the College in accordance with relevant [policies](http://www.racp.edu.au/trainees/education-policies-and-governance/education-policy) and procedures. We acknowledge that in line with the principles of adult education, this plan is to support the trainee in taking responsibility for their own learning and progression, and does not lessen in any way the trainee’s responsibilities in this regard. Trainees on the Training Support Pathway who are in dual specialities and/or transition to a new specialty during their training will continue to be supported on the Pathway in their additional / new speciality. Handover information will be provided to the new supervisors / training committee once the trainee/supervisor partnership is activated within the additional / new speciality. The aim is to ensure uninterrupted support during the transition contributing to ongoing training progression. | | | | | | | | | | | | | | | |
| Trainee agreement | | | |  | | | This is an accurate record of what was discussed at this meeting. | | | | | | | | |
| Signatures | | | | | | | | | | | | | | | |
| Primary supervisor | | | | | Co-supervisor(s) | | | | | | | | Trainee | | |
| Signature  Name  Date | | | | | Signature  Name  Date | | | | | | | | Signature  Name  Date | | |
| Please keep a copy for your records. All stage two documents must be emailed to the training support unit.  Australia: [TrainingSupport@racp.edu.au](mailto:TrainingSupport@racp.edu.au)  New Zealand: [TrainingSupport@racp.org.nz](mailto:TrainingSupport@racp.org.nz) | | | | | | | | | | | | | | | |



**Improving Performance Action Plan**

**REVIEW**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee | | |  | | | | | MIN | | |  | | | Training program | | | |  | |
| Term start | |  | | | | Term end | | |  | | Site |  | | | | Rotation | | |  |
| Primary supervisor | | | | | |  | | | | | | | | | | | | | |
| Co-supervisor(s) | | | | | |  | | | | | | | | | | | | | |
| Stage one | | | | | | | | | | | Stage two | | | | | | | | |
| Date of Review | | |  | | | | | | | Overall progress | | | Satisfactory | | | | Unsatisfactory | | |
| Summary of feedback provided to the trainee (including behavioural examples).  Consider:   * Progress implementing the agreed actions/tasks * Performance against the expected standard (for concerns listed on this IPAP) * Recommendations to improve performance if expected standard is not met. | | | |  | | | | | | | | | | | | | | | |
| Supervisor/s comment | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| Trainee agreement | | | | | | | | | | | | | | | | | | | |
|  | This is an accurate record of what was discussed at this IPAP review meeting | | | | | | | | | | | | | | | | | | |
|  | This is not an accurate record of what was discussed at this IPAP review meeting | | | | | | | | | | | | | | | | | | |
| Trainee comment | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| Signatures | | | | | | | | | | | | | | | | | | | |
| Primary supervisor | | | | | | | Co- supervisor(s) | | | | | | | | Trainee | | | | |
| Signature  Name  Date | | | | | | | Signature  Name  Date | | | | | | | | Signature  Name  Date | | | | |
| Next steps | |  | | | No further action required, exit Training Support Pathway | | | | | | | | | | | | | | |
|  | | | Further action required, continue stage one of Training Support Pathway (local remediation) | | | | | | | | | | | | | | |
|  | | | Further action required, refer to stage two of Training Support Pathway (College monitoring) | | | | | | | | | | | | | | |
| Please keep a copy for your records. All stage two documents must be emailed to the training support unit.  Australia: [TrainingSupport@racp.edu.au](mailto:TrainingSupport@racp.edu.au)  New Zealand: [TrainingSupport@racp.org.nz](mailto:TrainingSupport@racp.org.nz) | | | | | | | | | | | | | | | | | | | |