

# Board in General Surgery

Royal Australasian College of Surgeons, General Surgeons Australia & New Zealand Association of General Surgeons



## In Training Assessment Form

### Trainee Information

Trainee Name: \_\_\_\_\_ Training Period: From \_\_\_\_\_ To: \_\_\_\_\_

Assessment Type:  Mid-Term  End of Term Probationary Term:  Yes  No

Days Absent: \_\_\_\_\_ Reason:  Annual Leave  Exam  Sick  Study Other: \_\_\_\_\_

### Hospital Information

Hospital Name: \_\_\_\_\_ Name of Unit: \_\_\_\_\_

No. of Consultants: \_\_\_\_\_ Training Coordinator: \_\_\_\_\_

Name and position of members of unit consulted for this Assessment.

*Note: All consultants on the unit are required to reach consensus in the assessment for each competency listed. Only one (1) form is to be used to officially record the assessment.*

Name	Position	Name	Position

### Overall Assessment and Signature (SUPERVISOR OR TRAINING CO-ORDINATOR TO COMPLETE)

*Please select ONE OPTION for Performance Rating and ONE OPTION for Logbook Rating.*

**FORMS WILL BE DEEMED INVALID IF THIS SECTION IS NOT COMPLETED. The form will be returned to the trainee for correction by the Supervisor.**

**Logbook Rating:**  Satisfactory  Unsatisfactory

**Performance Rating:**  Satisfactory  If a Trainee has received a number of Borderlines in the Competencies but has been rated as Satisfactory overall please tick this box to indicated that a Performance Management plan is required.  
 Unsatisfactory

*Note: An unsatisfactory end of term rating will results in a Performance Management Meeting organised through the Regional Subcommittee.*

#### Signature - Training Co-ordinator

I hereby verify that all consultants on the unit have contributed to this assessment and that the assessment and logbook data has been discussed with the Trainee.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Signature - Trainee

I have sighted the assessment on this form:  Yes  No

I have discussed the assessment with my co-ordinator:  Yes  No

I agree with the assessment on this form:  Yes  No

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Signature - Hospital Supervisor

I have sighted the assessment and I am satisfied the Trainee has participated in the assessment process.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessment:**

N - Not Competent	B - Borderline	C - Competent	E - Excellent	Assessment							
<b>Medical Expertise</b>				<b>N</b>	<b>B</b>	<b>C</b>	<b>E</b>	<b>N</b>	<b>B</b>	<b>C</b>	<b>E</b>
Access and apply relevant knowledge to clinical practice				<b>Trainee</b>				<b>Supervisor</b>			
<ul style="list-style-type: none"> <li>- Poor knowledge base</li> <li>- Significant deficiencies or poor perspective</li> <li>- Allows deficiencies to persist</li> </ul>	<ul style="list-style-type: none"> <li>- Needs direction to study</li> <li>- Struggles to correctly/accurately apply scientific knowledge to patient care</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains currency of knowledge</li> <li>- Applies scientific knowledge to patient care</li> <li>- Reads appropriately, asks for information, and follows-up</li> <li>- Recognises and solves real-life problems</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding knowledge</li> <li>- Knows common areas in depth</li> <li>- Aware of the unusual</li> <li>- Excellent application of knowledge in clinical situation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Trainee Self Assessment Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

<b>Technical Expertise</b>				<b>N</b>	<b>B</b>	<b>C</b>	<b>E</b>	<b>N</b>	<b>B</b>	<b>C</b>	<b>E</b>
Safely and effectively perform appropriate surgical procedures				<b>Trainee</b>				<b>Supervisor</b>			
<ul style="list-style-type: none"> <li>- Fails to acquire appropriate skills despite repeated instruction or practice</li> <li>- Too hasty or too slow</li> <li>- Rough with tissue</li> </ul>	<ul style="list-style-type: none"> <li>- Is inconsistent in retaining procedural knowledge/skills</li> <li>- Lacks attention to detail</li> <li>- Hesitant</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently demonstrates acquisition, practice, and retention of sound procedural knowledge, surgical skills and techniques for level of training</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent and specialist abilities in procedures and techniques</li> <li>- Excellent pre-operative preparation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Poor manipulative skills</li> <li>- Poor hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Slow in learning new skills</li> <li>- Lapses in dexterity</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates manual dexterity required to carry out procedures</li> <li>- Good hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding technician</li> <li>- Fluent and always in control</li> <li>- Meticulous</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Unable to adapt skills and techniques</li> <li>- Skill transfer not apparent</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing weaknesses</li> <li>- Struggles to adapt skills to different contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Adapts their skills in the context of each patient and procedure</li> </ul>	<ul style="list-style-type: none"> <li>- Extremely good at adapting skills for varying operative situations</li> <li>- Excellent surgical judgement</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Lacks enthusiasm and/or initiative to participate and/or learn</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to improve skills and/or learn from experience</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains skills</li> <li>- Effective in learning new skills</li> </ul>	<ul style="list-style-type: none"> <li>- Seeks opportunities to learn new skills</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Lacks care and diligence in approach</li> </ul>	<ul style="list-style-type: none"> <li>- Requires close supervision</li> <li>- 'Near enough is good enough' approach</li> </ul>	<ul style="list-style-type: none"> <li>- Approaches and carries out procedures with due attention to safety of patient, self, and others</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding clinician</li> <li>- Constantly aware and responds to patient, self, and team members</li> <li>- Excellent attention to detail</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- As surgical assistant fails to follow operation</li> <li>- Obstructive to operative progress</li> </ul>	<ul style="list-style-type: none"> <li>- Has lapses in concentration</li> <li>- Needs to be prompted to assist effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Follows the operation with guidance from the operator</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipates the needs of the operator and responds accordingly</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Ignores/fails to follow up problematic performance</li> <li>- Little recognition of deficiencies in skills or techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Occasionally acknowledges/follows up on problematic performance</li> <li>- Ignores feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently analyses their own clinical performance for continuous improvement</li> <li>- Learns from feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate in self-appraisal</li> <li>- Excellent insight</li> <li>- Seeks and accepts criticism and responds appropriately</li> <li>- aware of own skill limitations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Trainee Self Assessment Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

N - Not Competent	B - Borderline	C - Competent	E - Excellent	Assessment			
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Judgement				N B C E				N B C E			
				Trainees				Supervisor			
Clinical decision making, organise diagnostic testing, imaging, and consultation as needed											
<ul style="list-style-type: none"> <li>- Incomplete or inaccurate history</li> <li>- Disorganised history and examination technique</li> </ul>	<ul style="list-style-type: none"> <li>- Hesitant or inconsiderate of patient</li> <li>- Lacks attention to detail in history and examination</li> </ul>	<ul style="list-style-type: none"> <li>- Takes a history, performs an examination, and arrives at a well-reasoned diagnosis</li> <li>- Efficiently and effectively examines the patient</li> </ul>	<ul style="list-style-type: none"> <li>- Precise, thorough and perceptive</li> <li>- Probes for extra relevant information</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Incomplete/inaccurate recognition of significant symptoms</li> <li>- Significant errors/omissions in diagnosis</li> <li>- Frequent inaccuracies history, signs, or diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>- Poor presentation/discussion of clinical cases</li> <li>- Occasional inaccuracies in diagnosis</li> <li>- Sometimes confuses priorities</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises symptoms, accurately diagnose, and manages common disorders</li> <li>- Differentiates those conditions amenable to operative and non-operative treatment</li> <li>- Concise and correct on clinical details</li> <li>- Arrives at appropriate conclusions in case presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate and efficient</li> <li>- Considers a wide range of symptoms and factors</li> <li>- Insightful perspective in case discussions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Inadequate or inappropriate, poor selection and/or interpretation of investigations</li> <li>- Disregards patient's needs or circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to appropriately justify use of selected investigations</li> <li>- Occasional errors in interpretation that could lead to patient problems</li> <li>- Disregards system needs</li> </ul>	<ul style="list-style-type: none"> <li>- Selects appropriate investigative tools and monitoring techniques cost-effectively</li> <li>- Appraises and interprets results of investigations against patient's needs in the planning of treatment</li> </ul>	<ul style="list-style-type: none"> <li>- Always selects optimal investigations</li> <li>- Excellent interpretation</li> <li>- Safe, efficient, and cost effective approach to use of investigations</li> <li>- Critically evaluates the advantages and disadvantages of different investigative modalities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Unable to make a decision</li> <li>- Unable to suggest alternative interpretations</li> <li>- Struggles to construct a differential diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>- Some suggested alternatives are inappropriate</li> <li>- Ignores data that does not fit interpretation</li> <li>- Presentation unclear and disorganised</li> </ul>	<ul style="list-style-type: none"> <li>- Formulates a differential diagnosis based on investigative findings</li> <li>- Evaluates the significance of data</li> <li>- Indicates appropriate alternatives in the process of interpreting investigations and in decision making</li> <li>- Clear and concise presentation of findings</li> </ul>	<ul style="list-style-type: none"> <li>- Precise, well organised, thorough, systematic, and focused presentation of findings</li> <li>- Decisions based on data</li> <li>- Comprehensive differential diagnosis constructed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Poor record keeping</li> <li>- Incomplete, disorganised, irrelevant, illegible, not up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>- Records difficult for others to follow</li> <li>- Poor clinical plan documented</li> </ul>	<ul style="list-style-type: none"> <li>- Contemporaneously maintains accurate and complete clinical records</li> <li>- Precise and focused</li> <li>- Complies with required organisational structure</li> </ul>	<ul style="list-style-type: none"> <li>- Perceptive of relevant information/data for documentation</li> <li>- Records very easily accessible</li> <li>- Comprehensive plan documented</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Disinterested or indifferent approach to patients</li> <li>- Fails to grasp significance of patients social, cultural and psychological needs</li> </ul>	<ul style="list-style-type: none"> <li>- Culturally incompetent</li> <li>- Ignores/overlooks some patient's needs</li> </ul>	<ul style="list-style-type: none"> <li>- Manages patients in ways that demonstrate sensitivity to their physical, social, cultural, and psychological needs</li> <li>- Considers all issues relevant to the patient</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent and highly developed ability to manage &amp; interact with patients and to anticipate and/or respond to their needs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Copes poorly in situations of stress and/or complexity</li> <li>- Under or over reacts</li> </ul>	<ul style="list-style-type: none"> <li>- Can show signs of stress when managing trauma patients</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively manages the care of patients with trauma including multiple system trauma</li> <li>- Maintains controlled approach &amp; demonstrates sound judgement during times of stress/complexity</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipates possible risks and/or complications</li> <li>- In stressful situations always maintains orderly approach and demonstrates sound judgment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Inadequate planning</li> <li>- Inadequate involvement in pre &amp; post-operative care</li> <li>- Fails to grasp significance of complications and manage them</li> <li>- Fails to call for assistance</li> </ul>	<ul style="list-style-type: none"> <li>- Slow to anticipate/ manage complications</li> <li>- Slow to call for assistance</li> <li>- Under estimates complexity and/or risk factors</li> </ul>	<ul style="list-style-type: none"> <li>- Plans, and where necessary implements a risk management plan</li> <li>- Conscientious and reliable follow-up</li> <li>- Effectively manage complications, operative procedures &amp; underlying disease process</li> <li>- Identifies and manages risk</li> <li>- Manages complexity and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding clinician who anticipates possible risks/ complications</li> <li>- Identifies problems early</li> <li>- Follows-up meticulously</li> <li>- Coordinates and uses other personnel effectively</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Trainee Self Assessment Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

N - Not Competent	B - Borderline	C - Competent	E - Excellent	Assessment			
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Communication				N	B	C	E	N	B	C	E
				Trainee				Supervisor			
Communicate effectively											
<ul style="list-style-type: none"> <li>- Disliked by patients because of poor interpersonal skills</li> <li>- Bad listener</li> <li>- Poor communicator</li> <li>- Increases patient anxieties</li> <li>- Patients remain confused or unclear and/or unable to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Limited discussion with patients around issues of informed consent and/or treatment options</li> <li>- Tendency to disengage with patients</li> <li>- Patients and families doubtful after discussion with trainee</li> </ul>	<ul style="list-style-type: none"> <li>- Trusted by patients</li> <li>- Listens well</li> <li>- Communicates with patients (and family) about procedures, potentialities and risks associated with surgery in ways that encourage their participation in informed decision making</li> <li>- Communicates with patients (and family) the treatment options, potentials, complications and risks associated with all treatment modalities</li> <li>- Recognises 'bad news' for patients and relatives &amp; modifies communication</li> </ul>	<ul style="list-style-type: none"> <li>- Possesses excellent interpersonal skills</li> <li>- Develops excellent rapport with patients &amp; team members</li> <li>- Inspires confidence</li> <li>- Patients delighted to be looked after by this trainee</li> <li>- Demonstrates empathy appropriately</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Unaware of patient's needs</li> <li>- Unable to communicate under varying conditions/situations</li> </ul>	<ul style="list-style-type: none"> <li>- Limited perception of patient's perspective or communication needs</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriately adjusts the way they communicate with patients &amp; relatives to accommodate cultural and linguistic differences and emotional status</li> </ul>	<ul style="list-style-type: none"> <li>- Always interacts effectively with patients according to their social and health needs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

Management and Leadership- Effectively use resources to balance patient care and system demands				N	B	C	E	N	B	C	E
				Trainee				Supervisor			
<ul style="list-style-type: none"> <li>- Unaware of management constraints and/or expectations</li> <li>- Reluctant to take on any management responsibility</li> <li>- Wasteful of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks insight into the impact of system demands</li> <li>- Poor interaction with and/or supervision and management of junior medical staff</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies and differentiates between resources of the health care delivery system and individual patient needs</li> <li>- Effectively assesses and manages systemic risk factors</li> <li>- Applies a wide range of information to prioritise needs and demands</li> <li>- Directs and supervises junior medical staff effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Willing to contribute to health services management</li> <li>- Uses resources very effectively for patient care balanced with patient need</li> <li>- Excellent role model for junior medical staff</li> <li>- Always offers support for junior medical staff</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Collaboration				N B C E				N B C E						
				Trainee				Supervisor						
<ul style="list-style-type: none"> <li>- Refuses to facilitate team function</li> <li>- Does not acknowledge the contributions of others</li> <li>- May undermine team members or function</li> </ul>	<ul style="list-style-type: none"> <li>- Poor relationship with peers and other professionals</li> <li>- Reluctant to offer assistance to other team members</li> </ul>	<ul style="list-style-type: none"> <li>- Good rapport with nursing and other medical staff.</li> <li>- Willing to help</li> <li>- Employs a consultative approach with colleagues and other professionals</li> <li>- Communicates effectively with and co-ordinates surgical teams to achieve an optimal surgical environment</li> </ul>	<ul style="list-style-type: none"> <li>- Always willing to help even if personally inconvenient</li> <li>- Excellent working relationship with other professionals</li> <li>- Always supports colleagues and junior staff</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
				<ul style="list-style-type: none"> <li>- Causes disruption/problems</li> <li>- Fails to recognise own disruptive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Ignores or fails to acknowledge misunderstandings</li> </ul>	<ul style="list-style-type: none"> <li>- Initiates the resolution of misunderstandings or disputes with peers, colleagues, and others</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively diffuses any problems in the surgical team</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<ul style="list-style-type: none"> <li>- Reluctant/unable to work as a multi-disciplinary team member</li> <li>- Self-focused</li> <li>- Unreliable</li> <li>- Fails to seek assistance with issues of patient care</li> <li>- Ignores or is unaware of their own limitations</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks understanding of contributions of other professionals to patient care</li> <li>- Works effectively with some team members but not others</li> <li>- Slow in referring patients to other professionals</li> <li>- Needs prompting to refer patients</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful of and appreciates different kinds of knowledge and expertise which contribute to effective functioning of a clinical team</li> <li>- Develops a patient care plan in collaboration with members of an interdisciplinary team</li> <li>- Collaborates with other professionals in the selection/use of various treatments assessing the effectiveness of options</li> <li>- Recognises and facilitates referral of patients to other professionals</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent team member</li> <li>- Extremely knowledgeable about the contribution of different fields of care</li> <li>- Aware of and seeks the contribution of different fields and refers patients in a timely and appropriate manner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

Health Advocacy				N B C E				N B C E			
				Trainee				Supervisor			
<ul style="list-style-type: none"> <li>- Ignores/jeopardises own or colleagues health or well-being</li> </ul>	<ul style="list-style-type: none"> <li>- Poor care of own health</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes health maintenance of colleagues</li> <li>- Looks after own health</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains high level of fitness and encourages others</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<ul style="list-style-type: none"> <li>- Takes little interest in patient health beyond surgery</li> </ul>	<ul style="list-style-type: none"> <li>- Limited knowledge of causal issues relating to patient health</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates patient health</li> <li>- Discusses causal health issues with patient</li> </ul>	<ul style="list-style-type: none"> <li>- Very knowledgeable and active in advocating patient health including preventative measures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Scholar and Teacher</b>				N	B	C	E				
Recognise the value of knowledge and research, and its application to clinical practice				Trainee				Supervisor			
				N	B	C	E	N	B	C	E
<ul style="list-style-type: none"> <li>- Little evidence of reading texts or journals</li> <li>- Needs repeated direction to study</li> </ul>	<ul style="list-style-type: none"> <li>- Reading of research/texts is random</li> <li>- Has difficulty apply knowledge to practice</li> </ul>	<ul style="list-style-type: none"> <li>- Assumes responsibility for own learning</li> <li>- Draws on different kinds of knowledge in order to weigh up patient's problems - context, issues, needs and consequences</li> <li>- Critically appraises new trends in General Surgery</li> </ul>	<ul style="list-style-type: none"> <li>- Always keen to discover new knowledge</li> <li>- Takes extra courses and learning opportunities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Avoids teaching if possible</li> <li>- Poorly prepared and poorly delivered</li> </ul>	<ul style="list-style-type: none"> <li>- Ineffective as a teacher</li> <li>- Needs to be prompted to teach</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates the learning of others</li> <li>- Competent and well prepared in teaching others</li> </ul>	<ul style="list-style-type: none"> <li>- Enthusiastic/inspiring teacher</li> <li>- Logical and clear</li> <li>- Excellent teaching skills</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Trainee Self Assessment Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

<b>Professionalism</b>				N	B	C	E				
Appreciate the ethical issues associated with General Surgery				Trainee				Supervisor			
				N	B	C	E	N	B	C	E
<ul style="list-style-type: none"> <li>- Behaviour inconsistent with ethical ideals</li> </ul>	<ul style="list-style-type: none"> <li>- Little knowledge/interest in ethical or medico-legal issues</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently applies ethical principles</li> <li>- Identifies ethical expectations that impinge on common medico-legal issues</li> </ul>	<ul style="list-style-type: none"> <li>- Highly conscientious</li> <li>- Anticipates areas where medico-legal issues may arise</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Late, idle, unreliable, forgetful</li> <li>- Off-loads work onto others</li> </ul>	<ul style="list-style-type: none"> <li>- Occasionally difficult to contact or leaves tasks incomplete</li> </ul>	<ul style="list-style-type: none"> <li>- Acts responsibly</li> <li>- Dependable, conscientious</li> <li>- Always completes tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Applies self beyond the 'call of duty'</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Copes poorly under stress</li> <li>- Disappears when problems arise</li> </ul>	<ul style="list-style-type: none"> <li>- Struggles under stress</li> </ul>	<ul style="list-style-type: none"> <li>- Willing to undergo close scrutiny</li> <li>- Responds appropriately to stress</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipates and remains efficient "when the going gets tough"</li> <li>- Seems to thrive on pressure</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Has problems acknowledging/recognising mistakes</li> <li>- Unable to accept criticism</li> </ul>	<ul style="list-style-type: none"> <li>- Only accepts criticism from some</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledges and learns from mistakes</li> <li>- Accountable for own decisions/actions</li> <li>- Recognises and acknowledges their limits</li> </ul>	<ul style="list-style-type: none"> <li>- Prompt response to criticism</li> <li>- Marked improvement and positive change</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Has inaccurate view of own performance</li> </ul>	<ul style="list-style-type: none"> <li>- Over confident</li> </ul>	<ul style="list-style-type: none"> <li>- Employs a critically reflective approach</li> </ul>	<ul style="list-style-type: none"> <li>- Has great insight into their level of performance</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- Disregards audit</li> <li>- No interest in quality of care</li> </ul>	<ul style="list-style-type: none"> <li>- Pays little regard to clinical audit</li> <li>- Poor understanding of audit</li> </ul>	<ul style="list-style-type: none"> <li>- Regularly participates in clinical audit</li> <li>- Understands audit cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Proactive with clinical audit</li> <li>- Applied audit cycle to personal and unit activity</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Trainee Self Assessment Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

**Supervisors Comments (include goals and methods of improving if rating is Borderline or Not-Competent)**

**Assessment: Essential Criteria (Supervisor to complete only)**

U - Unsatisfactory	S - Satisfactory	Rating	
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<b>Communication</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Bad listener and communicator.</li> <li>- Disliked by patients and/or nursing staff</li> <li>- Increases patient anxieties</li> </ul>	<ul style="list-style-type: none"> <li>- Listens well</li> <li>- Explains well</li> <li>- Trusted by the patient and the nursing staff</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Co-operation</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Refuses to help out</li> <li>- Poor relationship with peers and nursing staff</li> </ul>	<ul style="list-style-type: none"> <li>- Good rapport with nursing and other medical staff</li> <li>- Willing to help</li> <li>- A team player</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Self-motivation</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Idle</li> <li>- Lacking in any work enthusiasm</li> <li>- Behind with letters or summaries</li> </ul>	<ul style="list-style-type: none"> <li>- Hard-working</li> <li>- Keen to learn</li> <li>- Self organises waiting list</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Work Ethic</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Poor time management</li> <li>- Forgets to do things</li> <li>- Unreliable</li> <li>- Does not heed advice</li> </ul>	<ul style="list-style-type: none"> <li>- Dependable</li> <li>- Efficient in use of his/her time</li> <li>- Completes tasks and anticipates well</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Ability to Manage Stress</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Copes poorly</li> <li>- Disappears when problems arise</li> <li>- May show aggression towards junior medical or nursing staff</li> </ul>	<ul style="list-style-type: none"> <li>- Responds appropriately</li> <li>- Seeks help when needed</li> <li>- Copes very well</li> <li>- Relaxed in a crisis</li> <li>- Not angry nor aggressive</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Honesty</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Lies to cover defects in work</li> <li>- Does not report information correctly</li> <li>- Covers up errors or blames others for problems</li> <li>- Untrustworthy</li> </ul>	<ul style="list-style-type: none"> <li>- Honest</li> <li>- Admits mistakes</li> <li>- Trustworthy</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Empathy</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Relates poorly to patients and families</li> <li>- Arrogant</li> </ul>	<ul style="list-style-type: none"> <li>- Relates to patients and families in an appropriate manner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Teamwork</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Fights with nursing staff or complaints frequently received from nursing staff about the trainee</li> <li>- Does not work well with junior staff or peers</li> </ul>	<ul style="list-style-type: none"> <li>- Works well with medical staff</li> <li>- Regarded as a team player by nursing staff</li> <li>- Well respected by peers and junior medical staff</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Insight/Self Awareness</b>	<b>U</b>	<b>S</b>
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<ul style="list-style-type: none"> <li>- Lacks insight into own poor performance</li> <li>- Fails to take action or advice to improve performance</li> <li>- Denies there is an issue</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates insight into own performance</li> <li>- Addresses issues when advised</li> <li>- Self critical and incisive</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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PLEASE NOTE: The Board considers satisfactory grades in the above non-technical criteria essential for a surgical career. A discussion with the Director of Medical Services may be necessary to gain knowledge of any staff or patient complaints received.

END OF TERM: The receipt of a U (unsatisfactory) in any of the above categories at the End-of-Term will result in immediate Probation for the Trainee. A term may also be deemed unsatisfactory if the Essential Criteria are Satisfactory but trainee has received Borderline and Not Competent ratings in the Competency Criteria.

If the Trainee is already on Probation, their continuation in the training program will be reviewed.

MID-TERM: The receipt of a 'U' in any of the above categories at Mid-Term must result in an interview with the Trainee to:

- Identify areas of concern and agreement upon steps as to how the Trainee is to improve performance
- Determine performance outcomes as indicators of satisfactory performance
- Arrange for regular reviews to monitor progress
- Indicate if performance has reached a satisfactory level on the end of term assessment

<b>Supervisors Comments</b>
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**Research Activities During Current Term**

Tick appropriate statement and attach relevant documentation to verify satisfactory completion of research requirement

**Project Not Commenced or in Progress**

- No project commenced or completed
- Project in progress

**NOTE TO TRAINEES:**

**Please ensure that you have completed and submitted a Research Pre-approval Form and have your proposal approved by the Regional Subcommittee.**

**Project Completed and Awaiting Presentation/Publication**

- Project being prepared for presentation and/or publication

**NOTE TO TRAINEES:**

**Once you have published and/or presented your research please ensure you submit an Online Trainee Request to have it officially approved by your Regional Subcommittee and the Board in General Surgery. THE RESEARCH REQUIREMENT IS NOT CONSIDERED APPROVED UNTIL THIS PROCESS IS COMPLETED.**

**Project Completed and Presented/Published**

- Project completed prior to current term
- Project completed and presented and/or published or accepted for publication

**NOTE TO TRAINEES:**

**Please ensure you submit an Online Trainee Request to have it officially approved by your Regional Subcommittee and the Board in General Surgery. THE RESEARCH REQUIREMENT IS NOT CONSIDERED APPROVED UNTIL THIS PROCESS IS COMPLETED.**

**Courses Satisfactorily Completed During Current Term**

Tick courses completed and attach relevant documentation/certificate to verify satisfactory completion of course

- ASSET
- CCrISP
- FLS
- CLEAR
- EMST
- DSTC

- OTHER \_\_\_\_\_

**Mid-Term Assessment (DO NOT COMPLETE IF THIS IS A MID-TERM ASSESSMENT)**

Only complete when undertaking End-of-Term Assessments

- Was a Mid-Term Assessment completed?  Yes  No
- Was remedial training required? *If yes attach copy of plan*  Yes  No
- Has there been significant improvement as a result of remediation?  Yes  No

**Competency**

- Has the trainee been rated less than competent in any areas?  Yes  No
- Has each of the areas been discussed with the Trainee?  Yes  No

Please provide further information on the areas rated less than competent (if insufficient space please attach separate page)

**Note: Details of "borderline", "not competent" or "unsatisfactory" performance must be fully documented and attached to this assessment form, in addition to copies of minutes or notes from discussions, meetings or counselling sessions for performance related issues.**



### **Instructions on Completing Form - Trainee**

Trainees are to undertake a self assessment of their performance and rank themselves on the form (except for the Essential Criteria). If the trainee ranks themselves as **Borderline** or **Not-competent** for any of the assessment, the trainee is to write down on the form ways in which they will seek to improve their performance for either the remainder of the term (if completing for a mid-term assessment) or the following term (if completing for an end of term assessment).

Trainees should write down any goals they wish to achieve even if they do not rank themselves as Borderline or Not-competent in an attempt to undertake self-directed learning.

Trainees are to provide the form to their Supervisor/Training Coordinator at least one week before their scheduled assessment meeting.

The supervisor and trainee should meet to discuss the assessment and goals to achieve.

### **Instructions on Completing Form - Training Coordinator**

The Training Coordinator on the Unit, or a delegate, must seek the input of ALL consultant members of the Unit to reach **consensus in the assessment** of each of the competencies listed on the form. This might best be achieved at a face-to-face meeting of all consultants. Other persons who have had contact with the Trainee may also be approached to contribute to the assessment.

The competencies listed in the 'Competent' column are those which have been identified as being required of all Trainees prior to being awarded the Fellowship. Coordinators are to categorise each Trainee's performance against each specified competence and against one of the four descriptors taking into account the Trainee's level of training.

- N** - Not Competent - is lacking in competence in the designated area or is unsafe
- B** - Borderline - not yet competent, requires additional time, experience and/or additional training to improve;
- C** - Competent correctly demonstrates required competence - meets expected standard;
- E** - Excellent - consistently demonstrates an unusually high level of performance

It is expected that the majority of Trainees will fall in the 'competent' category for most competencies. Coordinators are asked to write in the right hand column the letter **N, B, C, E** that best reflects the Trainee's performance during the training period for each specified competency. The lack of significant improvement in performance or behaviour despite formative feedback and assessment, or a recurrence of poor performance or behaviour after a period of improvement should be reflected in the summative assessment.

Although the assessment form may be filled out in the absence of the Trainee, the Coordinator must subsequently meet with the Trainee to discuss the assessment and to review the logbook data. Following this, the Trainee is required to sign the form and forward it together with the logbook summary to the GSA Office (Australian Trainees) or RACS Office (NZ Trainees). Both forms must be returned within 2 weeks of the end of term date. The Coordinator is advised to retain a copy of the assessment for future reference.

### **Responsibilities of Training Coordinator in Managing Trainees**

Training Coordinators play a crucial role in the continuing formative assessment of trainees. It is important that care and attention be given to Trainee's performance of the identified competencies throughout their training.

If a Coordinator is concerned about a trainee they are advised to record these concerns at an early stage and to ensure that both major and minor incidents are contemporaneously recorded so that any emerging pattern may be identified.

Coordinators are obliged to inform a Trainee at an early stage of any concerns they might have. Coordinators should discuss their concerns with the Trainee in a matter-of-fact and confidential manner, and record the outcome of any discussions or interviews they might conduct.

The outcome of such discussions or interviews should be a written plan of action to remedy the identified area(s) of concern, signed by both the Coordinator and Trainee.

If the Trainee does not participate in any discussion/interview/plan of action in a timely fashion the Coordinator must convey their concerns in writing to the Trainee, to the Hospital Supervisor and to the Chairman of the Regional Board.

### **Probationary Training**

If a Trainee's overall performance is rated 'unsatisfactory' at the end of term assessment, in accordance with the General Surgery Regulations, the Trainee is **immediately placed on probationary training** for a minimum of 6 months, and pending further review by the Regional Subcommittee of the Board in General Surgery.

Should a Trainee's overall performance be rated 'unsatisfactory' at the end of term, whilst on probationary training or having previously been on probationary training, this will constitute grounds for considering dismissal, in accordance with the College's Dismissal Policy.

Regulations and policies relating to probationary training and dismissal are available on the College website.

### **End-of-Term versus Mid-Term Assessment**

The end of term in-training assessment is **SUMMATIVE**, aimed at indicating whether a Trainee has demonstrated satisfactory performances in the listed competencies. The assessment will be used to determine if the term may be accredited towards training. Trainees are required to fully participate in the end of term assessment and failure to adhere to this process will result in non-accreditation of the term and the immediate commencement of Probationary Training.

The mid-term in training assessment is **FORMATIVE**, aimed at identifying areas of good performance and areas of performance that require further improvement to reach competency. Formative assessments do not determine the final outcome of the term but provide opportunities to improve performance. Trainees are required to fully participate in the mid-term assessment and failure to adhere to this process will result in non-accreditation of the term.

## Responsibility of Trainees

The Regional Office must receive completed assessment forms with any relevant documentation no later than two weeks after the mid-term date. **Failure to sign and submit these forms within two weeks will result in non-accreditation of the term and the immediate commencement of Probationary Training for End-of-Term Assessments. IT IS THE TRAINEES RESPONSIBILITY TO ENSURE FORMS ARE RETURNED ON TIME.**

### NSW & ACT Trainees send forms to:

General Surgeons Australia  
NSW Regional Office  
177A Albion Street  
SURRY HILLS NSW 2010  
Tel: +61 2 8353 7415  
Fax: +61 2 8354 0094  
Email: marlene.valliere@surgeons.org

### VIC & TAS Trainees send forms to:

General Surgeons Australia  
Vic Regional Office  
250 - 290 Spring Street  
EAST MELBOURNE VIC 3000  
Tel: +61 3 9249 1142  
Fax: +61 3 9249 1257  
Email: sally.erickson@surgeons.org

### QLD Trainees send forms to:

General Surgeons Australia  
QLD Regional Office  
50 Water Street  
SPRING HILL QLD 4004  
Tel: +61 7 3835 8600  
Fax: +61 7 3832 5001  
Email: rachel.craddock@surgeons.org

### WA Trainees send forms to:

General Surgeons Australia  
SA Regional Office  
51-54 Palmer Place  
NORTH ADELAIDE SA 5006  
Tel: +61 8 8239 0822  
Fax: +61 8 8239 2395  
Email: natasha.pawlowsky@surgeons.org

### SA Trainees send forms to:

General Surgeons Australia  
SA Regional Office  
51-54 Palmer Place  
NORTH ADELAIDE SA 5006  
Tel: +61 8 8239 0822  
Fax: +61 8 8239 2395  
Email: natasha.pawlowsky@surgeons.org

### NZ Trainees send forms to:

RACS - NZ Regional Office  
Elliot House  
43 Kent Terrace  
WELLINGTON SOUTH nz  
Tel: +64 4 385 8247  
Fax: +64 4 385 8873  
Email: college.nz@surgeons.org

**NT Trainees** - please send forms to the Regional Office responsible for the Trainee's hospital position

It is the Trainee's responsibility to participate in the assessment process and to have the assessment form completed on time.

The Trainee must arrange to meet with the Training Coordinator to discuss the assessment and to have the logbook data reviewed. Sufficient notice must be given to allow all consultants on the Unit to meet and discuss the assessment prior to the Trainee and Coordinator meeting. If the Coordinator is to be on leave during this time, arrangements should be made to complete the form at an earlier stage

The Trainee must sign and return the form and logbook summary to the **Regional Office** no later than **two weeks** after the end of term date. s

Non-submission of a signed form with any relevant documentation within the two-week time frame will result in automatic **PROBATION** for a minimum period of 6 months and possible non-accreditation of the term. Trainees are required to **retain a copy** of this form in their portfolio records.

Trainees must complete and sign this form with reference to the following Section 7 of the Regulations.