

Term Assessment Forms Fact Sheet

National
Framework for
Prevocational
Medical Training NSW

Introduction

This factsheet outlines term assessment requirements for the National Framework for Prevocational (PGY1 and PGY2) Medical Training.

At the commencement of each term, Term Supervisors should have a 'beginning of term discussion' with the trainee. The purpose of this discussion is to identify learning goals, objectives and provide an opportunity for reflection on previously completed terms.

Term Supervisors are also required to complete mid-term and end-of-term assessments each term with the trainee. The purpose of the term assessments is to provide guidance to the trainee on their progress and to provide constructive and specific feedback.

These assessments are based on achieving the outcomes described in the Prevocational outcome statements at a level appropriate for each year. The assessments are documented on a standardised national form.

Who completes the assessment?

Mid and end of term assessments should be completed by the Term Supervisor.



Domains and learning outcomes?

The prevocational trainee should be able to demonstrate the skills and knowledge outlined in the Prevocational outcome statements at the appropriate level. The outcomes are organised in four Domains.



To learn more about Prevocational outcome statements [click here](#).

The AMC have also produced a Guide to Prevocational Training in Australia for PGY1 and PGY2. To access the guide [click here](#).



How do I complete the assessment form?

Firstly, gather feedback from the clinical team and other clinical staff including nursing staff, pharmacy and other allied health staff and Aboriginal Liaison Officers who may have observed the performance of the trainee during the term. Additionally, you may encourage the trainee to complete a copy of the form themselves (self-assessment) prior to the meeting. The trainee may also gather evidence of other learning activities such as courses, workshops and online learning.

Step one

Complete the first page indicating sources of feedback and information to complete the form i.e. sources of feedback and/or trainee evidence.

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Prevocational Training Term Assessment Form

Prevocational doctor details

Prevocational doctor name: _____

Prevocational doctor registration no.: _____

Assessment type

Mid-term End-of-term Prevocational doctor self-assessment (optional)

Term details

From (dd/yyyy): _____ To (dd/yyyy): _____

Term name: _____

Prevocational doctor role: _____

Organization and Department/Unit where term undertaken: _____

Sources of information used to complete this form

Consultation with feedback from: Nursing staff Registrar Allied health professionals

Other specialists Other (please specify): _____

PGD1/PGD2 record of learning (progress against outcome statements)

About this form

The purpose of this form is to provide feedback to the prevocational doctor on their performance to support their learning and to report assessment review panel decisions about satisfactory completion of PGD1 (the point of general registration) or PGD2 (the point of specialist registration) to the Australian Medical Council (AMC).

This form has not been designed for recruitment purposes and should not be used for such purposes.

Instructions for prevocational doctors

Complete this form before assessment meetings and discuss it with your supervisor at those meetings. Consider your strengths, areas where you could benefit from additional experience, and the possible ways in which you could gain this experience. Your self-assessment is not for submission and will not be used by the assessment review panel at the end of the year.

Instructions for supervisors

Complete and discuss this form with the prevocational doctor. Consider the prevocational doctor's self-assessment and the observations of others in the discussion. The supervisor should:

- Identify the observed outcome statements that the assessment of the Domain has been based on by ticking the appropriate boxes.
- Assign a rating for the PGD1 or PGD2 performance against each Domain, taking into consideration the expected performance at the individual's level of training.
- A Domain rating of 3 indicates that all observed outcome statements within the Domain would be rated a 3 individually.
- Domain ratings of 1 or 2 will require further information about which outcomes were inconsistently met.
- A not observed rating will require further information about which outcomes were not observed and whether supplementary evidence was provided, e.g. attendance at a course.
- Liase with the AMO Management Unit or Director of Prevocational Education and Training (DPET) to complete an ongoing performance action plan (OPAP) when a prevocational doctor requires remediation or additional support in order to meet the required standard (i.e. when the prevocational doctor is assigned ratings of 1 or 2 for one or more items, or if the supervisor's doctor).
- For the end-of-term assessment, assign a global rating of progress towards completion of PGD1 or PGD2. Review any existing ongoing performance plans to determine if it has been completed, or if ongoing actions are required.

Relevant documents

The AMC Assessment Requirements ([Linking and Assessment Requirements Section 2](#)), will assist in completing this form. The form aligns with the Australian Medical Council and Medical Board of Australia's Prevocational Outcome Statements ([Competency and Assessment Requirements Section 2A](#)) and the [National Standards and Requirements for Prevocational PGD1 and PGD2 Terms, Features and Dates](#).

Step two

Check each of the learning outcomes assessed during the discussion.

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Domain 1: Clinical practice

Observational doctor (as practitioner)

The items of the Domain are based on the following outcomes:

- Patient safety: Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical functions, graded assessments, delegation and escalation, infection control, and adverse event reporting.
- Communication: Communicate sensitively and effectively with patients, their families/caregivers, and health professionals applying the principles of shared-decision making and informed consent.
- Communication: Aboriginal and Torres Strait Islander patients: Demonstrate effective culturally safe communication skills, specialist communication, and respect, within an ethical framework, inclusive of respectful knowledge of healing and health rituals to support diagnosis and (self-)care (non-learner patient care).
- Patient assessment: Perform and document patient assessments, incorporating a problem-focused medical history with a brief physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues.
- Investigations: Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of cost-effectiveness.
- Procedures: Safely perform a range of common procedural skills required for work as a PGD1 or PGD2 doctor.
- Patient management: Make evidence-informed management decisions and referrals using principles of shared decision-making with patients, carers and the health care team.
- Prescribing: Prescribe therapies and other products including drugs, fluids, electrolytes, and blood products safely, effectively and responsibly.
- Emergency care: Recognise, assess, communicate and escalate as required, and provide immediate management to deteriorating and critically unwell patients.
- Working and adapting to dynamic systems: Appropriately utilise and adapt to dynamic systems and techniques to facilitate practice, including for documentation, communication, information management and supporting decision-making.

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Domain 1 rating overall

1 Rarely met 2 Inconsistently met 3 Consistently met 4 Often exceeded 5 Consistently exceeded

[If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.]

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Feedback on Domain 1

Please use for Supervisor to provide global feedback about the Domain. Please identify which outcome statements this feedback relates to.

Step three

Select the overall rating for the domain. If an overall rating of 1 (rarely met) or 2 (inconsistently met) has been applied the comments should specify which learning outcomes are either rarely or inconsistently met.

Step four

Provide feedback specific to the domain and/or learning outcomes discussed.



Repeat steps two to four for each domain.



Step five

A global rating for the term is only necessary for end of term assessments.

Step six

Provide feedback on the trainees strengths and areas for improvement observed during the term.

5 Global rating (required only for the end-of-term assessment)

For a global rating of progress towards completion of PD11 or PD12. In assigning this rating, consider the prevocational doctor's ability to practice safely, work with increasing levels of responsibility, apply existing knowledge and skills, and learn new skills.

Global rating

Satisfactory The prevocational doctor has met or exceeded performance expectations for the level of training during the term.

Conditional pass Further information, assessment and/or remediation will be required before deciding that the prevocational doctor has met performance expectations for the level of training during the term.

Unsatisfactory The prevocational doctor has not met performance expectations for the level of training during the term.

Strengths

Areas for improvement

6 Return of forms (for paper forms)
Please forward to (contact person, department):
Relevant documents are available on the AMC website: <https://www.amc.org.au/framework>

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Term Supervisor

Name (print clearly) _____

Signature _____

Position _____

Date _____
Day Month Year

Director of Prevocational Education and Training

Name (print clearly) _____

Signature _____

Date _____
Day Month Year

Director of Prevocational Education and Training Feedback

Prevocational doctor

I (insert name) _____
confirm that I have discussed the above report with my Term Supervisor or delegate and know that if I disagree with any points I may respond in writing to the Director of Prevocational Education and Training (DPET) within 14 days.

Signature _____

Date _____
Day Month Year

Return of forms (for paper forms)

Please forward to (contact person, department): _____

Relevant documents

Relevant documents are available on the AMC website: <https://www.amc.org.au/framework>

Step seven

The Term Supervisor and the prevocational trainee both sign the form, and the completed form is reviewed and signed by the DPET.

For more guidance speak to your DPET.

For more resources:

[HETI National Framework landing page](#)

[AMC National Framework landing page](#)

For more support contact us at HETI-NationalFramework@health.nsw.gov.au