

Mid-SET Trainee Assessment Form

Trainee Information

Trainee Name: _____ Training Period: From _____ To: _____

Assessment Type: Mid-Term End of Term

Rotation: _____

SET Level: _____

Days Absent: _____ Absence Type: Annual Leave Exam Study Sick Other _____

Hospital Information

Hospital Name: _____

Surgical Supervisor: _____

Names of Surgical Trainers that contributed to this assessment:

Name	Name

Please list any Consultants away on leave below:

Signatures *(Forms will be deemed invalid if this section is not completed)*

Signature – Surgical Supervisor

I hereby verify that I have documented the contribution of all Surgical Trainers in the unit that have contributed to this assessment and the assessment and logbook data has been discussed with the Trainee.

Name: _____ Signature: _____ Date: _____

Signature – Trainee

Name: _____ Signature: _____ Date: _____

I have sighted the assessment on this form and discussed the assessment with my Supervisor: Yes No

I agree with the assessment on this form: Yes No

Trainee Performance Key

Not Satisfactory N	Borderline B	Satisfactory S	Well above Average E
<ul style="list-style-type: none">• Not satisfactory• Not meeting expectations for level of training• Regular &/or significant omissions or errors• Little, slow &/or inconsistent progress• Requires frequent correction or instruction• Requires intense monitoring and supervision compared to expected for level of training	<ul style="list-style-type: none">• Borderline performance• Not meeting expectations for level of training• Some minor omissions or errors• Requires above average instruction for level of training• Requires further training to improve	<ul style="list-style-type: none">• Satisfactory• Performs as expected for level of training• Requires average level of instruction or correction for level	<ul style="list-style-type: none">• Performs consistently above level of training• No omissions or errors• Requires minimal instruction or correction

Current Learning Goals

ASSESSMENT

A. MEDICAL EXPERTISE: ACQUISITION AND APPLICATION

Basic Science and clinical knowledge

N	B	S	E	Early Mid-SET level	END MID-SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is developing a knowledge of anatomy, physiology, and pathology relating to the common disease processes of most common paediatric surgical conditions.	Has detailed knowledge of anatomy, physiology and pathology for most paediatric surgical conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basic knowledge of paediatric surgical conditions – can discuss key points of most conditions.	Good working knowledge of paediatric surgical conditions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates mechanisms to correct knowledge deficits, rarely fails to say “I don’t know” to the same question when asked on another occasion.	Acquires knowledge methodically, meticulously identifies, recognises and corrects knowledge deficits as a matter of course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates familiarity with common paediatric surgical texts and journals during discussions with trainers.	Demonstrates familiarity with common and subspecialty paediatric surgical texts and journals during discussions with Trainers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Routinely utilises knowledge together with results of investigations to explain clinical manifestations of common elective paediatric surgical conditions.	Routinely uses knowledge together with results of clinical investigations to explain clinical manifestations of most paediatric surgical conditions encountered.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses knowledge to analyse clinical findings	Demonstrated ability to augment knowledge quickly to analyse clinical findings

Global Assessment of Basic Clinical Science knowledge

Tick the descriptor that best describes the Trainees overall global progress in basic clinical sciences knowledge

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies In Clinical Science Knowledge	Satisfactory achievement of all early Mid-SET competencies in Clinical Science Knowledge	Showing progression towards critical competencies In Clinical Science Knowledge but needs further training and study	Has achieved all Mid-SET critical competencies in Clinical Science Knowledge	Achieved Mid-SET critical competencies and progressing well in Senior SET in Clinical Science Knowledge

A. MEDICAL EXPERTISE: ACQUISITION AND APPLICATION

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
Verbal description of clinical assessment / Case Presentations					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes a comprehensive and pertinent history	Takes a comprehensive and pertinent history, emphasises key elements in history that will clarify the likely diagnosis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organised in standard format.	Well organised, focused, relevant, concise
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to discuss clinical relevance of clinical signs.	Highlights significant signs that include/exclude diagnoses

				Written record of clinical assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains accurate and complete medical records and summaries	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Legible / electronic fluent	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of reasonable organisation of findings and conclusions	Logical and concise layout of medical record.
				Eliciting Clinical Findings	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thorough examination	Thorough, focussed and relevant examination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Competent when eliciting symptoms and signs in a cooperative patient in a controlled environment.	Competent when eliciting symptoms and signs in an uncooperative patient or in an uncontrolled environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains clinical information in a manner cognisant of cultural and social factors	Obtains clinical information in a manner cognisant of cultural and social factors, is able to judge when these factors are potentially affecting the diagnosis.
				Demonstration of Clinical Competence in Diagnosis	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good interpretation of clinical features. Readily recognises and manages straightforward clinical situations.	Excellent interpretation of clinical features and good differential diagnosis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises changes in clinical situations.	Has situational awareness in clinical situations and shows evidence of adapting usual diagnostic processes to novel situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises most common issues of paediatric surgical significance	Recognises all common issues of paediatric surgical significance
				Post-operative care	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises complications early	Demonstrates anticipation of commonly expected complications.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	“Hands-on”, fully involved approach to post-operative care	Leads post-operative care for common paediatric surgery conditions

Global Assessment of Medical Expertise

Tick the descriptor that best describes the Trainees overall global progress in Medical Expertise

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies In Medical Expertise	Satisfactory achievement of all early Mid-SET competencies in Medical Expertise	Showing progression towards critical competencies in Medical Expertise but needs further training and study	Has achieved all Mid-SET critical competencies in Medical Expertise	Achieved Mid-SET critical competencies and progressing well in Senior SET in Medical Expertise

B. JUDGEMENT – CLINICAL DECISION-MAKING

Application of knowledge, clinical information, and signs elicited to form a management plan

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
				Clinical Judgement	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises significance of clinical findings. Appropriately seeks guidance to manage the clinical situation.	Recognises significance of clinical findings, instigates appropriate immediate management, timely communication to Consultants.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises and responds to paediatric patients specific needs	Recognises and responds to needs specific to each stage of childhood development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates between paediatric specific and adult specific specialisation and competencies	Understands Paediatric specialisation of facility and staff expertise to perform safely the various acuity of procedures in different paediatric age groups
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of limitations	Aware of limitations and self-directed in ways by which they can be addressed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate reaction to emergencies, can initiate first response to most common paediatric surgical emergencies.	Appreciates urgency in clinical situations and reaction to emergencies. Can initiate first response to most paediatric surgical emergencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks assistance appropriately	Identifies when to seek senior assistance to devise alternative strategies in a timely manner. Has insight as to when to involve other teams or the support of colleagues.
				Use of investigations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Protocol-appropriate selection and use of investigative tools	Appropriate selection and use of investigative tools
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of how the usefulness of most common investigations can be limited by commonly evident patient factors.	Critically evaluates the advantages and disadvantages of each investigative modality as applied to patient needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe, efficient and cost-effective choice of investigations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can interpret common investigations, seeks expert mentoring of interpreting unfamiliar investigations	Sound interpretation of investigations commonly utilised in paediatric surgery.
				Clinical Care	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A structured management plan is always put forward. Aware of treatment options used for common paediatric elective surgical presentations.	Uses all information to develop a logical and safe management plan including potential risks for all common paediatric surgery conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prompt flagging of patient complications	Recognises complications early. Manages common complications effectively and can project likely outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Manages patients with sensitivity to physical, social, cultural and psychological needs	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies and manages risks by seeking appropriate advice and authorisation.	Identifies and can implement risk management plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures appropriate use of fluids, electrolytes, medications and blood products including their adjustment according to patient progress	

Global Assessment of Clinical Judgement

Tick the descriptor that best describes the Trainees overall global progress in Clinical Judgement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies In Clinical Judgment	Satisfactory achievement of all early Mid-SET competencies in Clinical Judgment	Showing progression towards critical competencies but needs further training and study	Has achieved all Mid-SET critical competencies in Clinical Judgment	Achieved Mid-SET critical competencies and progressing well in Senior SET in Clinical Judgment

C. TECHNICAL SKILLS

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent pre-operative preparation	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	On time to theatre Follows theatre protocols	Ensures safety and efficiency by organising equipment and team ready for on-time start operations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to deconstruct observed technical skills and cognitively rehearse and then practice them.	Sound ability to acquire and demonstrate new operative skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meticulous technique for all simple surgical skills. Competent hand-eye co-ordination Knot tying secure Delicate with tissues	Good hand-eye co-ordination, recognises when operative progress slows, verbally demonstrates an understanding of factors that may be causing difficulty.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can perform steps of common paediatric surgical operations	Can perform Mid-Set procedures and has a clear understanding of the key objectives of each procedure to enable smooth progression of the sequence of each surgery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acknowledges their own limits, and when it is time to ask for assistance.	Undertakes surgery appropriate to their training and expertise as well as available facilities, conditions and staffing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can sequentially talk through the steps of common elective procedures and anticipate the instruments required for each	Performs common elective procedures fluidly, anticipates need for instruments and assistance at different stages of the procedure.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies that different techniques are utilised and notes the advantages and disadvantages of differing approaches.	Demonstrates ability to learn new techniques to achieve an outcome already mastered by an alternative technique.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective and proactive assistant in procedures	Can safely and effectively carry out significant parts of more complex procedures under close supervision.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises the level of skill required differs in different stages of a procedure and in different patients according to anatomy, pathology and comorbidity.	Identifies unexpected and anticipated intraoperative factors requiring consultant level skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe and constantly improving knowledge of anatomy of common elective procedures	Safe and constantly improving knowledge of anatomy of most paediatric surgical procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Verbally demonstrates surgical judgement during procedures	Sound surgical judgement during all common paediatric surgical procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to maintain surgical judgement and safely complete surgical procedures under pressure while supervised	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can follow and understand changes in operative plan made by consultant, can readily discuss factors contributing to the need for a change in plan.	Can identify the need for changes in operative plan and demonstrates appropriate flexibility with such a change.
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Global Assessment of Technical Skills

Tick the descriptor that best describes the Trainees overall global progress in Technical Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies In Technical Skills	Satisfactory achievement of all early Mid-SET competencies in Technical Skills	Showing progression towards critical competencies in Technical Skills but needs further training and study	Has achieved all Mid-SET critical competencies in Technical Skills	Achieved Mid-SET critical competencies and progressing well in Senior SET Technical Skills

D. SCHOLAR AND TEACHER

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
				Teaching and Learning	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a genuine interest in ad hoc and structured teaching	Recognises opportunities for, and develops effective skills for teaching "on the run"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well prepared presentations delivered clearly and logically	Well prepared presentations, able to answer straightforward questions asked by audience.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear study plan and preparation for the Pathophysiology Examination	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises performance gaps in junior medical officers	Helps junior medical officers formulate an approach to correct gaps in learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reflects on own performance and improvement and demonstrates this to mentors by inquiry and seeking feedback	Can reflect on performance of others by observation or critical reading of literature, and incorporates this into own practice.
				Current Activity	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows an interest in learning through research	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises value of research knowledge applied to clinical practice	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows initiative and independence (above average)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good grasp of statistics and research method	
				Publications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conscientious with audit	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pursues opportunities to present at meetings	

List current projects and research involvement:

Global Assessment of Scholar and Teacher

Tick the descriptor that best describes the Trainees overall global progress in Scholar and Teacher

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies in Scholar and Teacher	Satisfactory achievement of all early Mid-SET competencies in Scholar and Teacher	Showing progression towards critical competencies in Scholar and Teacher but needs further development	Has achieved all Mid-SET critical competencies in Scholar and Teacher	Achieved Mid-SET Scholar and Teacher critical competencies and progressing well to Senior SET level

E. MEDICAL COMMUNICATION SKILLS

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attentively listens, adapts and sets an appropriate style of communication for patients, families, peers and colleagues.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sensitive to verbal and non-verbal cues received from patients and families especially regarding their serious concerns and can relay these to their senior colleagues	Sensitive to verbal and non-verbal cues received from patients and families and can empathetically deal with most concerns prior to referring these concerns to their Consultant.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates with children in a way appropriate to developmental level	Plans and conducts encounters with paediatric patients to minimise distress
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides information enabling informed consent for Mid-SET procedures	Can obtain informed consent for most complex paediatric surgery cases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Transfers care effectively to other relevant clinicians and non-hospital carers Ensures family doctor is informed of significant changes in patients status	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Treats referring clinicians with respect and support	

F. COLLABORATION AND TEAMWORK

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always willing to help, even if personally inconvenient	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active participation in team briefing and debriefing, can lead at times	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good rapport with peers, initiates resolution of misunderstanding	Develops positive relationships with all team members, readily assists other team members who are under pressure. Can intercede for others when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skilled at defusing problems in surgical team	Anticipates interpersonal problems in team and takes measures to prevent or minimise friction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Actively seeks opinions of nursing and ancillary staff about concerns for patients	Accepts responsibility for briefing and debriefing the team and respects the expertise of others

Global Assessment of Communication, Collaboration and Teamwork

Tick the descriptor that best describes the Trainees overall global progress in Communication, Collaboration and Teamwork

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies in Communication, Collaboration and Teamwork	Satisfactory achievement of all early Mid-SET competencies in Communication, Collaboration and Teamwork	Showing progression towards critical competencies in Communication, Collaboration and Teamwork but needs further development	Has achieved all Mid-SET critical competencies in Communication, Collaboration and Teamwork	Achieved Mid-SET Communication, Collaboration and Teamwork critical competencies and progressing well to Senior SET level

G. MANAGEMENT AND LEADERSHIP

N	B	S	E	<i>Early Mid-SET Level</i>	END MID-SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Functions well as member of team, takes responsibility for allocated role	Willing and able to take initiative when needed, delegates appropriately and takes responsibility for actions of delegates.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consults well with colleagues and other professionals	Communicates important care issues with nursing, medical and other staff even under pressure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to review ward patients and be ready for theatre on time.	Applies a wide range of information to prioritise provision of patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses resources effectively for patient care and balances them with patient needs	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contribute to health services management	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate co-ordination and use of other personnel	Appropriate co-ordination and use of other personnel, can delegate tasks and supervise junior staff well.

Global Assessment of Leadership

Tick the descriptor that best describes the Trainees overall global progress in Leadership

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies in Leadership	Satisfactory achievement of all early Mid-SET competencies in Leadership	Showing progression towards critical competencies but needs further training and study	Has achieved all Mid-SET critical competencies in Leadership	Achieved Mid-SET Leadership critical competencies and progressing well at Senior SET level

H. HEALTH ADVOCACY

N	B	S	E	Early Mid-SET Level	END MID-SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consistently deals with the challenges presented by different value systems	Adapts practices and care of patients from diverse backgrounds according to their culture and beliefs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assists patients and families to consider options and make decisions	Arranges referrals and second opinions when requested in the context of considering family needs and care decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keeps family and carers informed about current status and next steps. Advises families and patients on relevant risk factors.	Appropriately keeps patients, families and carers informed about relevant potential adverse outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises the impact on families and carers of rescheduling surgery, recognises the impact and potential outcomes for patients who are categorised for waiting lists.	Minimises disruption to patients, family and carers when lists have to be adjusted or surgery needs to be rescheduled. Tries to coordinate different aspects of ambulatory care to minimise family impact
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises key health issues arising from the different cultural values, identifies vulnerable populations that may have limited access to health care resources.	Is aware of the potential impact of cultural differences on the acceptance of treatment for common and less common conditions.

Global Assessment of Health Advocacy

Tick the descriptor that best describes the Trainees overall global progress in Health Advocacy

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies In Health Advocacy	Satisfactory achievement of all early Mid-SET competencies in Health Advocacy	Showing progression towards critical competencies In Health Advocacy but needs further development	Has achieved all Mid-SET critical competencies in Health Advocacy	Achieved Mid-SET Health Advocacy critical competencies and progressing well at Senior SET level

I. PROFESSIONALISM AND ETHICS

N	B	S	E	END MID-SET CRITICAL COMPETENCY
				Self-Motivation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Punctual. Up to date with work. Well organised.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always completes tasks on time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ready accessibility. Reliable and dependable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Efficient, anticipates well
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong advocate for the sick child. Maintains accurate data on all patients and analyses their own clinical performance and outcomes to encourage continuous improvement.

				Stress Response
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copes well. Responds well to problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In command in critical situation. Does not panic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Openly learns from errors. Resilient.
				Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies and applies ethical principles related to paediatric surgery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises medicolegal implications of paediatric surgical issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Readily accountable for own decisions/actions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds constructively to criticism. Keen to rectify deficiencies. Proactive in organising own performance management plan if needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supports colleagues and junior staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates insight into own performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Honest Admits Mistakes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not repeat errors and addresses issues when advised Self-critical and insightful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates self-health advocacy guided by acknowledging impact on patient care if principles of proactive management of own health including fatigue are not followed

Global Assessment of Professionalism and Ethics

Tick the descriptor that best describes the Trainees overall global progress in Professionalism and Ethics

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has not yet satisfactorily achieved early Mid-SET competencies In Professionalism and Ethics	Satisfactory achievement of all early Mid-SET competencies in Professionalism and Ethics	Showing progression towards critical competencies In Professionalism and Ethics but needs further development	Has achieved all Mid-SET critical competencies in Professionalism and Ethics	Achieved Mid-SET Professionalism and Ethics critical competencies and progressing well to Senior SET level

H. OVERVIEW.COMMENTS

General Comments:

Please identify two positive attributes of the trainee:

1.

2.

Please comment on any specific learning points raised in last evaluation:

Not applicable

Please identify two areas in which the trainee may require improvement:

1.

2.

Please return form to:
Executive Officer, Board of Paediatric Surgery
Ph: +61 (0)3 9276 7416
Email: paediatric.board@surgeons.org Website: www.surgeons.org

Instructions (Do not submit instruction page with Assessments)

At all times refer to the Board of Paediatric Surgery Training Regulations

Instructions on Completing this Form - Supervisor

The Training Supervisor, or a delegate, must seek the input of all Surgical Trainers of the Unit to reach consensus in the assessment of each of the competencies listed on the form. Other Consultants/FRACS surgeons who have had contact with the Trainee may also be approached to contribute to the assessment. A dissenting view is permitted in these evaluations and should be documented, however Departmental members are encouraged to try to reach consensus. The Supervisor must subsequently meet with the Trainee to discuss the assessment and to review the logbook data.

Supervisors are asked to place an 'X' in the box for each specified attribute that best reflects the trainees' performance in one of the four marking columns taking into account the Trainee's level of training (N,B,S,E). It is expected that the majority of trainees would fall into the 'satisfactory' category. (I.e. achieving the expected competencies of their year of training)

The Global Assessment box for each competency area must be completed to aid planning of training goals and determine progression in training. The column entitled **Early Mid-SET Level** describes the competency level expected in the first year of Mid-SET. The column entitled **End Mid-SET Critical Competency** contains descriptors of competency level of a Mid-SET trainee prior to progressing to Senior SET.

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.

Responsibilities of Training Supervisor in Managing Trainees

Training Supervisors play a crucial role in the continuing formative assessment of trainees. If a Supervisor is concerned about a trainee they are advised to record these concerns early and to ensure that both major and minor incidents are contemporaneously recorded so that any emerging pattern may be identified. Supervisors are obliged to inform a Trainee at an early stage of any concerns. Supervisors 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 Supervisor and Trainee. If the Trainee does not participate in any discussion/ plan of action in a timely fashion the Supervisor must convey their concerns in writing to the Trainee, to the Head of Unit and to the Chairman of the Board.

End-of-Term Assessment versus Mid-Term Assessment

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.

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.