

### Senior 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**

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

**Current Learning Goals**

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**ASSESSMENT**

**A. CLINICAL KNOWLEDGE/MEDICAL EXPERTISE: ACQUISITION AND APPLICATION**

N	B	S	E	Start Senior SET	SENIOR SET CRITICAL COMPETENCY
				<b>Acquisition of clinical knowledge</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has detailed knowledge of anatomy, physiology and pathology for paediatric surgical conditions	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good working knowledge of paediatric surgical conditions, has awareness of areas of weakness in knowledge.	Comprehensive knowledge of paediatric surgical conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acquires knowledge methodically, meticulously identifies, acknowledges and corrects knowledge deficits. Rarely needs prompting.	Acquires knowledge methodically, meticulously identifies, acknowledges and corrects knowledge deficits as an automatic professional routine.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates familiarity with common and subspecialty paediatric surgical texts and journals during discussions with trainers.	Excellent knowledge of literature, can direct junior colleagues to most appropriate references
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can clearly explain paediatric surgical conditions presentations, signs and investigation results.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Progressing with acquisition knowledge for fellowship examination	Able to apply knowledge to critically analyse and compare clinical protocols, management options, outcomes and new advances

**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"/>
Has not yet satisfactorily achieved 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 Senior SET critical competencies in Clinical Science Knowledge (ready for FEX)	Has achieved all Senior SET in Clinical Science Knowledge developing consultant level competency

**MEDICAL EXPERTISE – CLINICAL APPLICATION**

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
				<b>Verbal description of clinical assessment / Case Presentations</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes a comprehensive and pertinent history within efficient timeframes. Can explain to junior staff which elements of the history are important and why they are important.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well organised, focused, relevant handover to consultants and other team members highlighting clinically relevant details and issues
				<b>Written record of clinical assessment</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains accurate, logical, concise medical records
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Written communication allows effective transfer of care instructions to other relevant clinicians and non-hospital carers, and ensures family doctor is informed of significant changes in patients status

				<b>Eliciting Clinical Findings</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adept at demonstrating and teaching how to elicit all clinical signs relevant to paediatric surgery.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thorough, focussed and relevant examination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can teach junior colleagues how to approach an uncooperative patient or deal with 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, is able to judge when these factors are potentially affecting the diagnosis.
				<b>Demonstration of Clinical Competence in Diagnosis</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent interpretation of clinical features, can explain to junior medical staff how findings alter the differential diagnosis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has situational awareness of encountering new clinical situations and shows evidence of nuanced variance of usual diagnostic processes to novel situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accurately recognises conditions in children requiring surgical management and leads team in diagnostic algorithms
				<b>Post-operative care</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acts in the leading role in post-operative care, provides high level of perioperative care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures appropriate pain management is instituted in a timely manner
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reliably keeps surgical team cognizant of potential complications and the response required from each team member
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate co-ordination and use of other personnel, can delegate tasks and supervise junior staff well.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies the level of post-operative care that will be required and ensures that facilities are appropriate

**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"/>
Has not yet satisfactorily achieved Mid-SET competencies in Medical Expertise	Showing progression towards critical competencies In Medical Expertise but needs further training and study	Has achieved all Senior SET critical competencies in Medical Expertise (ready for FEX)	Has achieved all in Senior SET in Medical Expertise developing consultant level competency

**B. JUDGEMENT – CLINICAL DECISION-MAKING:**

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

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
				<b>Clinical Judgement</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises significance of clinical findings, instigates appropriate immediate management, timely communication to team and senior staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises and responds to needs specific to each stage of childhood development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of having limitations, comfortable seeking assistance when limitations are encountered
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate reaction to emergencies, can initiate first response to paediatric surgical emergencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks advice appropriately. Knows when to involve other teams or the support of colleagues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reaches decisions and communicates them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can assess the available resources and staff competence in order to determine the acuity and magnitude of cases that can be safely performed at that facility.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is decisive and makes decisions in a timely manner
				<b>Use of Investigations</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate selection and use of investigative tools with recognition of cost-effectiveness and availability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	Excellent at interpretation of investigations
				<b>Clinical Care</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses all information to develop an efficient and logical management plan that can adapt to changing clinical and resource parameters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accurately identifies the risks, benefits and mechanisms of action of medications and other treatment options for the majority of paediatric surgical conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipates and recognises complications early and manages effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Manages patients with sensitivity to their physical, social, cultural and psychological needs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prioritise need and time for surgery appropriately in emergency and elective situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Routinely justifies approaches to surgical problems and all aspects of practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies and manages risks and can implement risk management plan, is able to initiate a Quality Assurance program to deal with newly identified systems risks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates actively in surgical audit, peer review and reviews of adverse events including Root Cause Analysis

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reviews and discusses problem cases. Compares results with peers and published material
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**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"/>
Not yet satisfactorily achieved Mid-SET competencies In Clinical Judgement	Showing progression towards critical competencies but needs further training and study	Has achieved all Senior SET critical competencies in Clinical Judgment (ready for FEX)	Has achieved all in Senior SET in Clinical Judgement developing consultant level competency

**C. TECHNICAL SKILLS**

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent pre-operative preparation and demonstrates procedural knowledge of procedures listed in the curriculum document
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	Can lead team briefing. Leads "surgical timeout"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sound ability to acquire and demonstrate new operative skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to teach techniques effectively to novices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Smoothly alters ergonomic behaviour to improve technical proficiency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises when operative progress slows, correctly identifies factors that may be causing difficulty and develops strategies to overcome these factors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows theatre protocols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analyses already mastered techniques for a condition and develops technique as part of quality improvement process
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	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"/>	All simple surgical skills always performed with meticulous technique, fluid transition through stages of a procedure, maintains focus and attention to task at hand.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can safely and effectively carry out significant parts of more complex procedures, progressing to independence for neonatal cases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	Adapts skills to operative requirements in each patient
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises situations when assistance of a colleague is valuable in improving outcomes for patients, consults with peers and colleagues about complex cases and difficult judgements

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent knowledge of anatomy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent surgical judgement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies unexpected and anticipated intraoperative factors requiring consultant level skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good control and coordination of wider hospital team and resources in emergency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to maintain surgical judgement and safely complete most surgical procedures under pressure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can anticipate changes in operative plan and demonstrates appropriate flexibility

### 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"/>
Not yet satisfactorily achieved Mid-SET competencies In Technical Skills	Showing progression towards critical competencies in Technical Skills but needs further training and study	Has achieved all Senior SET critical competencies in Technical Skills (ready for FEX)	Has achieved all in Senior SET in Technical Skills developing consultant level competency

### D. SCHOLAR AND TEACHER

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
				<b>Teaching and Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has broad awareness of teaching opportunities and is always prepared to take advantage of these.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well prepared and confidently delivers presentations, can facilitate good discussion during question time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear study plan and preparation for the FEX
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilitates learning in others according to sound educational principles such as those outlined in the RACS Foundation Skills for Surgical Educators Course
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can use evidence based medicine to incorporate new procedures and practices into their institution according to institutional guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates engagement, habits and skills of lifelong reflective learning, assimilating knowledge and imparting it to others
				<b>Current Activity</b>
<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
<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
<b>List current projects and research involvement:</b>				

### 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"/>
Has not yet satisfactorily achieved Mid-SET competencies in Scholar and Teacher	Showing progression towards Scholar and Teacher critical competencies but needs further development	Has achieved all Senior SET Scholar and Teacher critical competencies (ready for FEX)	Has achieved all in Senior SET towards Scholar and Teacher developing consultant level competency

### E. MEDICAL COMMUNICATION SKILLS

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 and can empathetically deal with these concerns in a manner consistent with independent medical practice, but cognizant of the overarching responsibility of their consultant while they are still in training.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plans and conducts encounters with paediatric patients to minimise distress, can use these episodes to teach junior staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides information enabling informed consent for all paediatric surgery procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures all relevant documentation including notes results and consent are available and have been reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Liaises with anaesthetist regarding anaesthetic plan and asks for regular updates during surgery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures patient condition is monitored through the procedure and that challenges are responded to appropriately



## F. COLLABORATION AND TEAMWORK

N	B	S	E	SENIOR 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"/>	Develops positive relationships with all team members, readily assists other team members who are under pressure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can intercede for others when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	Transfers care effectively to other relevant clinicians and non-hospital carers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 and consulting clinicians with respect and support, uses these opportunities to teach
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility for briefing and debriefing the team and respects the expertise of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always anticipates and coordinates patient journey between different teams including critical care units and radiology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works methodically towards effective resolution of difficult situations. Resolves team conflicts appropriately

### 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"/>
Has not yet satisfactorily achieved 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 Senior SET critical competencies in Communication, Collaboration and Teamwork (ready for FEX)	Has achieved all in Senior SET in Communication, Collaboration and Teamwork developing consultant level competency

## G. MANAGEMENT AND LEADERSHIP

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	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"/>	Applies a wide range of information to prioritise provision of patient care in the context of managing many patients with an extended team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate co-ordination and use of other personnel, can delegate tasks and supervise junior staff well. Acts as leader within the surgical team

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensuring quality and safety by adhering to accepted principles of surgery, complying with codes of professional conduct, and following clinical and operating room protocols.
<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"/>	Plans operating list taking into account potential delays due to surgical or anaesthetic challenges
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows evidence of having contingency plans (predicting what may happen) e.g. asking for equipment that maybe required

**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"/>
Has not yet satisfactorily achieved Mid-SET competencies in Leadership	Showing progression towards critical competencies in Leadership but needs further training and study	Has achieved all Senior SET critical competencies in Leadership (ready for FEX)	Has achieved all in Senior SET in Leadership developing consultant level competency

**H. HEALTH ADVOCACY**

N	B	S	E	SENIOR SET CRITICAL COMPETENCY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adapts practices and care of patients to their culture and beliefs. Demonstrates consideration of the impact of culture, ethnicity, and spirituality on patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is aware of the potential impact of cultural differences on the acceptance of treatment in paediatric surgery conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in end of life discussions with patient, family and carers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to provide an understanding brief to colleagues about challenging family/patient expectations and concerns
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises the need to balance demand and supply, considers the broader health, social and economic needs of the community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	Minimises disruption to patients, family and carers when lists have to be adjusted or surgery needs to be rescheduled.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tries to coordinate different aspects of ambulatory care to minimise family impact
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exhibits concern and respect for patient's privacy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows up referred patients and seeks reports on progress

**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"/>
Not yet satisfactorily achieved Mid-SET competencies In Health Advocacy	Showing progression towards critical competencies in Health Advocacy but needs further development	Has achieved all Senior SET critical competencies in Health Advocacy (ready for FEX)	Has achieved all in Senior SET in Health Advocacy developing consultant level competency

**I. PROFESSIONALISM AND ETHICS**

<b>N</b>	<b>B</b>	<b>S</b>	<b>E</b>	<b>SENIOR SET CRITICAL COMPETENCY</b>
				<b>Self-Motivation</b>
<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.
				<b>Stress Response</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copes well and 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to use higher cognitive functions to problem solve and continue clinical management in stressful situations
				<b>Professionalism</b>
<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 and can discuss the 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 remedial programme 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains appropriate personal boundaries with patients and staff at all times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not berate or belittle colleagues or other team members. Acts with respect.

**Global Assessment 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"/>
Has not yet satisfactorily achieved Mid-SET competencies In Professionalism and Ethics	Showing progression towards critical competencies In Professionalism and Ethics but needs further development	Has achieved all Senior SET critical competencies in Professionalism and Ethics (ready for FEX)	Has achieved all in Senior SET in Professional and Ethics developing consultant level competency

**H. OVERVIEW.COMMENTS**

**General Comments:**

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**Please identify two positive attributes of the trainee:**

1.

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2.

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

**Not applicable**

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**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](mailto:paediatric.board@surgeons.org) Website: [www.surgeons.org](http://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 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 descriptors 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 Trainee should be globally performing at the critical competency level before the Supervisor should recommend the trainee to present for the Fellowship Examination, for ratification by Board.

The overview comments section should be filled in as descriptively and accurately as possible. The filling in of attribute boxes will be supported by the narrative in these comments. Precision in comments will aid the trainee by encouraging progress, recording exceptional attributes and/or identifying areas which can be addressed with remedial or performance learning plans.

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 Structured Learning Cycle 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 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.