

SIMG PARTIALLY COMPARABLE – CONSULTANT ASSESSMENT FORM



The Royal Australian
and New Zealand
College of
Obstetricians and
Gynaecologists

SIMG Trainee Full Name: _____

Hospital: _____ ☐ Full time ☐ Part time (as per hospital contract)

Consultant details (please print clearly)

Full Name: _____

This assessment is based on personal observation of the SIMG trainee between the dates of

From ____/____/____ to ____/____/____

- ☐ I have less than 10 contact hours per four-week period, with the Trainee
- ☐ I have greater than 10 contact hours per four-week period, with the Trainee*

Instructions to Consultants

- This form must be completed by the Consultant, but feedback from relevant health professionals (e.g. other medical staff, midwives) can be considered when making your assessment.
- The SIMG Trainee's performance as a clinician is to be assessed across the three domains of clinical expertise, academic abilities and professional qualities.
- Within each of the three domains, individual competencies are listed.
- When making your assessment of each competency, please rate the SIMG Trainee's performance at the level of a FRANZCOG Advanced trainee. If you have observed any specific issues with the SIMG Trainee's performance in a particular area, please make a note of these in the far right-hand column of that competency.
- Return the form to the SIMG Trainee's Training Supervisor or to the designated member of administrative staff who distributes and collects these forms. These forms should NOT be distributed to you or collected from you by the SIMG trainee.
- Before completing this confidential assessment, please refer to the information on p 5 of this document.

Instructions to SIMG Training Supervisors

- After completing the Summative Assessment Report, it is mandatory to send all the Consultant Assessment of trainee forms to the SIMG Department at College House for confidential storage.

Tick ONE RELEVANT box for each competency and provide comments in the far right-hand column if the SIMG Trainee's performance is "Not Demonstrated" for level of training and is below expectation for their level of training.

- Demonstrated for level of training
- Partially Demonstrated for level of training
- Not Demonstrated for level of training
- Not assessed

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1. Clinical Expertise

Competencies	Description	Demonstrated	Partially Demonstrated	Not Demonstrated	Not Assessed	Specific qualities/ attributes that need further development
Demonstrates responsibility, reliability and initiative in undertaking clinical and other duties	Demonstrates an ability to: <ul style="list-style-type: none"> prioritise urgent and other tasks deal with allotted duties manage clinics and wards organise appropriate testing and follow up of test results provides a safe and effective management plan 					
Manages clinical load effectively in consultation with other members of the health team	Demonstrates an ability to: <ul style="list-style-type: none"> consult effectively with senior staff and other health professionals where necessary manage work load effectively in different clinical settings consult with and manage multi-disciplinary health care services 					
Demonstrates appropriate obstetric clinical procedural and surgical skills	Demonstrates an ability to: <ul style="list-style-type: none"> proficiently manage and technically perform routine obstetric procedures identify and proficiently manage obstetric complications seek assistance from appropriate specialist colleagues when required 					
Demonstrates appropriate obstetric non-procedural skills	Demonstrates an ability to: <ul style="list-style-type: none"> organise routine obstetric examinations and investigations 					
Demonstrates appropriate gynaecological clinical procedural and surgical skills	Demonstrates an ability to: <ul style="list-style-type: none"> proficiently manage and technically perform routine gynaecological procedures identify and proficiently manage complex gynaecological problems seek assistance from appropriate specialist colleagues when required 					
Demonstrates appropriate gynaecological non-procedural skills	Demonstrates an ability to: <ul style="list-style-type: none"> organise routine obstetric examinations and investigations 					

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Demonstrates appropriate documentation and organisational skills	Demonstrates an ability to: <ul style="list-style-type: none"> take a relevant history write legible and clear records organise and prioritise urgent tasks give an effective clinical handover 					
Demonstrates continued improvement in medical expertise, clinical reasoning and judgment	Demonstrates an ability to: <ul style="list-style-type: none"> access, interpret and apply knowledge to make accurate diagnoses apply effective clinical reasoning provide effective and ethical diagnostic, therapeutic and surgical management consider cost-effectiveness in clinical decision-making recognise accepted clinical protocols and procedures 					

2. Academic Abilities

Competencies	Description	Demonstrated	Partially Demonstrated	Not Demonstrated	Not Assessed	Specific qualities/ attributes that need further development
Demonstrates appropriate theoretical knowledge of specialty and principles of evidence-based medicine	Demonstrates an ability to: <ul style="list-style-type: none"> actively seek information critically appraise sources interpret the results of research apply evidence-based medicine 					
Demonstrates teaching at both undergraduate and postgraduate level	Demonstrates an ability to: <ul style="list-style-type: none"> apply apprenticeship learning principles provide guidance, advice and feedback to junior staff, including mentoring, supervision, appraisal and workplace-based assessment seek opportunities to teach in clinical situations tailor learning experiences to address own and others knowledge deficiencies and learning needs Use varied teaching strategies appropriate to audience and context (including one-to-one, small and large groups, formal lectures) 					

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Demonstrates attendance and participation at continuing education meetings	Demonstrates an ability to: <ul style="list-style-type: none"> consistently attend and participate at timetabled education meetings attend organised educational activities, scientific meetings, workshops and conferences 					
Demonstrates research abilities	Demonstrates an ability to: <ul style="list-style-type: none"> contribute to educational research, projects or clinical trials 					

3. Professional Qualities

Competencies	Description	Demonstrated	Partially Demonstrated	Not Demonstrated	Not Assessed	Specific qualities/ attributes that need further development
Communicates effectively with patients and their families	Demonstrates an ability to: <ul style="list-style-type: none"> listen attentively and answer questions fully form therapeutic relationships with patients, relatives and colleagues provide courteous and helpful guidance to patients show empathy and sensitivity to cultural and linguistic diversity respect patients in their care 					
Communicates effectively with colleagues	Demonstrates an ability to: <ul style="list-style-type: none"> communicate accurately, clearly and promptly with relevant colleagues by means appropriate to the urgency of a situation (e.g. telephone, email, letter etc.) especially where responsibility for a patient's care is transferred 					
Works as a member of a team	Demonstrates an ability to: <ul style="list-style-type: none"> relate appropriately and communicate effectively with other members of the health care team in different clinical settings manage workplace differences and conflicts foster a supportive and respectful environment where there is open and transparent communication between all team members 					
Accepts constructive feedback	Demonstrates an ability to: <ul style="list-style-type: none"> accept feedback from colleagues, allied health staff, patients and their relatives recognise limits of own expertise 					

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Reviews and updates professional practice	Demonstrates an ability to: <ul style="list-style-type: none"> • practice risk management • evaluate outcomes and re-assess the solutions through research, audit and quality assurance activities • self-manage: balance personal and professional roles and responsibilities 					
Leadership and management responsibilities	Demonstrates an ability to: <ul style="list-style-type: none"> • act as first point of reference in Birth Suite • complete organisational tasks e.g. meetings, rosters • prioritise tasks, have realistic expectations of what can be completed by self and others 					
Professionalism	Demonstrates an ability to: <ul style="list-style-type: none"> • prepare for meetings – read agendas, understand minutes, action points and undertake background research on agenda items 					
Health Advocacy	Demonstrates an ability to: <ul style="list-style-type: none"> • identify opportunities to prevent ill health and disease in patients and other actions which will positively improve healthy and/or disease outcomes • identify patients' ideas, concerns and health beliefs regarding screening and health promotion programmes and is capable of responding to these 					

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Where appropriate, please provide specific comments, examples or suggestions that you feel would benefit the SIMG Trainee and assist them in reaching the standard expected of a SIMG Trainee. Please use the right column on pages 2 and 3 for this purpose.

In addition, to enable constructive feedback to be given to the SIMG Trainee by the SIMG Training Supervisor, it is IMPORTANT that you comment on the SIMG Trainee's specific strengths and areas for improvement below.

Areas of Strength:

Areas for Improvement

General Comments

Signature: _____

Date: ____/____/____

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Information for completing the ‘Consultant Assessment of SIMG Trainee’ form

Your vital role in this RANZCOG Assessment

Your assessment of individual SIMG Trainee’s performance and progress is an integral part of a collated Summative Assessment after each 6 months of training time in the SIMG Training Program. This form enables the College’s Training Supervisors to provide feedback to SIMG Trainees and to serve as a College record of each SIMG Trainee’s progress. The SIMG Training Supervisor or their nominee (e.g. an appropriate member of the administrative staff) is responsible for distributing the assessment form to you and collecting them. These forms should NOT be distributed to you or collected from you by the SIMG Trainee.

How do these six-monthly reports work?

The SIMG Training Supervisors collate the feedback ratings provided by you and your consultant colleagues in each of the three Domains: Clinical Expertise, Academic Abilities and Professional Qualities. The SIMG Training Supervisors add their own experience and assessment of each SIMG Trainee and contents on Trainee strengths and areas where improvement is needed. The SIMG Training Supervisor then discusses the assessment with the Trainee.

The SIMG Training Supervisor also determines whether the report is deemed “Satisfactory” or other than satisfactory, in which case it is “Referred for Review” to the relevant Regional TAC Chair and the SIMG Assessment Chair where the SIMG Trainee’s performance will be discussed further. SIMG Trainees referred for review are required to develop and submit a Remedial Development plan in collaboration with their SIMG Training Supervisor which details what actions the Trainee will undertake to improve any skills, knowledge or practice that have been noted as below expectation for their year level.

A six-month Summative Assessment Report is graded “Referred for Review” if:

2 or more consultants rate a SIMG trainee as “Not Demonstrated for level of training” for two or more competencies, regardless of the domain(s) in which the competencies are located.

If the box “Referred for Review to Regional TA Committee SIMG Assessment Chair” is ticked by the SIMG Training Supervisor, a Remedial Development Plan (RDP) MUST be developed with the SIMG Trainee and submitted with the six-monthly Summative Assessment & Clinical Training Summary. The RDP Template is located at: www.ranzcog.edu.au

The need for honest and detailed assessment

The Consultant Assessment of SIMG Trainee Form is confidential and is not intended to be viewed by the SIMG Trainee. This is to encourage you to provide honest and detailed assessment for the SIMG Training Supervisor. Please ensure that you use the comments section on the form to provide as much information as you can. For example, if you assess a Trainee’s communication skills to be “Not Demonstrated for level of training”, please provide specific instances and/or areas for improvement. The SIMG Training Supervisor relies on your assessment to assist them in their role of providing feedback to a SIMG Trainee on their performance and progress. Guidelines that describe the expected competencies and attributes at the conclusion of FRANZCOG training are provided for your reference:

Competency	Satisfactory Completion of FRANZCOG Training
Clinical Expertise	
Management of medical and clinical conditions	Manages independently across common and selected scope of practice.
Proficiently perform surgical and procedural skills	Independently performs common specified advanced skills and those within selected scope of practice and expertise. Recognises limits of practice and seeks assistance from specialist colleagues when the situation is complex.
Effective clinical communication	Recognises and repairs communication errors quickly and adapts style appropriately and sensitively to ensure effective communication with patients, support groups, colleagues.
Academic Abilities	
An understanding of the reproductive anatomy, physiology and pathology relevant to women’s health	Has extensive breadth and depth of knowledge of the majority of conditions encountered in their chosen scope of practice and can instigate a safe and effective approach to manage problems not previously encountered.
Development of cognitive skills particularly in the area of clinical problem solving	Applies advanced level clinical reasoning and judgment; can manage complexity and uncertainty and devise options and adapt management plans.
Self-learning in obstetrics and gynaecology and other relevant areas of medical practice	Actively seeks information to enhance the breadth and depth of their knowledge; identifies own learning needs and resources; recognises and seeks learning opportunities.
Research abilities, especially in a clinical context	Critically appraises a paper, tests ideas gained from the literature with senior colleagues, undertakes a clinical review and initiates one’s own research.

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Teaching others	Teaches at undergraduate & postgraduate levels; provides guidance, advice and feedback; and conducts assessments of procedural and surgical skills of junior registrars.
Principles and practice of evidence-based medicine	Demonstrates understanding and application of evidence-based medicine including the development towards new knowledge and practices.
Professional	
Clinical leadership and management responsibilities	Effectively manages resources, clinical teams, resolves conflicts, prepares rosters, sets priorities and appraises work practices within the unit. Develops guidelines, protocols and checklists where appropriate.
Commitment to practice review and clinical audit	Leads root cause(s) analysis and other methods to review incidents, errors and adverse events. Participates in clinical governance and takes responsibility to implement change to reduce risk.
An ability to work collaboratively with effective intra and inter-professional communication team skills	Establishes professional relationships with all healthcare team members, contributes to interdisciplinary team activities and provides appropriate feedback to others.
Ethical attitudes and conduct	Acts as a role model for others in demonstrating ethical attitudes and conduct and encouraging peers to practice medicine consistent with the obligations involved in a self-regulating profession.
Health advocacy	Acts as a health advocate to improve health outcomes within the broader community, cognisant of the relevant health, social, cultural and economic needs.
Engagement with professional bodies relevant to the clinical practice of O&G	Engages with RANZCOG committees, events, meetings and activities and other key professional bodies relevant to scope of practice.
Legal and regulatory obligations	Practices independently within professional, legal and regulatory frameworks.
Health and Fitness to Practice	Considers the health and safety needs of colleagues and responds when appropriate to ensure optimal level of performance.

Deadlines

It is essential that you return the completed form/s to the SIMG Training Supervisor as soon as possible. The SIMG Training Supervisor MUST meet with the SIMG Trainee before they leave the hospital for their next position. SIMG Trainees are then responsible for submitting their signed Summative Assessment and Clinical Training Summary report to the SIMG Co-ordinator at College House.

The Summative Assessment (which includes a Clinical Training Summary) must be completed and received at College House within 6 weeks of the end of the six-month training period or the SIMG training period will NOT be credited to the SIMG Trainee and will result in a "Not Satisfactory" assessment.

If a SIMG Trainee receives three "Not Satisfactory" assessments throughout their training, this will result in removal from the training program. Therefore, timing is critical for your feedback to be received by the SIMG Training Supervisor.

Thank you

The College takes this opportunity to sincerely thank you for your help and guidance to the SIMG Trainees and for your continued support of the FRANZCOG SIMG Training Program.

Further information

For any queries concerning assessment processes or this assessment form, please contact the relevant Training Supervisor who has sent it to you, or Training Services at College House.

For any queries relating to SIMG Training Please contact:

SIMG Co-ordinator
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