



Six-Monthly Specialist International Medical Graduate (SIMG) Progress Report

FOMS 06C

Instructions

- This form is for the use of SIMG's to complete their six-monthly assessment.
- SIMG's are responsible for arranging meetings with their Supervisor to complete this form. This form is only considered valid when all contents have been completed, and it has been signed by the SIMG and Supervisor.
- The Supervisor is responsible for determining the final outcome of the six-monthly assessment report.
- Six-monthly assessment reports must be submitted to the College by email to omsimg@racds.org by the relevant submission due date.
- Unsatisfactory six-monthly assessment reports must be accompanied by a [Remedial Plan \(FOMS 04\)](#).

SIMG Details

| | | | | | | |
|--|--|--------------------|------------|--|----------|--|
| SIMG Name | | Supervision period | Start Date | | End Date | |
| Place of Practice Hospital/Location/ Position Held | | | | | | |
| Supervisor Name | | | | | | |

Supervisor– Assessment of SIMG's Performance

Please consider the SIMG's performance in general terms against the criteria provided. Initial the box on the right to confirm you have consulted your colleagues, junior medical staff, and allied health personnel prior to completing this report.

Initial here

Key

| | |
|-----|---|
| 1 | Unsatisfactory – performs significantly below that generally observed for this level of experience |
| 2 | Below expectation – requires further development |
| 3 | Meets expectation – performs at a satisfactory level |
| 4 | Above expectation – performs at a level better than that which would be expected for the level of experience |
| 5 | Exceptional – performs at a level beyond that which would be expected for the level of experience |
| N/O | Not observed |

| Clinical Knowledge | | 1 | 2 | 3 | 4 | 5 | N/O |
|--------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Clinical knowledge of subject (perspective to patient care, appropriate investigations, post-operative care) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Professional knowledge (knowledge of hospital procedures, policy, medico legal aspects) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Clinical clerking (adequacy of detail in written records, legibility, accurate drug charting) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | History taking (ability to take history and perform physical examination, obtains pertinent information, perceptive, thorough) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Procedural Skills | | 1 | 2 | 3 | 4 | 5 | N/O |
|-------------------|--|---|---|---|---|---|-----|
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| | | | | | | | |
|---------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5 | Anatomical knowledge (demonstrates adequate knowledge of anatomy during planning & procedures) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Surgical technique (demonstrates good surgical technique, tissue & instrument handling, suturing & wound care) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Adaptive skills (adapts techniques to the requirements of the situation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Surgical judgment (demonstrates adequate surgical judgment during procedures) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Surgical development (analyses own technique & demonstrates quality improvement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Ergonomics (demonstrates efficiency with maintenance of technique and standards) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Assistance (seeks assistance appropriately and timely) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Operative complications (satisfactory response, in control – if not observed N/O) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinical Judgement | | 1 | 2 | 3 | 4 | 5 | N/O |
| 13 | Diagnostic skills (identifies and prioritises patient problems, selects appropriate tests, understands and can interpret results) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Patient management (synthesises data, makes appropriate management decisions, responds appropriately to call outs and provides emergency care as required) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Time management (plans and organises work, sets goals and meets them, prioritises calls, seeks advice on priorities if needed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Recognising limits (accurate assessment of own skills, refers and consults with others as required, takes responsibility for actions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Ethical Skills (shows understanding and judgement of ethical issues) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication | | 1 | 2 | 3 | 4 | 5 | N/O |
| 18 | Communication skills (communicates effectively in English, with clarity, logic of expression, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | Ability to communicate with patients and families (listening skills, respect, avoidance of jargon, coping with antagonism, responsive to patient's concerns) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Sensitivity and ethical awareness (is aware of options and networks available to patients, treats patients as individuals, recognises and values differences) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Use culturally safe communication skills and language (when interacting with Aboriginal and Torres Strait Islander and Māori and Pacific Peoples and family members) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperation and Teamwork | | 1 | 2 | 3 | 4 | 5 | N/O |
| 22 | Ability to co-operate with other healthcare professionals (ability to work in a multidisciplinary team and with all team members irrespective of gender/culture, contributes effectively to teamwork, case presentations) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 | Initiative and enthusiasm (gets involved, self-motivated, able to identify needs of the job, follows up without being prompted, thinks and plans ahead, shows commitment, asks questions of supervisors) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 | Takes responsibility for own learning (evidence of reading up on cases, attends seminars and teaching sessions, asks questions, keen to discover new knowledge) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 | Motivation to teach (medical staff, nurses, other health professionals) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Professional Attitudes and Behaviour | | 1 | 2 | 3 | 4 | 5 | N/O |
|--------------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 26 | Reliability and dependability (punctual, carries out instructions, fulfils obligations, complies with hospital policies, keeps up to date with work including letters, arranging meetings, notifies staff if expecting to be absent from duty) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 | Ability to cope with stress, emotional demands and emergency situations (reports when stressed, asks for help when needed, shows coping skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 | Personal manner (approachability, warmth, openness, rapport etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 | Cultural Awareness (Demonstrate commitment to continuous development of cultural awareness and culturally safe practice) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 | Professionalism: (adheres to ethical standards, recognises and responds to societal expectations in healthcare) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Work Based Assessments | Completed | Number this Term | Number under supervision as SIMG |
|--|---|------------------|----------------------------------|
| Case presentation plus discussion (CP&D) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Impacted 3rd Molar | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Harvest of a Local Bone Graft | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Harvest of a Distant Bone Graft | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Uncomplicated Placement of Dental Implant | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Closure of Oro-antral Fistula | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Tracheostomy | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Mandibular Osteotomy | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Maxillary Osteotomy | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Incision and Drainage of Facial Abscess | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Enucleation of a Jaw Cyst | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Surgical Approaches to the Mandible Intraoral | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Surgical Approaches to the Mandible Extraoral | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Surgical Approaches to the Zygomatic-Orbital Complex | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Mandibular Fractures (Excluding Condyles) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Maxillary Fractures | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Zygomatic Complex Fractures | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Removal of submandibular gland | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Application of Botulinum Toxin | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |
| Cutaneous Local flap | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | | |

Supervisor– Feedback and Assessment

SIMG strengths and weaknesses

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Areas for improvement

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As the supervisor, I have recommended the overall performance of the SIMG in this period has been:

| | |
|----------------|--------------------------|
| Satisfactory | <input type="checkbox"/> |
| Unsatisfactory | <input type="checkbox"/> |

The logbook has been determined as:

| | | |
|--|--------------------------|---|
| Satisfactory | <input type="checkbox"/> | <i>Note: Please advise the College if Unsatisfactory.</i> |
| Unsatisfactory | <input type="checkbox"/> | |
| I have discussed this assessment with the SIMG | | <input type="checkbox"/> |

Supervisor Declaration

| | | | |
|-----------|--|------|--|
| Name | | | |
| Signature | | Date | |

SIMG Declaration

| | | | |
|---|--|--------------------------|--|
| I have discussed this assessment with my supervisor | | <input type="checkbox"/> | |
| Name | | | |
| Signature | | Date | |

Additional Instructions

CPD Participation

SIMGs under supervision are required to participate in the [RACDS CPD program](#)

The 50 hours of CPD activities will be required to include:

- 12.5 hours in Educational Activities (Category 1)
- 25 hours in Outcome Measurements (Category 2) and Performance Review (Category 3), with a minimum of five hours in each category
- 12.5 hours from any category
- New Zealand practitioners are required to engage in structured conversations (Category 3) about clinical practice with a peer, colleague, or employer (only)

All CPD activities undertaken must address one or more of the following program requirements (CAPE) domains these are not in addition to, but part of your 50 hours of CPD.

- (C) culturally safe practice
- (A) addressing health inequities
- (P) professionalism and
- (E) ethical practice
- SIMGs under supervision are required to maintain an online logbook via the RACDS My OMS Logbook to document their clinical experience. This must be available for review by the Supervisor. Logbooks will be reviewed at least every six months by the Supervisor of Training, with an annual summary report submitted to the RACDS.
- An SIMG under supervision is required to have a review of their surgical practice undertaken by their approved supervisor. A review must be undertaken in six monthly intervals.

Instructions to Supervisors

Supervisors play a vital role in the ongoing formative assessment of SIMGs under their supervision. It is essential to consistently monitor and evaluate the SIMG's performance across the identified competencies throughout the assessment period.

To support this evaluation, supervisors—working with assistance from the hospital—are expected to gather feedback from relevant staff. This feedback should help assess the SIMG's professional interactions and communication with patients, their families, and colleagues. The supervisor conducting the review must personally interview appropriate staff members to explore these areas in detail.

The appointed supervisors are required to complete a single consensus-based assessment form.

If a supervisor has concerns about an SIMG, they should document these concerns early. Both major and minor incidents must be recorded promptly and accurately to help identify any patterns that may emerge.

Supervisors are also responsible for informing the SIMG of any concerns as soon as possible. These issues should be discussed with the SIMG in a straightforward and confidential manner, and the outcomes of such discussions or interviews must be clearly documented.

Instructions to SIMG's

The completed trainee assessment report and logbook must be emailed to omsimg@racds.org by no later than two weeks following the conclusion of each six-month period. A period of clinical practice may not be recognised if the required forms are not submitted by the due date.

SIMGs must maintain their CPD and log their completed activities into the RACS CPD Tracker. The College will monitor their progress and identify any deficiencies to the SIMG & Supervisor.

Upon receipt by RACDS, the documentation will be submitted to the relative medical board i.e. AMC for Australia or NZMC for New Zealand.

If the SIMG disagrees with any part of the Assessment Report, the SIMG should provide written information for the medical board to review.