

The logo for Clinical Learning Australia features the word 'Clinical' in a light blue sans-serif font, followed by 'LEARNING' in a bold, dark blue sans-serif font, and 'Australia' in a light blue sans-serif font. A decorative blue line with circular endpoints connects the top of 'Clinical' to the top of 'Australia', and another similar line connects the bottom of 'LEARNING' to the bottom of 'Australia'.

Clinical **LEARNING** Australia

The ePortfolio for **prevocational doctors**

Training Guide for Prevocational Doctors

This training guide is intended for use by prevocational doctors undertaking their postgraduate year 1 or year 2 medical training. It covers the main functions and features of Clinical Learning Australia (CLA) that prevocational doctors need to know about to complete assessments and track their training progress.

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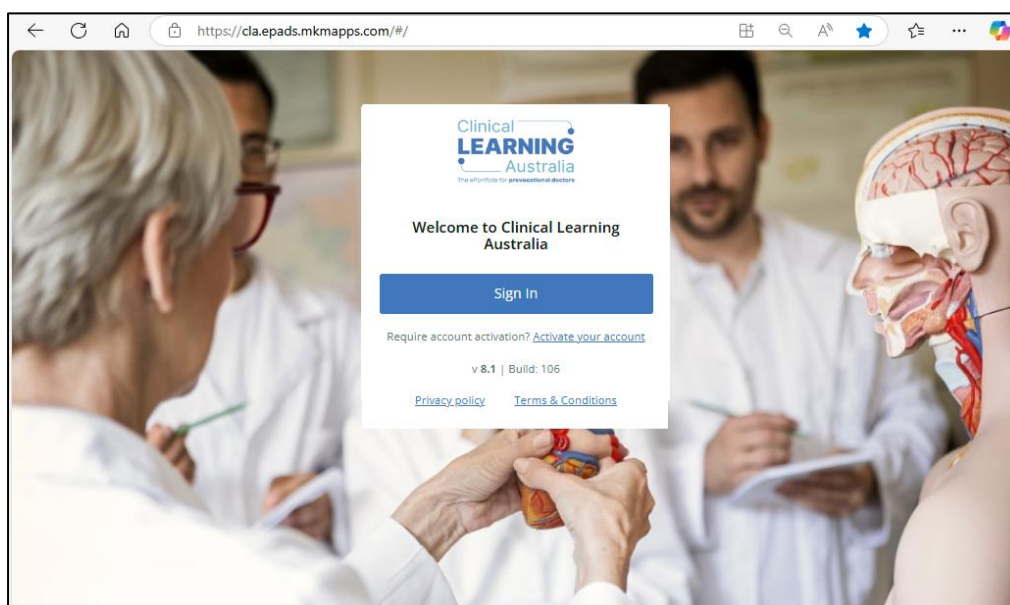
1 Navigating CLA

1.1 How to login

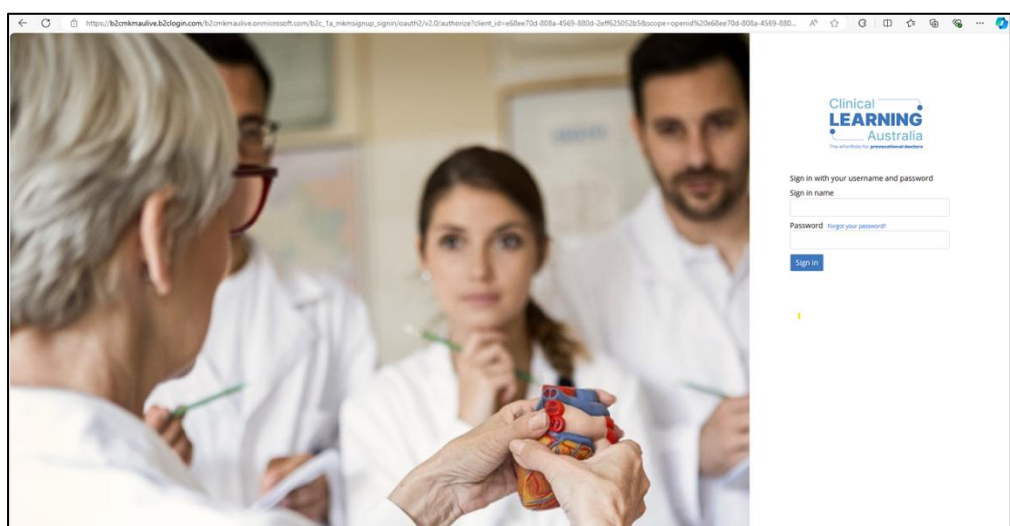
Navigate to the Clinical Learning Australia login page at:

<https://cla.epads.mkmapps.com>

Click the **Sign in** button.



Enter in your login credentials, and click **Sign in**.



Your **Sign in name** is your email address.

Alternatively, use the CLA Mobile app to login. See section_0 for information about the mobile app.

1.2 Forgotten password

If you have forgotten your password, you can reset your password on the login page.

Click on **Sign in** and then select **Forgot your password?** This will prompt you to enter your username/email and a verification code will be sent to your email.



Enter the verification code on the CLA verification screen and follow the prompts to reset your password. **Note** You may need to check your Junk/Spam folder for the email.

To find out more information, please refer to the [How to reset your password](#) quick reference guide.

1.3 The side navigation toolbar

Moving between screens in CLA is done using the side navigation toolbar which is the vertical menu bar located on the left-side of the CLA screen.

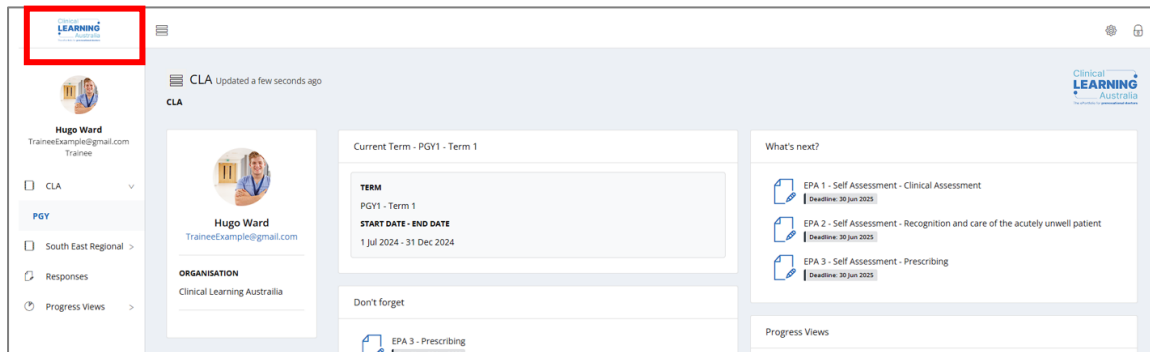
The navigation toolbar can be expanded by clicking on the **burger menu icon**  at the top left of the screen in the white banner bar, or you can hover your mouse over the icons to see their full names. The options you see in the navigation toolbar will depend on your user role.

Prevocational doctors see their **clinical training group** (names may vary) with sub-option of **PGY, Responses, and Progress Views** with a sub-option of **Views**.

- **Clinical Training Group > PGY** is the Trainee Profile and Overview page for your Post Graduate Year (PGY) clinical year and is your home screen when you login to CLA. When you move from PGY1 to PGY2, or if you change employment hospitals,

you may see two or more PGY menu items – one per clinical year and organisation. You are able to navigate between these.

- **Responses** displays a table listing all forms that have submitted in your ePortfolio by yourself or others; click on the row to view a read-only version of the form.
- **Progress Views > Views** shows how you are progressing towards the Outcome Statements. See Section 2.4 for more information.



Click on the CLA image in the top left of any screen to return to your home screen.

1.4 CLA Home screen

The first screen that prevocational doctors see is their **Trainee¹ Profile and Overview** page which is the front of their ePortfolio. This screen shows their current term, any upcoming forms that require completion based on a deadline (**Note:** Deadlines are only there as a guidance), any flagged responses, and progress against the **Prevocational Outcome Statements**. They can also access their Learning Plan and see an overview of their clinical year by clicking on the PGY block at the bottom of the page, if the full year has been loaded into CLA. Clicking in the **Current Term** box opens the full profile for the term. It has an Overview tab that has information about the term, including the Term Description that can be expanded and details of your Term Supervisor, if a specific one has been linked to you. It contains forms to be completed for the current term, as well as Logbooks and Entrustable Professional Assessments (EPAs) under their respective tabs.

¹ Note that the CLA system uses the term 'Trainee' for a Prevocational Doctor. In all CLA training materials the terms 'Trainee' and 'Prevocational Doctor' mean the same thing and refer to the same role.

Term 3 Updated a few seconds ago
XX - Example Instance - PGY1 - 2025 > PGY1 > **Term 3**

OVERVIEW | **START** | ASSESSMENTS | LOGBOOK | EPAs | ASSESSMENT REVIEW PANEL

TERM
Bankstown-Lidcombe Hospital - Aged Care 1

TERM PROGRESS - START: 30 JUN 2025, END: 21 SEP 2025

START

Learning Goals (Optional)

Beginning of Term Discussion | **Deadline: 5 Jul 2025**

ASSESSMENTS

The purpose of these assessments is to provide feedback to the prevocational doctor on their performance to support their learning and to support assessment review panel decisions about satisfactory completion of PGY1 (the point of general registration) or PGY2. Assessments are to be completed by the term supervisor and by the prevocational doctor (for self-assessment) at the mid-point in any term longer than five weeks and at the end of the term. Other clinical supervisors, including registrars may conduct or contribute to the mid-term and end-of-term assessments with final sign off of the end-of term assessment completed by the term supervisor.

Self Assessment

TERM CONTENT

Jurisdiction	NSW
Program/Network/Health Service	Network 2
Location	Bankstown-Lidcombe Hospital
Specialty	Physician
Subspecialty	Geriatric medicine

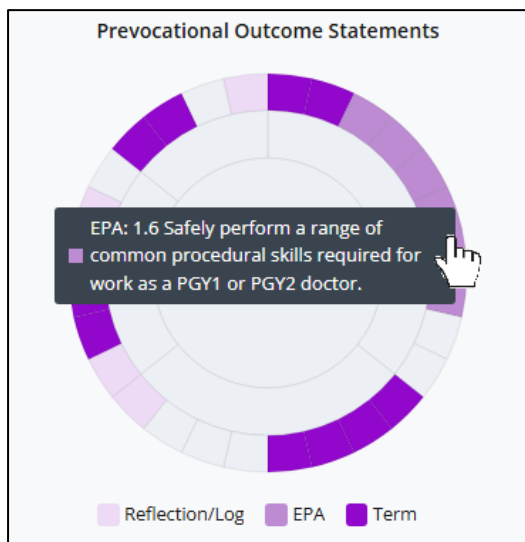
[View full term content](#)

TERM SUPERVISOR DETAILS

DS Demo Supervisor
sylvia.fazekas@amc.org.au

Alternatively, prevocational doctors can click on a form name in the **What's New?** and **Don't Forget** sections to open a new editable version of that form.

The **Prevocational Outcome Statements** section is an interactive visual representation of progress towards demonstrating evidence for each of the outcome statements in the [National Framework for Prevocational \(PGY1 and PGY2\) Medical Training](#). Hover over the segments in the visual to see the Statement each represents.



The shading of the segments shows if the statement was evidenced as part of a logbook entry, evidenced and validated as part of an approved EPA assessment, or fulfilled as part of the completion of a term. Click on the visual to drill into your progress in more detail – see Section [2.4 Progress Views](#).

Clicking on the PGY block at the bottom of the screen, you can access your Learning Plan for the full clinical year, if the full clinical year has been loaded into CLA (see note below). The

Learning Plan lists each allocated term, and it is possible to drill into each term to see term overviews, descriptions and forms associated with that term.

Note: Terms for your full clinical year may be loaded into CLA all at once, or terms may be loaded into CLA progressively by site administrators over the course of the year just prior to the start of your upcoming terms. If the full year hasn't been loaded, CLA will only display your current term and past terms.

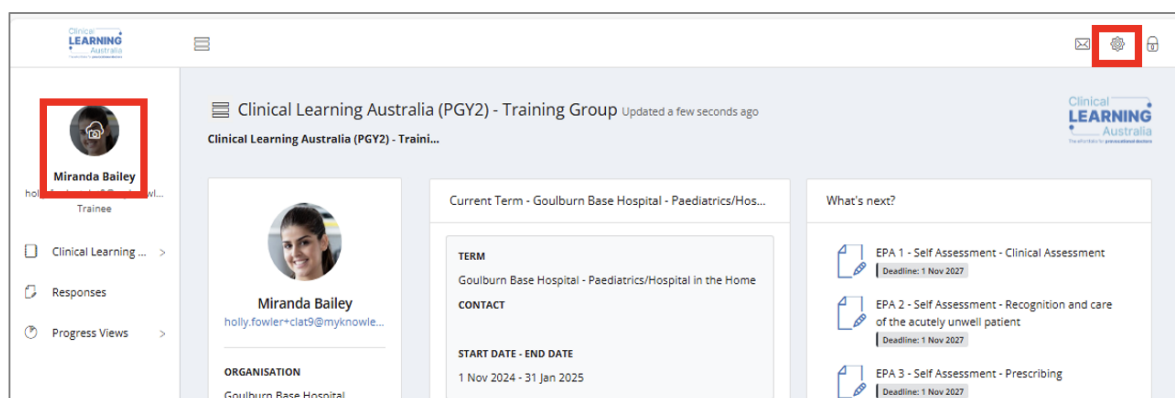
If you have not completed forms by the end of a term, these will no longer be visible to you in the Current Term screen. You will not be able to complete any forms after the end of a term unless a Grace period has been allowed by the organisation you are working at. The decision on if a grace period is set and for how long is decided locally, so please contact your local Medical Education Unit Administrator (MEU) to find out the details for your hospital/health service.

If a grace period is in place, forms for past terms can be accessed using the PGY block and completed. Alternatively, you can view all forms for your clinical year from your home page using the secondary 'burger' icon which lists all forms for all terms as described in section 2.2 Navigating to forms.

1.5 Managing your profile

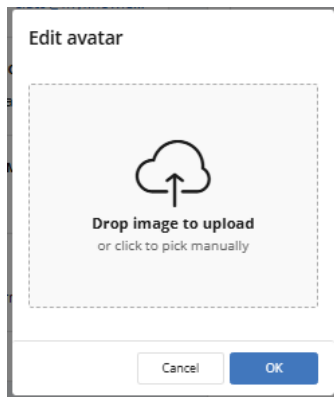
Users can manage their profiles in CLA, including adding/changing your profile picture, adding a contact phone number, and changing your password.

To add or update your profile picture, click on the circle or image at the top left of the Navigation Bar to open the **Edit avatar** window. To add a contact phone number or to change your password, click on the **Settings icon** (⚙️) cog at the top right of the screen.



In the Edit Avatar window, drop an image in the window or click on the window to navigate to an image to upload and click **OK**.

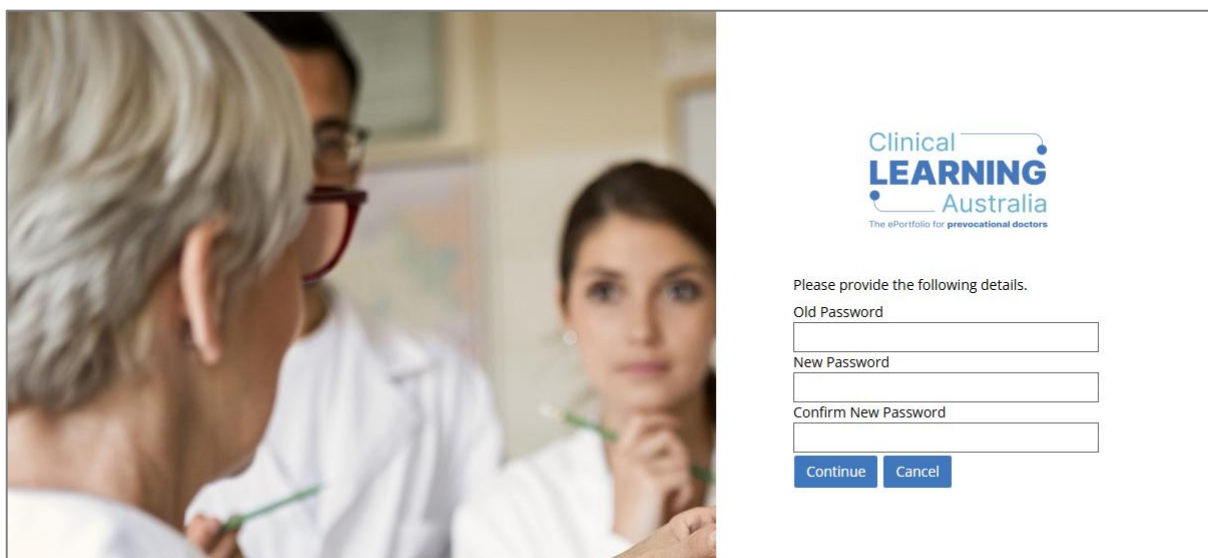
Note: You may need to refresh your page to see the profile picture appear.



To enter your contact phone number, enter this into the Phone field and select **Save Profile**.

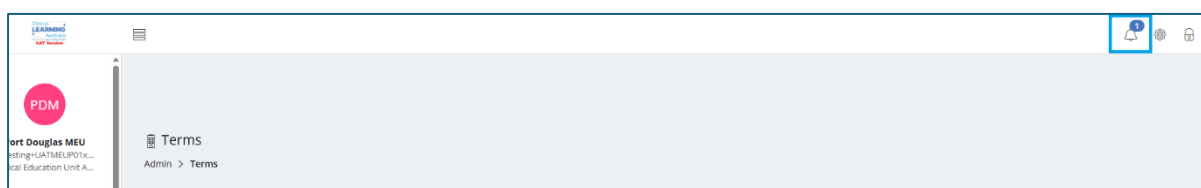
Note: your contact phone number is optional and is only used as a reference for your local Medical Education Unit (MEU) / Junior Medical Officer (JMO) Management team should they need to contact you. It is not visible to other users, including supervisors or Directors of Clinical Training (DCTs), and is not used for any system generated messages/calls. A phone number can be a mobile or landline number.

To change your password, select **Change Password** and follow the prompts. Click **Continue** to save your new password.

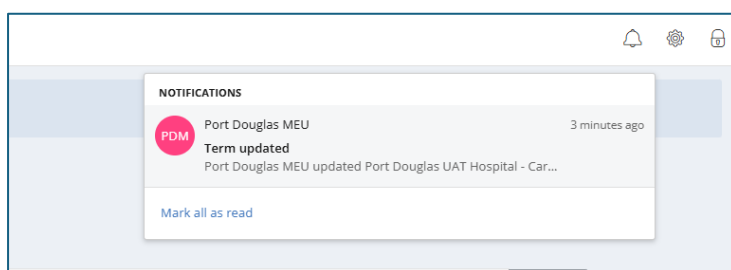


1.6 Notifications

CLA displays system notifications using the **bell** icon on the top right corner of the screen.



When you have unread notifications, a number will appear in a blue circle on the bell icon. Click the **bell** icon to view your notifications and access any relevant actions or information.



Read notifications remain in the list and are displayed in grey. Select **Mark all as read** at the bottom of the notification list to mark all notifications as read in a single action.

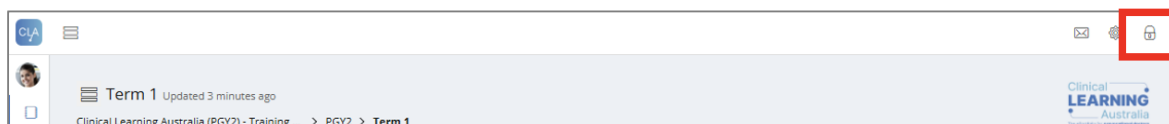
Notifications display the most recent first, allowing you to view your full notification history. Notifications do not expire and are not automatically removed from the list.

The notification list refreshes automatically every minute.

1.7 Logging out of CLA

To log out of CLA when you have finished your session, click on the **lock icon** in the top right-side corner of the screen. Please ensure you log out of CLA, particularly if using a public or shared computer.

Note: The system will automatically log you out after 30 minutes of inactivity.



2 Forms

2.1 Overview of forms

CLA has been designed in accordance with the [National Framework for Prevocational \(PGY1 and PGY2\) Medical Training](#).

The forms in CLA capture learning goals, beginning of term discussions, mid and end of term assessments, logbook entries and case/procedure logs, and **Entrustable Professional Activities (EPAs)** (including self-assessments).

PGY (x) doctors use CLA over the course of each term and throughout the clinical year to complete self-assessments and log training activities that they undertake.

Term Supervisors, Clinical Supervisors, Director of clinical Training (DCTS'), Executive Directors of Medical Services (EDMS'), and/or **Guest Assessors** use CLA to assess the progress of their assigned prevocational doctors in meeting the requirements of the National Framework by completing mid and end of term assessments and EPAs.

Clicking on **Current Term** in the **Trainee Profile and Overview** page opens to the Current Term landing page. The Current Term landing page provides an overview of the term, including progress to date for form completion as well as Term Content and a Term Description on the right-hand side. Tabs across the top separate the forms into their types.

Term 1 Updated 8 minutes ago

Trainees > Miranda Bailey > Clinical Learning Australia (PGY2) - Train... > PGY2 > Term 1

OVERVIEW START ASSESSMENTS LOGBOOK EPAs ASSESSMENT REVIEW PANEL

TERM
Goulburn Base Hospital - Paediatrics/Hospital in the Home

TERM
Goulburn Base Hospital - Paediatrics/Hospital in the Home

CONTACT

TERM PROGRESS - START: 1 NOV 2024, END: 31 JAN 2025

START

Learning Goals (Optional)

Beginning of Term Discussion | Completed

ASSESSMENTS

The purpose of these assessments is to provide feedback to the prevocational doctor on their performance to support their learning and to support assessment review panel decisions about satisfactory completion of PGY1 (the point of general registration) or PGY2. Assessments are to be completed by the term supervisor and by the prevocational doctor (for self-assessment) at the mid-point in any term longer than five weeks and at the end of the term. Other clinical supervisors, including registrars may conduct or contribute to the mid-term and end-of-term assessments with final sign off of the end-of-term assessment completed by the term supervisor.

Self Assessment

Mid Term Assessment | Completed

TERM CONTENT

Term Name	Paediatrics / HITH
Term Specialty	Paediatrics
Term Supervisor Name	Dr Joe Bloggs
Term Supervisor Email	joe.bloggs@example.com
Classification of clinical experience in term	- Chronic illness patient care - Acute critical illness patient care
Is this a service term?	No
Term accredited for	PGY2
Accreditation Status	Accredited
Term Description	Commencing the term

Forms can be commenced and saved as drafts for later completion, emailed to others for completion as required, and linked to Prevocational Outcome Statements.

Note. CLA does not send push notification emails to remind users that forms are nearing their submission date or passed the due date.

Forms can be completed on the Mobile App – see section [9](#) for more information.

2.1.1 Form permissions

Different roles in CLA have different permissions and form completion restrictions. For instance, self-assessments and logbook entries can only be initiated and completed by prevocational doctors, whereas End of Term assessments can only be initiated by **Term** or **Clinical Supervisors** linked to a trainee's term allocation and signed off by Term Supervisors.

Some forms require both the prevocational doctor and a supervisor, or other assessor, to complete portions of the form, e.g. EPAs. The prevocational doctor can complete their portion(s) and use the email function in the system to send the form to their supervisor for them to complete their portion(s).

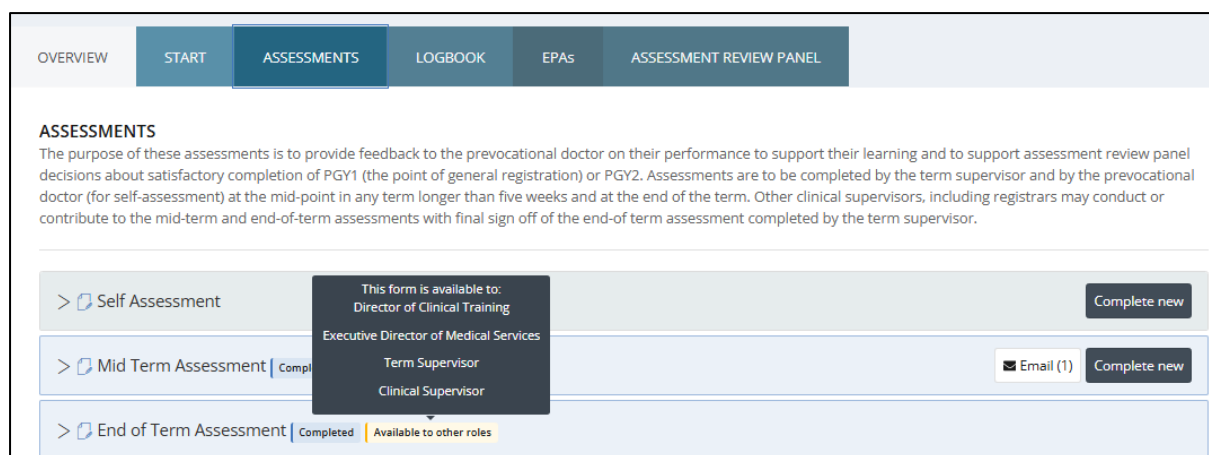
Note: Only Mid Term Assessment forms and EPAs can be emailed, either entirely blank or partially completed to an assessor to complete and submit. Alternatively, the system has been designed so that entire forms can be completed on a prevocational doctor's login, for instance using the app installed on their mobile device to complete an EPA in the clinical setting, and the supervisor and/or assessor's name and email are entered in the form as part of the sign-off process. The forms are emailed to those individuals for their records and validation of participation.

Important: The End of Term Assessments cannot be initiated by a prevocational doctor, nor can they be emailed to a supervisor to complete. The End of Term Assessment can only be

initiated by a supervisor linked to the prevocational doctor logging into CLA, viewing the doctor on their Dashboard, and initiating the form from their supervisor login.

Where a 'Guest Assessor' completes a mid term assessment or EPA form, an email is sent to the Administrator(s) for that organisation to ensure that individual is a valid assessor. Any responses completed by an unverified guest assessor will be flagged as 'Unapproved' until an Administrator has approved the guest assessor.

Where a form is not available to a role, a yellow label will appear to the right of the form name stating 'Available to other roles'. Hover over the label to see which roles this is forms available to.



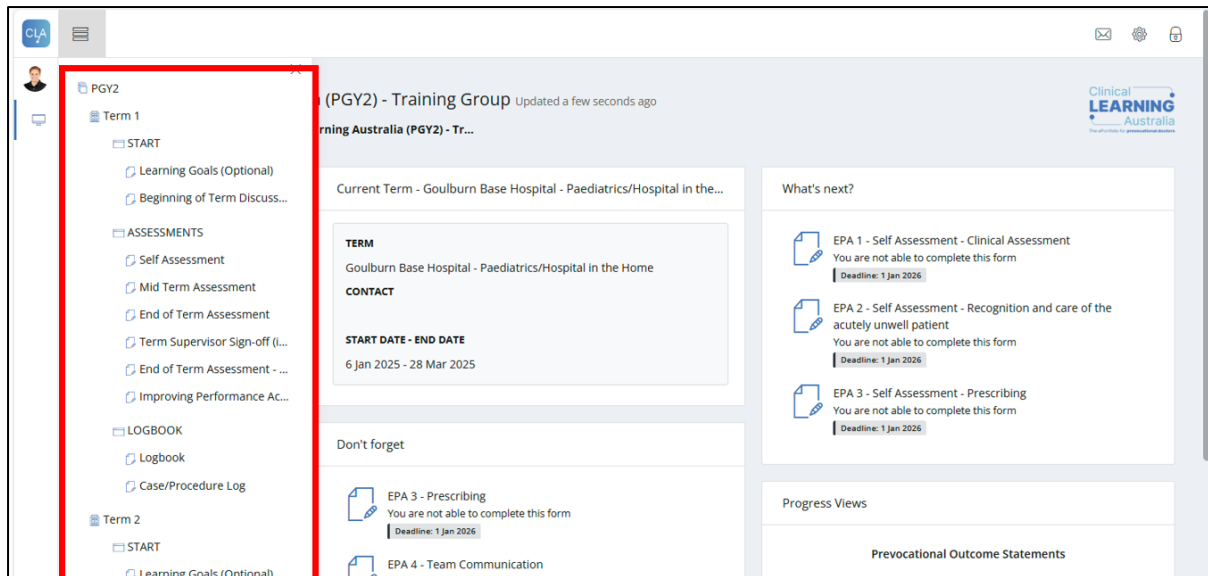
2.2 Navigating to forms

To complete a form, you need to navigate to the form you want to complete. This can be done in several ways:

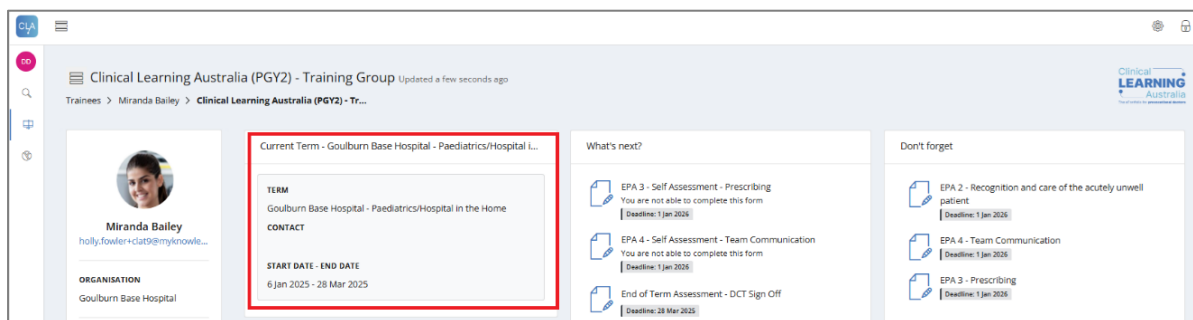
1) **Burger Icon**  - Click the secondary burger icon on your Trainee Profile and Overview page to view your ePortfolio. This opens a side menu listing all available forms within each term and then select the one you want to complete. **Note:** here you will see all for forms for all of the terms.



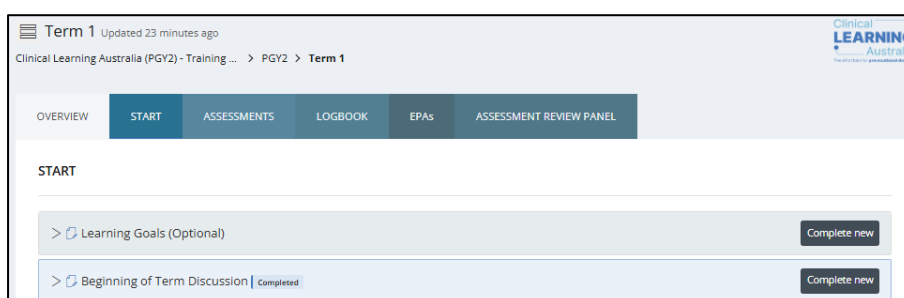
In the ePortfolio forms menu, select the form you want to complete. **Note:** You will need to scroll down the menu to find each set of term forms.



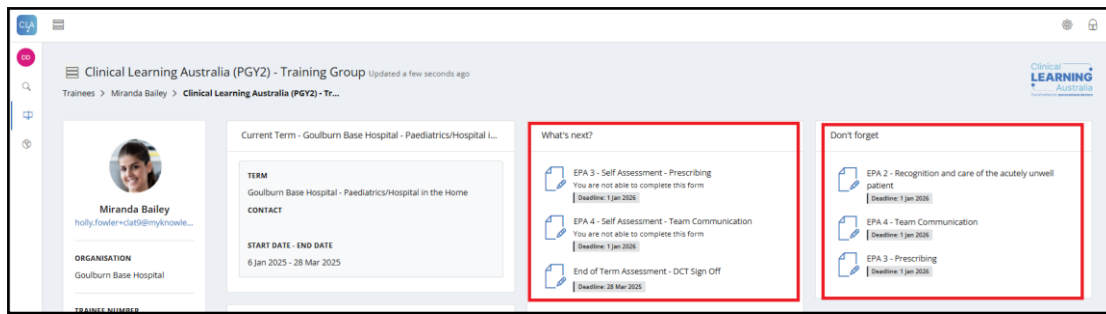
2) **Current Term** – Click in the **Current term** box in the centre of the Trainee Profile and Overview page.



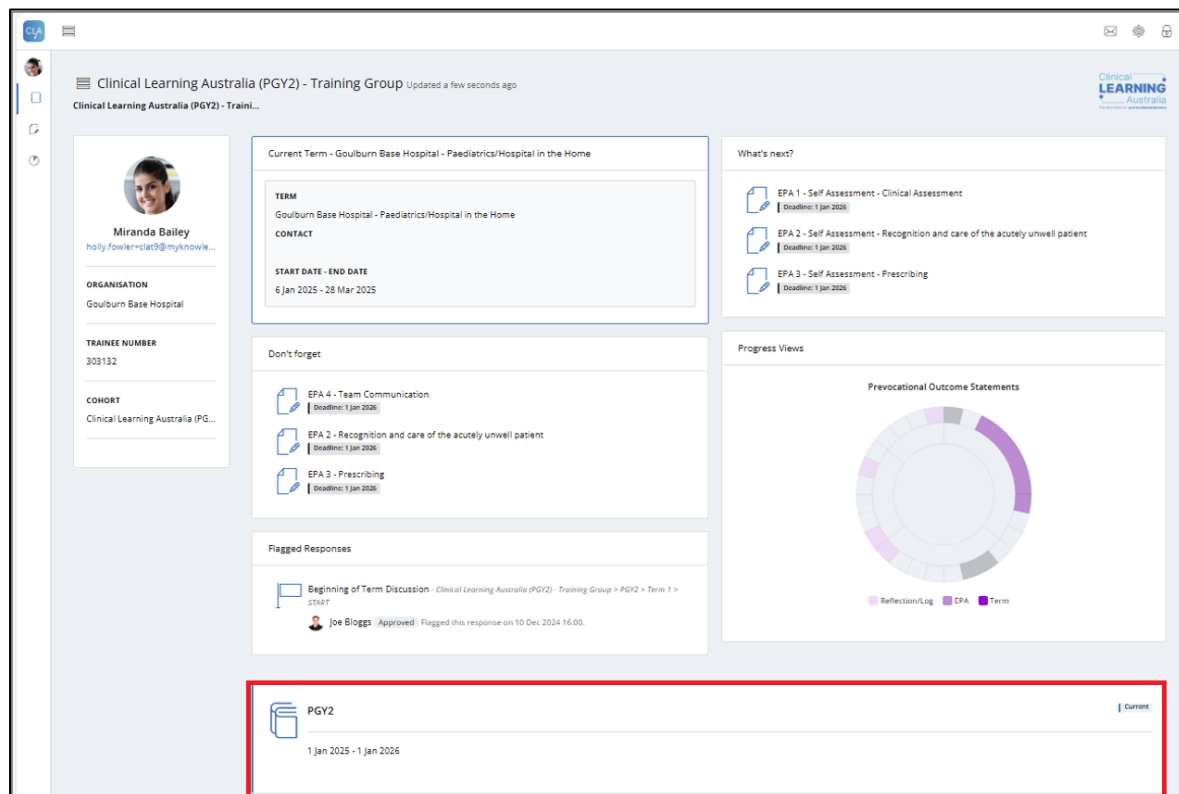
Locate the form by using either the Overview or specific tabs available within the current term. Click **Complete new** to the right of the form title.



3) **What's Next / Don't Forget** - If the form you want to complete is showing in the 'What's next?' or 'Don't Forget' boxes, you can select the form here to complete it.



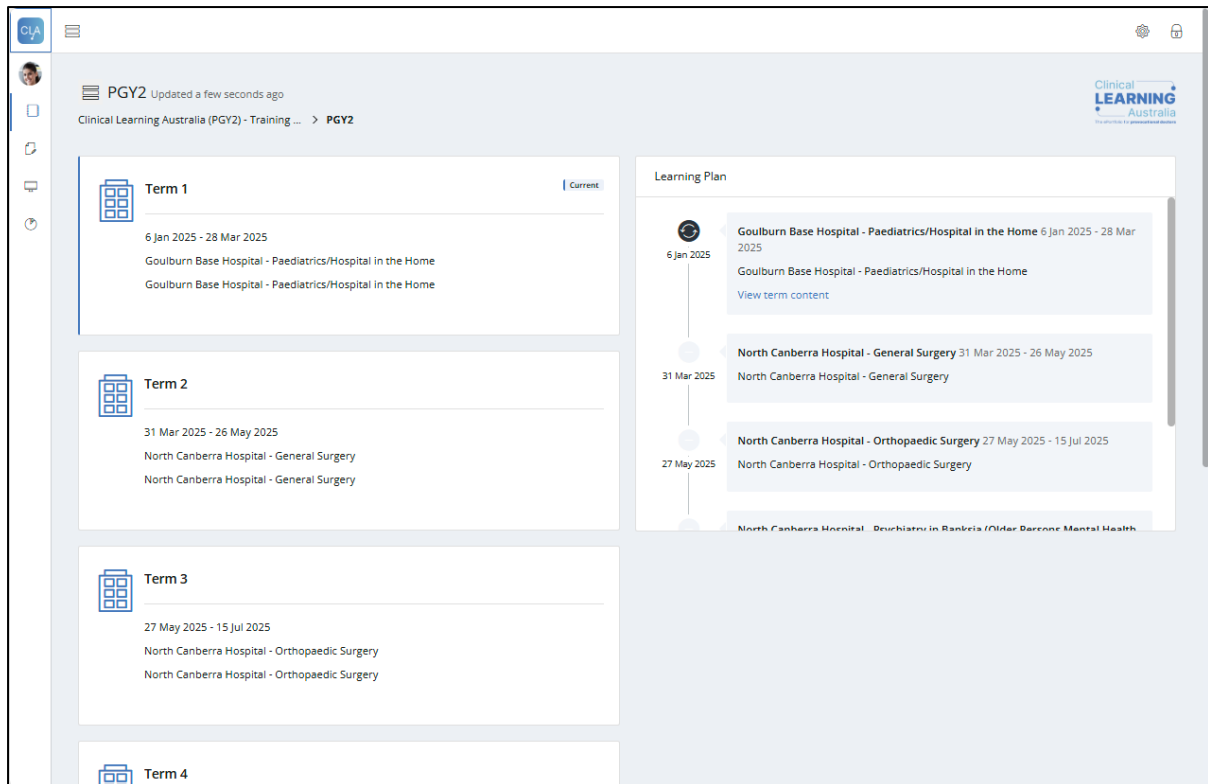
4) **PGY block** – Click on the PGY block at the bottom of your Trainee Profile and Overview page to see your term allocations and Learning Plan for the full clinical year. If the full year hasn't been loaded into CLA, you'll only see the current and past terms.



The current term in the Learning Plan on the right is denoted by a black circle with two arrows

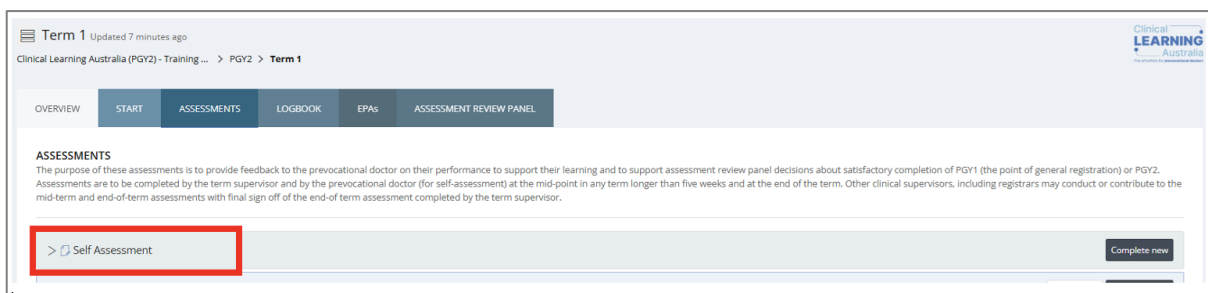


and completed terms have a blue tick . Click on the current term to open this and view forms. Alternatively, click on any of the term allocations on the left to see the term overviews and associated forms for any past or upcoming terms.



2.2.1 Previewing forms

Forms that have not previously been submitted can be previewed without opening a new editable version of the form. To preview a form, on the Current Term page, select the tab respective to the forms you want to view (e.g. Start, Assessment, Logbook or EPAs) and click on the name of the form.



Clicking on a form name expands a blank read-only version of that form. To complete a form, click on **Complete new** or navigate to a draft to continue completing.

ASSESSMENTS

The purpose of these assessments is to provide feedback to the prevocational doctor on their performance to support their learning and to support assessment review panel decisions about satisfactory completion of PGY1 (the point of general registration) or PGY2. Assessments are to be completed by the term supervisor and by the prevocational doctor (for self-assessment) at the mid-point in any term longer than five weeks and at the end of the term. Other clinical supervisors, including registrars may conduct or contribute to the mid-term and end-of-term assessments with final sign off of the end-of-term assessment completed by the term supervisor.

✓ Self Assessment Complete new

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

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

Form preview

Self Assessment

To be completed by the prevocational doctor at the mid-point in any term longer than five weeks and at the end of the term.

Relevant documents

The AMC Assessment Requirements (Training and Assessment Requirements Section 3) will assist in completing this form. The form aligns with the Australian Medical Council and Medical Board of Australia's Prevocational Outcome statements (Training and Assessment Requirements Section 2A) and the National Standards and Requirements for Prevocational (PGY1 and PGY2) Training Programs and terms.

Domain 1: Clinical Practice

The prevocational doctor as practitioner

The assessment of this Domain is based on the following outcomes:

✖ *Reflects upon the quality and safety of practice in the context of the own personal qualities within the domain and provides constructive self*

2.2.2 Viewing submitted forms

After forms have been submitted, the completed forms can be viewed on the Current Term page on their respective tabs or in the Responses screen. Depending on the form, you may see different tags against completed forms.

A 'Completed' label may appear to the right of the form name.

START

> Learning Goals (Optional)

✓ Beginning of Term Discussion Completed

The number of responses may appear to the right of the form name.

START

> Learning Goals (Optional) 1 Response

A target number of completions may display, depending on the form type. The target will be on the right, with the number of completions done on the left.

OVERVIEW START ASSESSMENTS LOGBOOK **EPAs** ASSESSMENT REVIEW PANEL

EPAs

> EPA 1 - Clinical Assessment 4/4 Completed

A label of Currently Unavailable indicates that the form is not in the date range for it to be completed – it may be for a previous term and is past the grace period, or it may be for a future term that’s not started yet. If you need to complete a form for a past term and it’s unavailable, contact the MEU Administrators and they’ll be able to reopen forms from past terms for you.

OVERVIEW **START** ASSESSMENTS LOGBOOK EPAs ASSESSMENT REVIEW PANEL

START

> Learning Goals (Optional) Currently unavailable

Forms may also have tags if there are unsubmitted drafts or if a form is not available to your role to complete. Where a form is not available for your role, hover over the tag to see the roles it is available to.

OVERVIEW START ASSESSMENTS **LOGBOOK** EPAs ASSESSMENT REVIEW PANEL

LOGBOOK

✓ Logbook 1 Trainee draft Available to other roles

Click on the **form name** to open a read only version of the completed form.

For Logbooks, Case/Procedure Logs and EPAs, a summary table of the responses is shown when you click on the form name. Where there are questions with lots of text, you can hover over that question in the table to review the full text.

You can also review the completed forms below the table. Click on the completed form name below the summary table to expand the full form.

Date Completed	Assessor	Consultation with input from:	Case Details	Self-assessment	Based on this case, what will you do to develop your learning further?	Patient type:	Brief description:	Assessor's declaration	Complexity of the case(s) for the level of training:	Entrustability scale	What went well?	What could be done to improve?	Agreed learning goals arising from the experience
3 Dec 2024 23:54	Specialist or ...	Registrar	1. if clinical e...	text	text	Adult	text	The patient's... Please note: ...	Low	Requires dir...	Yes	text	text
3 Dec 2024 23:45	Nurse/ nurse...	Nurse/ nurse...	7. develop pr...	TEXT	TEXT	Adult	TEXT	The patient's... Please note: ...	Medium	Requires pro...	Yes	TEXT	TEXT
3 Dec 2024 23:36	Nurse/ nurse...	Registrar	4. obtain a hl...	TEXT	TEXT	Adult	TEXT	The patient's... Please note: ...	Medium	Requires pro...	Yes	TEXT	TEXT
3 Dec 2024 16:01	Registrar	Registrar, Pa...	4. obtain a hl...	kjhg hj gk	asf sfd	asf as f							

RESPONSES (4)

- > Approved by Joe Bloggs (holly.fowler+termsupervisor1@myknowledgemap.com) on 3 Dec 2024 23:54
- > Approved by Joe Bloggs (holly.fowler+termsupervisor1@myknowledgemap.com) on 3 Dec 2024 23:45
- > Approved by Joe Bloggs (holly.fowler+termsupervisor1@myknowledgemap.com) on 3 Dec 2024 23:36
- > Approved by Tom Holland (tom@tpholland.com) on 3 Dec 2024 16:01

Note: Forms cannot be edited by the submitting user after they have been submitted. If you need to have a form edited or deleted, contact your MEU Administrator and they will be able to either edit the form on your behalf, return the form to you in a draft state, or delete the form.

After forms have been submitted, users can do the following:

- Add **Comments** to and **Reply** to comments on forms – see section [2.3.6](#)
- **Flag** forms – see section [2.3.7](#)
- **Print** or **download** forms – see section [2.3.8](#)
- **Map outcome statements** to forms – see section [2.3.9](#)

2.3 Completing forms

To begin completing forms, open a new form using one of the methods described in section 2.2 Navigating Forms.

Important:

Do NOT include personal or patient identifying information in forms. If included by PGY doctors, Supervisors or other users, the responses may be edited by an Administrator to remove.

Inside each form there will be several question type interactions.

Question Type	Definition
Multiple Choice Checklist	This can be in the form of a drop-down box or listed view. It can also have mandatory interaction, as well as either needing one selection (shown by circle check boxes), or multiple selections (shown by square check boxes).
File Upload	This allows you to upload a file to the response. Note: Only one file can be uploaded per response, and there is a file upload limit of 8MB.
Text response	This supports Rich Text Formatting and can exceed the space allocated in the question if necessary. You can click the Save changes button in the top right corner as you type your answer or copy and paste from another document.
Likert/Rubric Scale	This provides the option to grade opinions, attitudes, or behaviours. You can unclick radial buttons on a question if you mis-click. Note: If you select a score of 1 (Rarely met) or 2 (Inconsistently met) in the Likert scales, a mandatory 'Provide a justification' text will display.
Date/Time picker	This allows you to select a date and/or time. This can be current, or in the past.

Scroll through the forms and complete all relevant sections.

Forms have a number of functions across the top of the window:



From left to right, the form functions are:

- **Rename a response draft:** Use this to give the response draft a different name. By default, the name of the form is 'Draft', followed by the date and time the response was started. To rename the form, click into the text box to the left of the Delete button and change the name. It is recommended to include a date and sufficient defining text to make it easy to identify the correct form in the future if you have multiple drafts. When reopening the draft, the last updated date will display to the right of the name you have given it.
- **Delete:** Use this to abandon the form. Delete will remove the form as a draft copy. This includes partially completed previously saved drafts as well as new forms. Deleting a form cannot be reversed.
- **Save changes:** Use this to save the current form as a draft and keep it open to continue entering information.

Note: Forms automatically save as you enter information, after 10 seconds of inactivity. When the auto-save completes, the **Save changes** button changes to **Saved** until you restart editing.

- **Save & close:** Use this to save the form as a draft and exit the form. See section [2.3.1](#) for more information about editing draft forms.
- **Email for later:** Use this to email Mid Term Assessment or EPA forms to a Supervisor or Assessor. This is not available for all forms, and End of Term Assessments cannot be emailed. Forms sent via this workflow are not classed as fully complete in your ePortfolio until the person you sent it to completes and submits the form. See section [2.3.4](#) for more information about emailing forms.
- **Submit:** Use this to submit the form when you have finished entering information. This saves the form in CLA as Complete – it does not send the form to a supervisor for co-sign. See section [2.3.2](#) for more information about submitting forms.

The screenshot below shows an EPA 1 – Clinical Assessment form.

All EPAs have a shaded blue box at the top with hyperlinks out to relevant sections of the National Framework for Prevocational Medical Training to assist with the completion of the form (see image above). When you click these links, they will open in new tabs in your web browser.

Important: End of Term Assessments, EPAs, Logbook and Case/Procedure forms have a second tab with the **Prevocational Outcome Statements** available to tick as part of the completion of the form. Clicking the Prevocational Outcomes Statements tab next to the form allows for any relevant Prevocational Outcome Statements to be mapped as evidence against that particular form response. Outcome statements added in this way will contribute to the shading of the segments on the Progress Views wheel on your home page.

Draft 2025-06-13 14:54 [Delete] [Saved] [Save & close] [Submit]

End of Term Assessment - Completing for Miranda Leigh Bailey

End of Term Assessment | Prevocational Outcome Statements

End of Term Assessment

To be completed by the term supervisor at the end of the term.

Other clinical supervisors, including registrars may conduct or contribute to the assessment with final sign off of the end-of term assessment completed by the term supervisor.

Note: Where prevocational outcomes are shown at the top of this form, these are the prevocational outcomes that the term description identifies could be demonstrated during this term. If a Trainee has not met some or any of these outcome statements, or there are other outcome statements not identified above that have been demonstrated you can add or remove these via the prevocational outcome statements tab above.

Sources of information used to complete this form

Position/Role
Please provide the position/role of the Assessor undertaking the End of Term Assessment

FOR YOUR INFORMATION (noting that trainees cannot initiate End of Term Assessments, but you may need to assist a supervisor): For End of Term Assessments specifically, where Prevocational Outcome Statements have been pre-mapped to a Term Description, these will display as ticked at the top of the form in addition to the second tab. Your supervisor should review the pre-mapped statements and untick as required. To add additional statements not pre-mapped to the term, they need to navigate to the second tab and select these.

Draft 2025-06-13 15:28 [Delete] [Save] [Save & close] [Submit]

Outcome Statements outcome statements

- ☒ 1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.
- ☒ 1.2 Communicate sensitively and effectively with patients, their family and carers, and health professionals, applying the principles of shared decision-making and informed consent.
- ☒ 1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication and respect within an ethical framework inclusive of Indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care.
- ☒ 1.4 Perform and document patient assessments, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues.
- ☒ 1.5 Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of sustainability and cost-effectiveness.

End of Term Assessment - Completing for Demo Trainee

End of Term Assessment [Prevocational Outcome Statements]

End of Term Assessment

2.3.1 Editing previously saved forms

If you have previously partially completed a form using the **Save and close** function, you can continue to edit it by opening it from the relevant tab on the Current Term screen.

You will see in the right side of the row for the required form **(V)** beside the **Complete new** button. Click onto the **(V)** to see a dropdown box with the draft(s) available for that form and when they were last updated.

OVERVIEW [START] [ASSESSMENTS] [LOGBOOK] [EPAs] [ASSESSMENT REVIEW PANEL]

EPAs

> EPA 1 - Clinical Assessment | 4/4 Completed [Email (0)] [Complete new]

> EPA 1 - Self Assessment - Clinical Assessment | Deadline: 1 Nov 2027 [Complete new (1)]

> EPA 2 - Recognition and care of the acutely unwell patient | Deadline: 1 Nov 2027 | 0/2 Completed

Draft 2024-12-04 10:57 - updated 4 Dec 2024 11:15

Click on the draft you want to open in the dropdown to open that form.

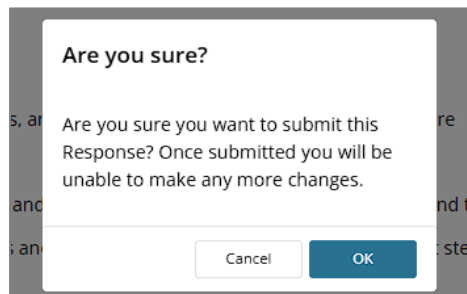
Continue to enter information into the form.

Note: Only drafts started in your account can be reopened to continue completing. Other users cannot see the contents of a draft form. Additionally, drafts completed on the web version of CLA are not visible in the mobile CLA app and vice versa. To view a draft you have previously initiated, you will need to view it in the version of CLA in which it was created (i.e. web or app).

As an example, a Logbook entry commenced and saved as a draft using the CLA mobile app on your tablet will not be visible in the web view but must be completed and submitted via the app to save in CLA.

2.3.2 Submitting forms

When you have completed your form, click **Submit** in the top right corner to save your form as final. You will be asked to confirm that you are ready to submit the form.



If you are sure, click **OK** and a small progress bar will pop up as the form is submitted.



Note: clicking Submit does not send the form to a supervisor for sign-off. If you want to send the form to a supervisor or other assessor to sign-off, use the Email for Later function.

2.3.3 Submitting MTA and EPA forms via the trainee's login

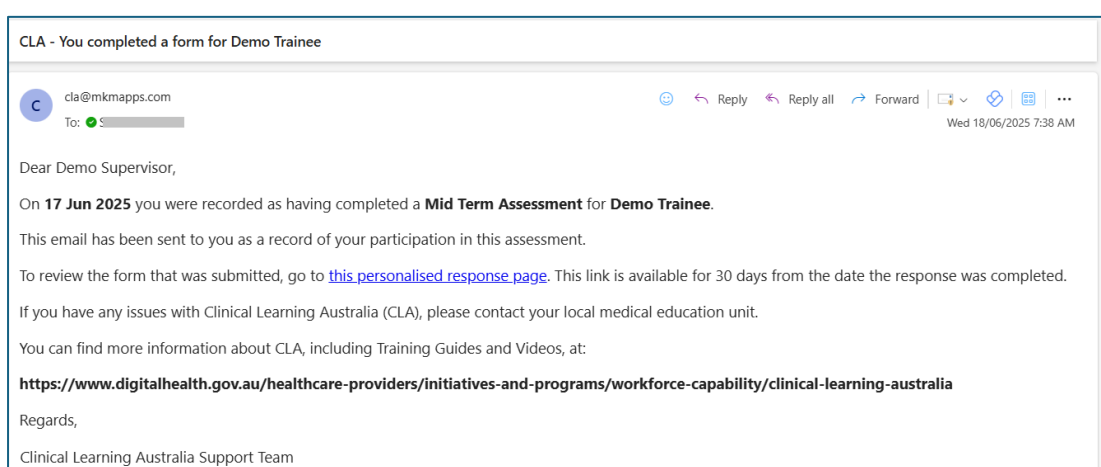
Mid Term Assessment forms and EPAs can be initiated in a prevocational doctor's CLA account and completed together with your supervisor or assessor.

At the top of the forms, the assessor can enter in their position/role and any other information they want to include to identify themselves.

A screenshot of a web form titled "Mid Term Assessment". At the top, there's a header bar with "Draft: 2025-07-09 09:21" and a "Delete" button. To the right are buttons for "Saved", "Save & close", "Email for later", and "Submit". The form content includes a section "Sources of information used to complete this form" with a dark blue background. Below that is a section titled "Position/Role" with the instruction "Please provide the position/role of the Assessor undertaking the Mid Term Assessment". This section is highlighted with a red rectangular box. The form also contains descriptive text about the assessment process.

At the end of the forms, the assessor enters their name and email address as part of the sign off process to indicate that they completed the assessment with you.

Where a supervisor's or assessor's name has been entered into a mid term assessment or EPA as part of the sign-off process, an email is sent to that person's email as a confirmation and record of having participated in the assessment and completion of the form.



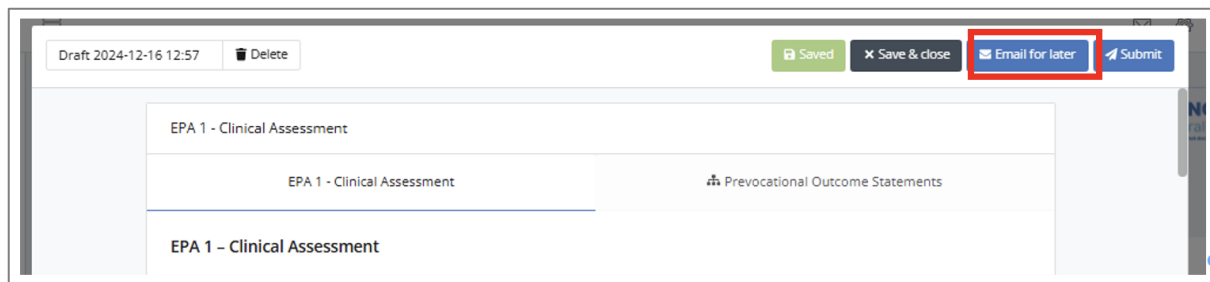
The email contains a link to the completed form which is active for 30 days so that they can review the submitted form.

If an assessor signs-off using an email address that does not exist in CLA, e.g. a pharmacist, this will create a Guest Assessor account for that email and notify the MEU Admin team that a form has been submitted by a new unapproved assessor. That assessor will still receive a confirmation email of having participated in the assessment.

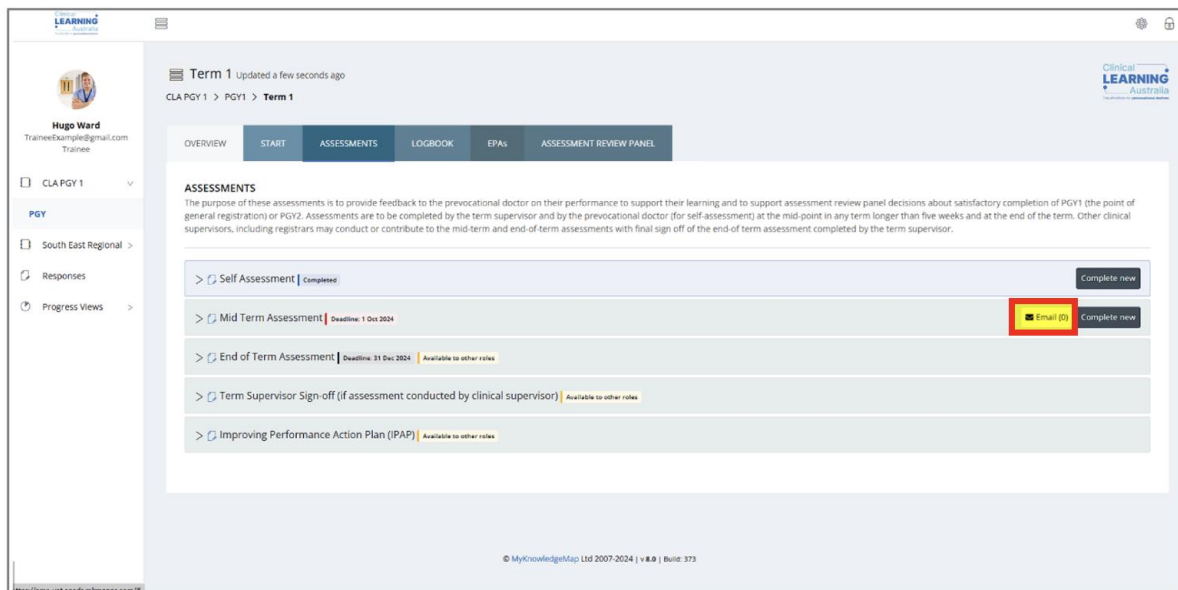
2.3.4 Emailing forms

You can email a blank or partially completed mid term assessment or EPA form to an assessor to complete later. The **Email for later** button is located in the top right corner of the form that you are in the process of completing, or you can select **Email** directly from the Overview screen on the Assessment or EPA tabs to email a blank copy of the form to an assessor for them to complete.

Example: **Email for later** when in the process of completing a form.



Example: **Email** button to send a blank form.



Using either email function sends an email to the relevant Supervisor or Assessor with a URL link to the form for completion.

If the person you are sending the form to has completed a form for you in the past, their name and email will auto-populate as you begin typing either of these. If the person has not completed a form for you previously, type their name and email address into the required fields.

It is optional to add a short message to the email.

When using the **Email** function to send a blank mid term assessment or EPA, the system will note if the form has already been emailed to any Supervisors or Assessors and display a list at the bottom of the window.

You can view which forms you have sent using **Email** or **Email for later** on the Term Overview screen in the Assessments and EPAs tabs by looking at the **Email (V)** button to the right of the forms. The **(V)** denotes the number of people the form has been emailed to.

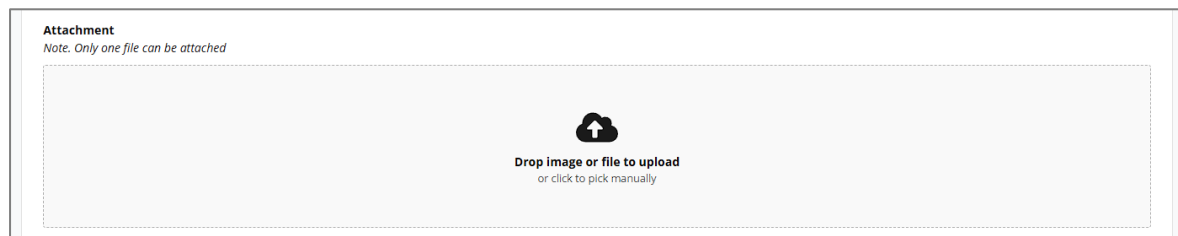
Additional actions are available if you click the 3-dots to the right of an email recipient:

- Reminder emails can be sent every 24 hours.
- You can edit the recipient if you have made a mistake with the email address or need to send it to someone else. This deactivates the URL for the incorrect recipient.
- You can delete the email if it is no longer needed.

2.3.5 Attaching a file to a Logbook

It is possible to upload files into Logbook entries. Only one file may be attached per response. This can be an image or file from your computer or mobile device.

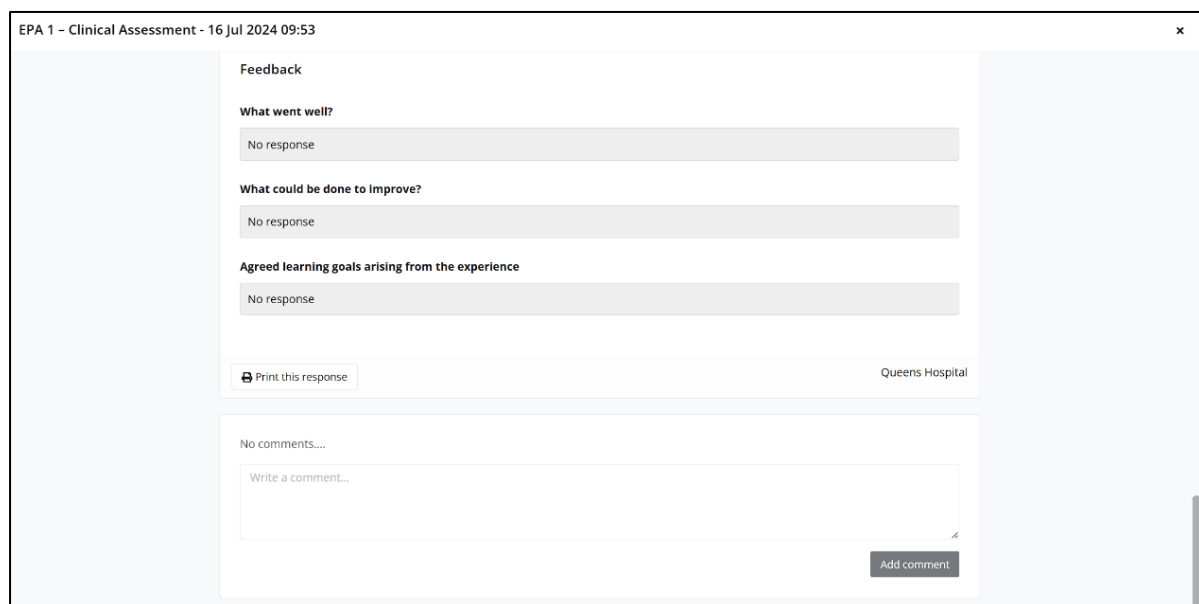
Either drag and drop the file to upload into the Attachment section or click in the grey area and follow the prompts to upload a file.

A screenshot of the 'Attachment' section in a logbook entry. It features a grey rectangular area with a dashed border. In the center of this area is a black cloud icon with an upward-pointing arrow. Below the icon, the text reads 'Drop image or file to upload' followed by 'or click to pick manually' in a smaller font. Above the grey area, the word 'Attachment' is written in bold, and below it, a note states 'Note. Only one file can be attached'.

The maximum file size limit is 8MB.

2.3.6 Providing comments on a form

At the bottom of each submitted response, there is the opportunity to add comments. These can be from anyone who has access to complete that form, including prevocational doctors, supervisors, and admins. It is also possible to reply to comments entered against forms and retract comments.

A screenshot of a web form titled 'EPA 1 - Clinical Assessment - 16 Jul 2024 09:53'. The form contains several sections: 'Feedback' with two text input fields labeled 'What went well?' and 'What could be done to improve?', both containing the text 'No response'; and 'Agreed learning goals arising from the experience' with a text input field containing 'No response'. Below these is a 'Print this response' button and the text 'Queens Hospital'. At the bottom, there is a 'No comments...' section with a text input field labeled 'Write a comment...' and an 'Add comment' button.

To add a comment:

- Open submitted form in the preview format by clicking on the form name
- Scroll to the end of the form to locate the Comments box
- Type in the comment

- Click **Add comment**

To reply to comments:

- Find the comment using the steps above and click **Reply** function
- Type a comment
- Click **Send Reply**

Comments added will be visible to other users that have access to that form. Comments cannot be edited, but they can be retracted by the user who put the comment in if required. If a comment needs to be retracted that was entered by another user, contact your MEU administrator to remove.

Note. Adding a comment will **not** notify users; therefore, it is highly recommended to also 'flag' the response to bring the changes to the user's attention.

For more information on how to flag a response, please visit section 2.3.7 of this guide.

2.3.7 Flagging a form

Forms can be flagged. This means when reviewing, users will observe this form has been flagged for attention.

The flagged forms will appear on the prevocational doctor's homepage in the **Flagged response** section. Click on the form in the Flagged Responses section to open the form.

The screenshot displays the Clinical Learning Australia (PGA2) - Training Group dashboard. The top navigation bar includes the logo and the text 'Clinical Learning Australia (PGA2) - Training Group Updated a few seconds ago'. The main content area is divided into several sections:

- User Profile:** Miranda Bailey, holly.fowler+clat9@myknowle... (Goulburn Base Hospital)
- Current Term:** Goulburn Base Hospital - Paediatrics/Hospital in ...
- What's next?** EPA 1 - Self Assessment - Clinical Assessment (Deadline: 1 Nov 2027), EPA 2 - Self Assessment - Recognition and care of the acutely unwell patient (Deadline: 1 Nov 2027), EPA 3 - Self Assessment - Prescribing (Deadline: 1 Nov 2027).
- Don't forget:** EPA 2 - Recognition and care of the acutely unwell patient (Deadline: 1 Nov 2027), EPA 3 - Prescribing (Deadline: 1 Nov 2027), EPA 4 - Team Communication (Deadline: 1 Nov 2027).
- Progress Views:** Prevocational Outcome Statements (Reflection/Log, EPA, Term).
- Flagged Responses:** A red box highlights a response titled 'Beginning of Term Discussion - Clinical Learning Australia (PGA2) - Training Group - PGA2 - Term 1 - START' by Joe Bloggs, approved and flagged on 10 Dec 2024 at 16:00.

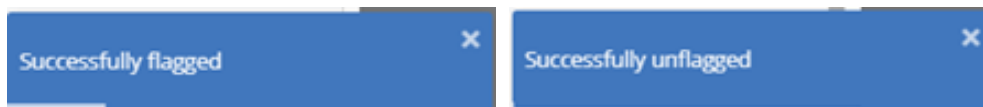
To flag a form, on the form scroll down to the end and click **Flag this response**.

Note: It is recommended to leave a comment explaining why the form has been flagged.

To unflag a form, repeat the steps above, open the form, scroll to the bottom and select **Unflag this response**. This removes the form from the Flagged Responses section of the Trainee Profile and Overview page.

 **Unflag this response**

As you flag and unflag forms, a notification message will appear on the right side of the screen indicating that you have successfully flagged or unflagged a form.



2.3.8 Printing/Downloading a form

Forms can be printed or downloaded by saving as PDF.

To print or download a form, locate the form response, scroll down to the end, and click **Print this response**.

Note: Form responses can only be printed or downloaded individually.

2.3.9 Mapping outcome statements to forms

For End of Term Assessments (supervisors only), Logbook, Case/Procedure Log, and EPA entries, it is possible to map the forms to Prevocational Outcome Statements.

This can be done in two ways:

- 1) While completing the form, before clicking on Submit.
- 2) Or, after the form has been submitted, if you either forgot to map at the time of completion or after further thought (post submitting a response), you can map Outcome Statements to a completed form.

Please refer to the steps in section 2.2.2 [Viewing submitted forms](#) for more information about accessing completed forms.

Mapping Outcome Statements while completing a form:

When you have opened a form, navigate to the Prevocational Outcome Statements tab at the top of the form page.

Logbook

Logbook

Prevocational Outcome Statements

CHOOSE OUTCOME STATEMENTS

▼ PRACTITIONER

- ☐ 1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.
- ☐ 1.2 Communicate sensitively and effectively with patients, their family and carers, and health professionals, applying the principles of shared decision-making and informed consent.
- ☐ 1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication and respect within an ethical framework inclusive of Indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care.
- ☐ 1.4 Perform and document patient assessments, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues.
- ☐ 1.5 Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of sustainability and cost-effectiveness.
- ☐ 1.6 Safely perform a range of common procedural skills required for work as a PGY1 or PGY2 doctor.
- ☐ 1.7 Make evidence-informed management decisions and referrals using principles of shared decision-making with patients, carers and the health care team.
- ☐ 1.8 Prescribe therapies and other products including drugs, fluids, electrolytes, and blood products safely, effectively and economically.
- ☐ 1.9 Recognise, assess, communicate and escalate as required, and provide immediate management to deteriorating and critically unwell patients.
- ☐ 1.10 Appropriately use and adapt to dynamic systems and technology to facilitate practice, including for documentation, communication, information management and supporting decision-making.

SELECTED OUTCOME STATEMENTS

No outcome statements selected

Select any outcome statements that the prevocational doctor has evidenced as part of the form response.

Tick or untick outcome statements in the Choose Outcome Statements section on the left to populate the Selected Outcome Statements section on the right.

Draft 2025-06-13 15:31 Delete Save changes Save & close Email for later Submit

EPA 1 - Clinical Assessment - Completing for Demo Trainee

EPA 1 - Clinical Assessment

Prevocational Outcome Statements

CHOOSE OUTCOME STATEMENTS

▼ PRACTITIONER

- ☒ 1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.
- ☐ 1.2 Communicate sensitively and effectively with patients, their family and carers, and health professionals, applying the principles of shared decision-making and informed consent.
- ☐ 1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication and respect within an ethical framework inclusive of Indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care.
- ☐ 1.4 Perform and document patient assessments, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues.

SELECTED OUTCOME STATEMENTS

1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.

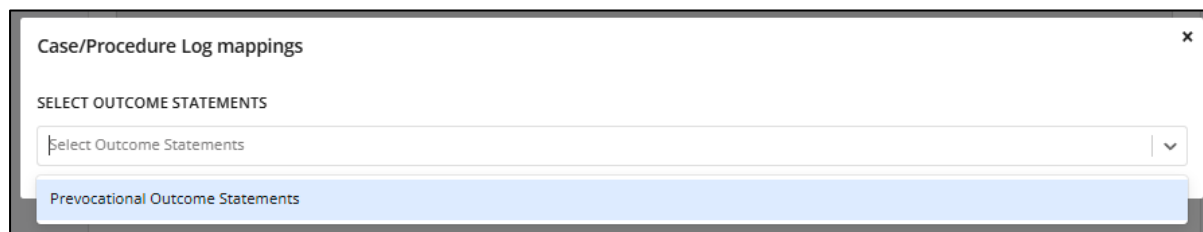
Complete the rest of the form and **Submit**.

Mapping Outcome Statements after a form has been submitted:

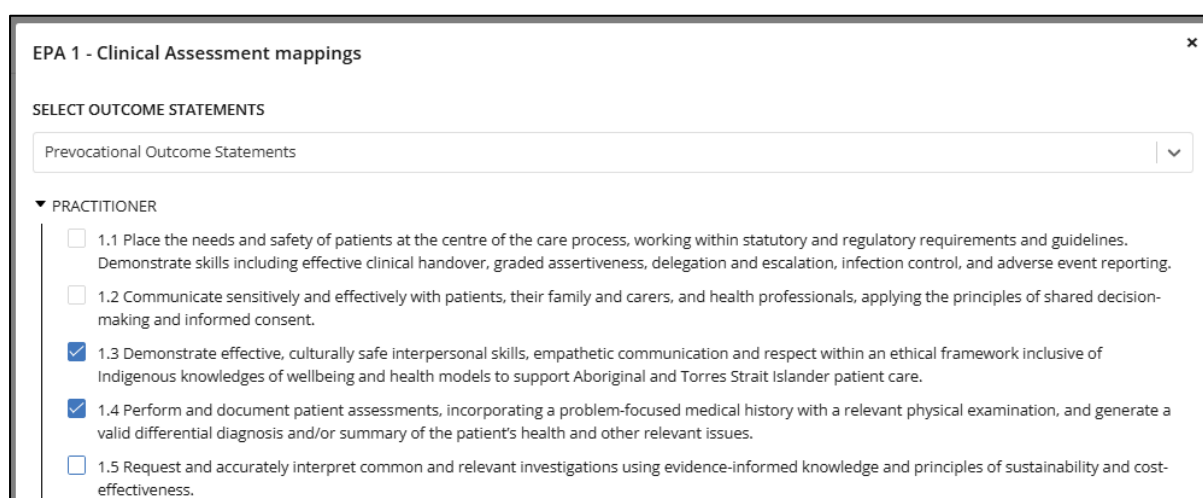
Navigate to the completed/submitted form, expand the form, scroll to the bottom of the form and click on **Map this response**.

 Map this response

Clicking on **Map this response** opens a mappings window. In the Select Outcome Statements dropdown box, select Prevocational Outcome Statements.



Tick or untick the Prevocational Outcome Statements as needed.



As changes are made, a notification message will appear on the right side of the screen indicating that evidence has been added if you ticked a box or evidence has been removed if you unticked a box.

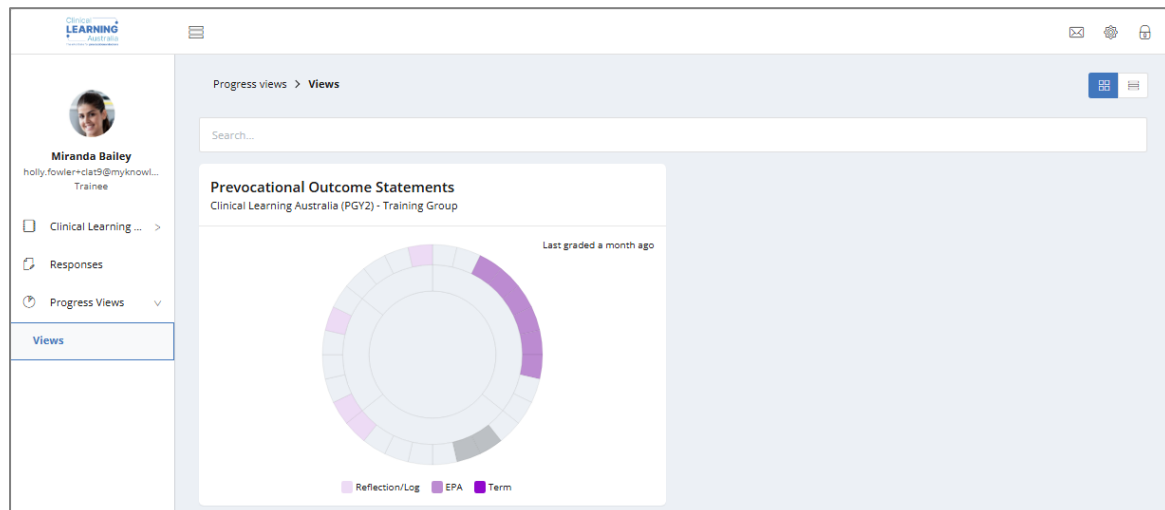


Note: Where Outcome Statements are added to a response after the form has been submitted, these appear in the Progress Views wheel as grey and need to be manually graded/approved by an administrator, supervisor or DCT to confirm if the prevocational outcomes linked to a piece of evidence (e.g. an assessment or EPA) have been demonstrated.

2.4 Progress Views

Using the **Progress Views** screen, prevocational doctors can see in greater detail their progress in documenting evidence against each of the Prevocational Outcome Statements.

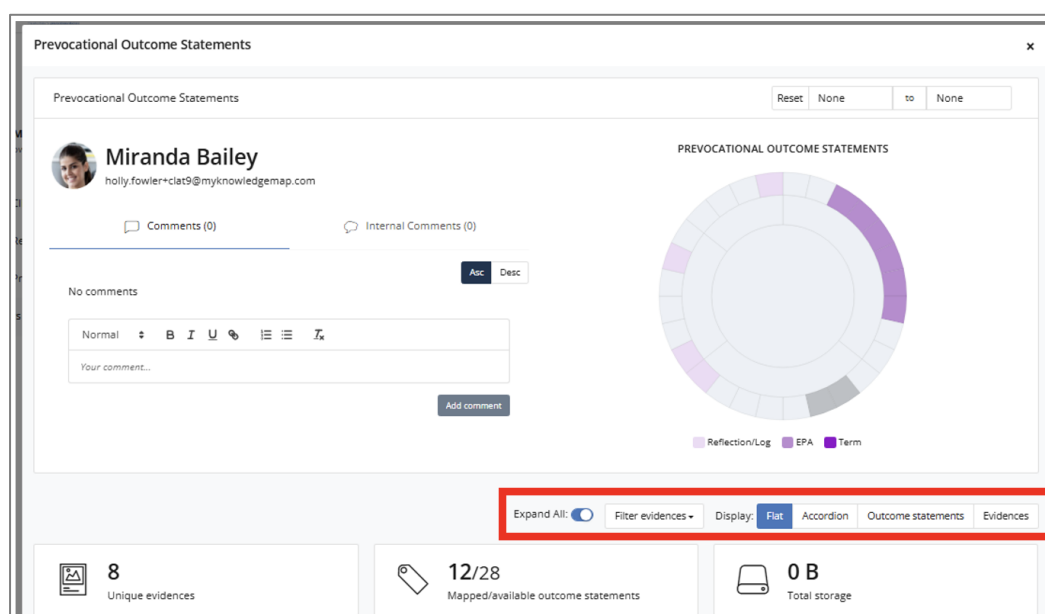
Open the Progress Views screen from the left-side Navigation Bar and click on the Prevocational Outcome Statements heading.



Alternatively, click on the Prevocational Outcome Statements visual on your Trainee Profile and Overview screen (home screen when you open CLA).

The **Prevocational Outcome Statements** screen allows you to drill into the statements and evidence that you have provided against each.

You can expand or collapse all the statements, filter evidence, and change the display to suit how you want to view this. Based on the display selected, additional filtering options may become available.



Depending on the filters and display selected, the Prevocational Outcome Statements will be displayed in the lower portion of the screen.

For each Statement, it will show if any evidence has been linked to it, via EPAs, Reflections/Logbooks or End of Term Assessment, and if there are any comments associated with that evidence or Outcome Statement. The example below shows two pieces of evidence have been linked to Statements 1.3 and 1.4 versus none for 1.1 and 1.2. If the Statement was evidenced as part of an EPA, EPA will display in the top right corner of the Statement.

Expand All: ☐ Filter evidences Display: Flat Accordion Outcome statements Evidences

8 Unique evidences 12/28 Mapped/available outcome statements 0 B Total storage

Prevocational Outcome Statements (4) No description. 0 0 0

PRACTITIONER (10) No description. 0 0 0

1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting. No description. 0 0 0

1.2 Communicate sensitively and effectively with patients, their family and carers, and health professionals, applying the principles of shared decision-making and informed consent. No description. 0 0 0

1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication and respect within an ethical framework inclusive of Indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care. No description. 2 0 0 EPA Last updated: 3 December 2024

1.4 Perform and document patient assessments, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues. No description. 2 0 0 EPA Last updated: 3 December 2024

Click on any of the Statements to expand the view and see the evidence that has been attached. Click on the image to see a read-only version of the form.

1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication and respect within an ethical framework inclusive of Indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care.

No description.

Evidences (2)

Comments (0)

Internal Comments (0)

EPA 1 - Clinical Assessme...

Added a month ago

Logbook

Added a month ago

2 evidences added

Browse evidences

Last updated: 3 December 2024

Where no evidence has been attached, click on **Browse evidence** to see any completed EPAs, Reflection/Logbook or End of Term Assessment entries.

PRACTITIONER (10)

No description.

0 0 0

1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.

No description.

Evidences (0)

Comments (0)

Internal Comments (0)

Add evidence to support '1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.'

Browse evidences

To add evidence to a Statement using an already completed EPA or Logbook entry, click on **Browse evidence** to see the completed and available forms.

Sep-26

35

1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.

No description.

Evidences (0) Comments (0) Internal Comments (0)



Add evidence to support '1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.'

[Browse evidences](#)

Type: All Sort by: Date created Asc Desc Grid List



EPA 1 - Clinical Assessme...
Added a month ago



EPA 1 - Clinical Assessme...
Added a month ago



Logbook
Added a month ago



Logbook
Added a month ago



Reflection/Log
Added a month ago



Case/Procedure Log
Added a month ago

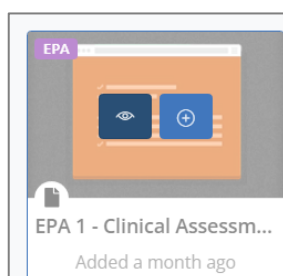


Case/Procedure Log
Added a month ago



EPA 1 - Clinical Assessme...
Added 2 days ago

Hover over the available forms and click on the eye icon to view the form or the + icon to add this.



Follow the same process as above to add evidence to Statements where evidence exists to add additional evidence.

To remove evidence that you have added in error, hover over the evidence and select the red X icon.

1.1 Place the needs and safety of patients at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective clinical handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.

No description.

Evidences (1) Comments (0) Internal Comments (0)

EPA 1 - Clinical Assess...
Added a few seconds ago

1 evidences added [Browse evidences](#)

Search evidences... Type: All Sort by: Date created Asc Desc [Grid Icon] [List Icon]

EPA 1 - Clinical Assess...
Added a month ago

Logbook
Added a month ago

Logbook
Added a month ago

Reflection/Log
Added a month ago

Case/Procedure Log
Added a month ago

Case/Procedure Log
Added a month ago

EPA 1 - Clinical Assess...

3 Using the Mobile App

A mobile app is available for CLA for use by prevocational doctors. The mobile app can be used to complete assessment forms, for instance EPAs, in real time in a clinical setting with any Supervisor/Assessor.

Although the mobile app is only able to be logged into by prevocational doctors, they may allow Supervisors/Assessors to complete their respective sections of forms using the prevocational doctor's mobile app and then sign off with their name and email. An email is sent to the Supervisor/Assessor for validation.

The mobile app supports the use of voice-to-text dictation tools to complete text fields in forms.

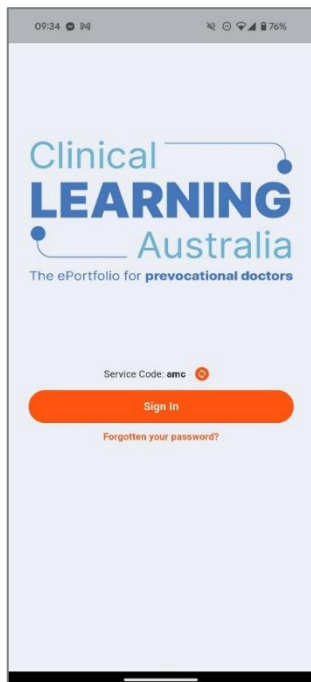
The mobile app can be set to continually sync to CLA, or to not send data unless the device is connected to Wi-Fi. Forms and Assessments can be completed in the mobile app in offline format and then need to be manually synchronised to the online CLA when Wi-Fi is available.

3.1 How to login to the mobile app

Download the mobile app by searching for 'Clinical Learning Australia' developed by MyKnowledgeMap in the app store for your device and select **Install**.



Once installed, open the app and click on the **Sign In** button.

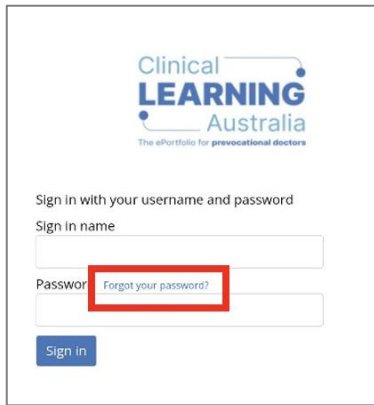


Enter in your login credentials and press **Sign in**.

A screenshot of the Clinical Learning Australia web login form. It includes the app logo and a sign-in instruction. There are input fields for 'Sign in name' and 'Password', with a 'Forgot your password?' link next to the password field. A blue 'Sign in' button is at the bottom.

3.2 Forgotten password

If you have forgotten your password, select **Forgot your password?** from the login screen.



Clinical
LEARNING
Australia
The ePortfolio for prevocational doctors

Sign in with your username and password

Sign in name

Password Forgot your password?

[Sign in](#)

Enter your email address and click **Send verification code**.



Clinical
LEARNING
Australia
The ePortfolio for prevocational doctors

Please provide the following details.

Verification is necessary. Please click Send button.

Email Address

[Send verification code](#)

[Continue](#) [Cancel](#)

You will receive a verification code to the email address you provided.

Follow the prompts to enter your verification code and change your password.

Use the new password to login to the app and web version of CLA.

3.3 The Navigation Bar

On the mobile app, users can navigate using the bar on the bottom of the screen. There are three sections: **Home**, **In Progress**, and **Settings**.

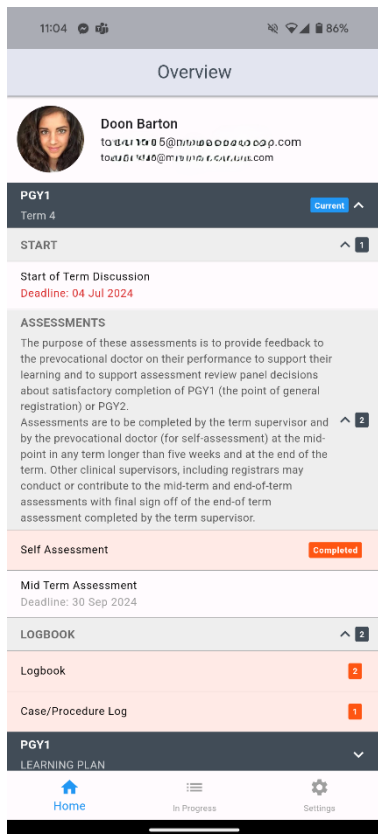
Home shows you your learning portfolio and allows you to start assessments.

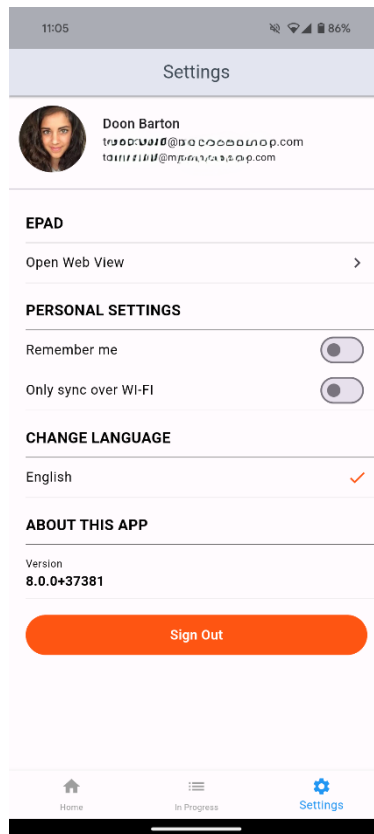
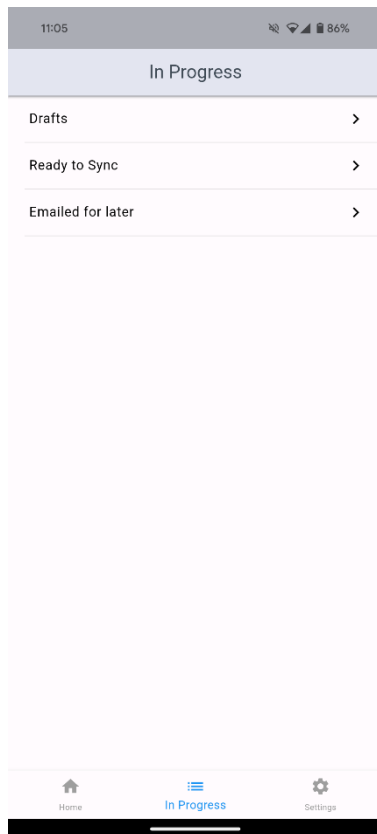
In Progress shows you the following options:

- See a list of **Drafts** you have saved to your device. (**Note:** Drafts started in the app won't be seen in the web browser version of the site)
- **Ready to Sync** shows any Assessments that have not yet been sent to the browser version of the site. You can manually sync those with a mobile data or Wi-Fi connection (depending on the settings selected within the app).
- **Email for Later** shows any forms that have been sent out to someone else to complete.

Settings allows you to:

- Change your view to the **Web View**. (**Note:** This will require connection to mobile data or Wi-Fi)
- Enable **Remember me** if you want to remain signed into the app. It is recommended that this is enabled to ensure you can work offline where there is no data connection.
- **Only Sync over Wi-Fi** if you don't want to use your mobile data allowance to sync the app.
- **Sign out**, which should be used on any devices that might be shared between users.





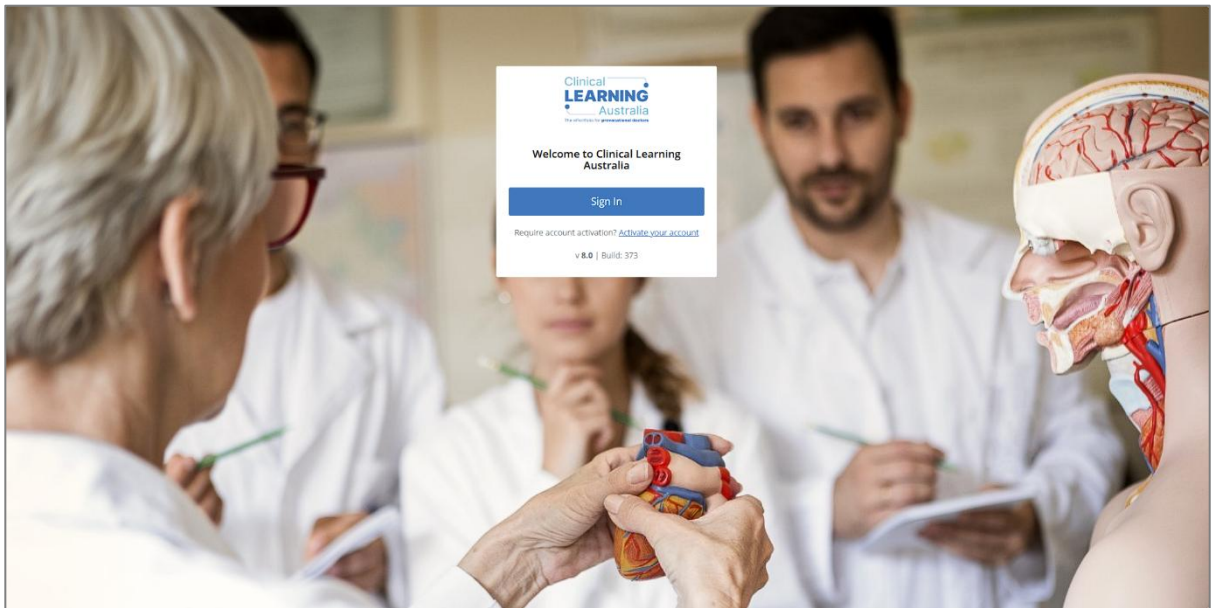
Forms that are submitted in the mobile app will only appear in CLA when a sync has been completed.

It is your responsibility to ensure that this takes place, and to raise any issues in doing so with your Medical Education Unit.

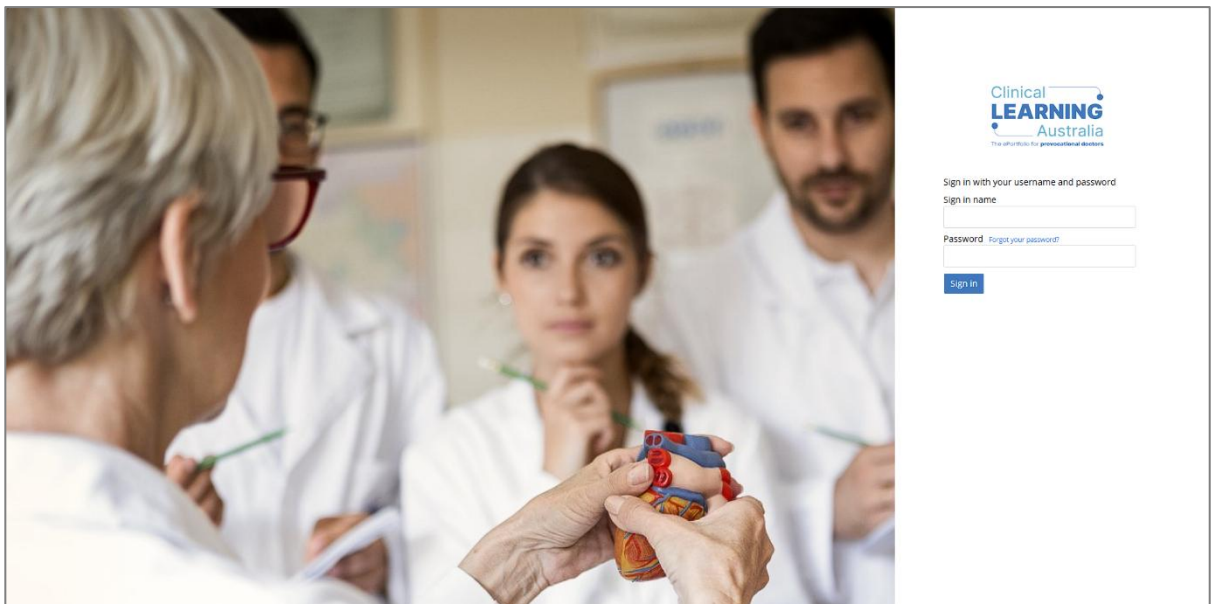
4 Scenario

4.1 Completing an EPA – Self Assessment

Hugo, a PGY1 doctor, wants to complete an EPA 1 – Self Assessment – Clinical Assessment form. He first goes to the CLA website, and puts in the URL - <https://cla.epads.mkmapps.com> and clicks on **Sign in**.

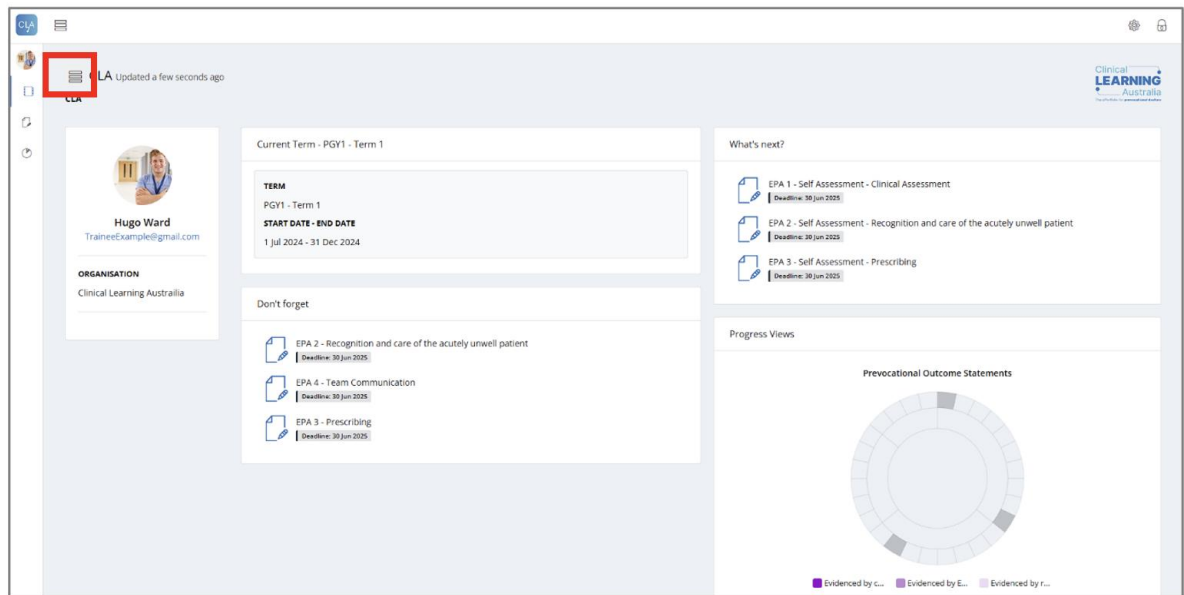


Hugo enters his email address and password before clicking the **Sign in** button.

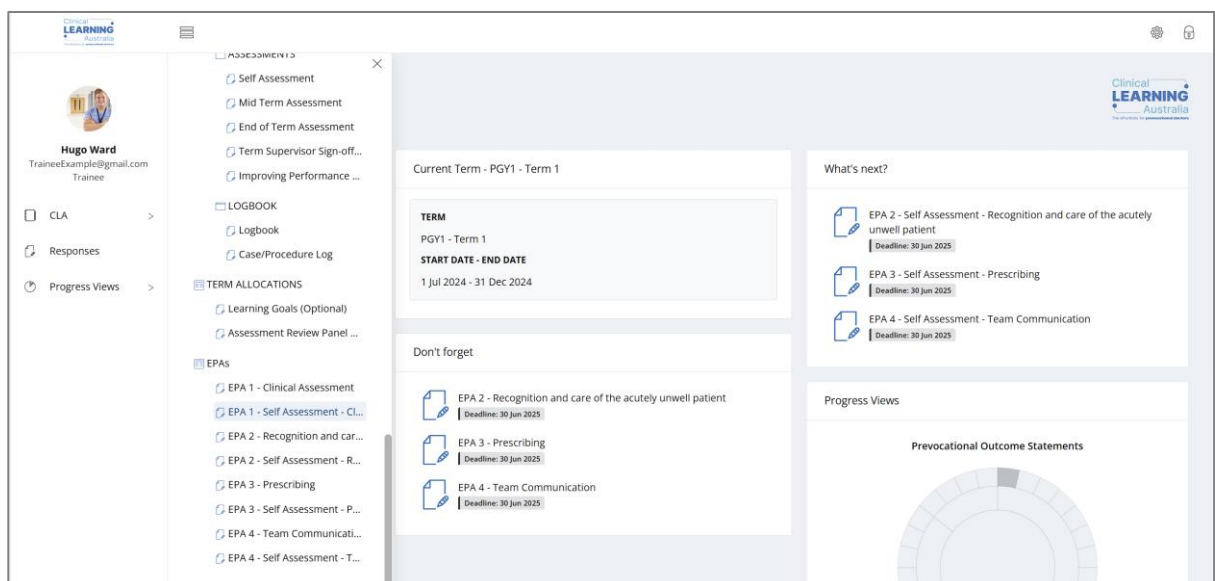


Starting from the home page, Hugo can see that the form he wants to complete is in the **What's next?** section and has a deadline of the 30th of June 2025. Hugo wants to

confirm if he has already completed this form before, so he opens the Portfolio using the secondary burger icon.



Now here is a list of all the forms that have been assigned to him for completion. He scrolls down the list to find the EPAs section. Finding the correct form, EPA 1 – Self Assessment – Clinical Assessment, he clicks on this to enter the Portfolio.



Hugo can see a preview of the form and that he has not completed one of these before. He selects **Complete new** which opens a new form for him to complete.

EPA 1 - Self Assessment - Clinical Assessment

Refer to section 2B - EPAs of the National Framework for Prevocational Medical Training - Training and Assessment for descriptions of behaviours that demonstrate entrustability to the supervisor, or jump to EPA 1 in section 2B.

Title: Conduct a clinical assessment of a patient incorporating history, examination, and formulation of a differential diagnosis and a management plan including appropriate investigations.

Focus and context: This EPA applies in admission, reviewing patient on request of particular concern, ward call tasks, ward round, lower acuity ED presentations, general practice consultations or outpatient clinical attendance.
Perform this activity in multiple settings, including inpatient and ambulatory (or community) care settings or in emergency departments and in the care of different populations for example children, adults and elderly.

Description: This activity requires the ability to, where appropriate or possible complete some or all of the following list. The prevocational doctor is to tick the task descriptions that are relevant to this assessment:

- ☐ 1. If clinical assessment requested by a team member, clarify the concern(s) with them
- ☐ 2. Identify pertinent information in the patient record
- ☐ 3. Obtain consent from the patient
- ☐ 4. Obtain history
- ☐ 5. Examine patient
- ☐ 6. Consider and integrate information from patient record, clinical assessments, and relevant ward protocols/guidelines/ literature
- ☐ 7. Develop provisional and differential diagnoses and/or problem lists
- ☐ 8. Produce a management plan, confirm with senior colleague as appropriate, and communicate with relevant team members and the patient

Hugo can click on the links in the blue box to open additional information about the National Framework for Prevocational Medical Training if he needs to. This will open a new tab on his browser for him to refer to whilst filling out the form.

EPA 1 - Self Assessment - Clinical Assessment

Refer to section 2B - EPAs of the National Framework for Prevocational Medical Training - Training and Assessment for descriptions of behaviours that demonstrate entrustability to the supervisor, or jump to EPA 1 in section 2B.

Title: Conduct a clinical assessment of a patient incorporating history, examination, and formulation of a differential diagnosis and a management plan including appropriate investigations.

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- ☐ 6. Consider and integrate information from patient record, clinical assessments, and relevant ward protocols/guidelines/ literature
- ☐ 7. Develop provisional and differential diagnoses and/or problem lists
- ☐ 8. Produce a management plan, confirm with senior colleague as appropriate, and communicate with relevant team members and the patient
- ☐ 9. Implement management plan, initiate or perform appropriate investigations and procedures, document assessment and next steps, including indications for follow up

Hugo decides to rename his form for ease of reference. He goes to the top left corner of the form and clicks on the box and renames it Hugo Ward EPA1.

EPA 1 - Self Assessment - Clinical Assessment

Refer to section 28 - EPAs of the National Framework for Prevocational Medical Training - Training and Assessment for descriptions of behaviours that demonstrate entrustability to the supervisor, or jump to EPA 1 in section 28.

Title: Conduct a clinical assessment of a patient incorporating history, examination, and formulation of a differential diagnosis and a management plan including appropriate investigations.

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- ☐ 9. Implement management plan, initiate or perform appropriate investigations and procedures, document assessment and next steps, including indications for follow up

Hugo then goes to the top right corner of the form and selects **Save changes** so that his draft is saved on the web browser. The button changes to **Saved**, and Hugo can continue on with his form.

EPA 1 - Self Assessment - Clinical Assessment

Refer to section 28 - EPAs of the National Framework for Prevocational Medical Training - Training and Assessment for descriptions of behaviours that demonstrate entrustability to the supervisor, or jump to EPA 1 in section 28.

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- ☐ 9. Implement management plan, initiate or perform appropriate investigations and procedures, document assessment and next steps, including indications for follow up

Hugo scrolls down the form and sees that he needs to **tick** the task descriptions that are relevant to this assessment. He clicks them one by one, knowing he can click to remove any of the tick boxes again if he selects in error.

Hugo Ward EPA1 Delete Save changes Save & close Submit

32 Word(s)

Self-assessment
Reflection on performance of the task:
How do you feel you went?, what went well and why?, what could you have done better and how?

Normal B I U Q ≡ ↶

I believe I managed the case effectively by systematically assessing the patient, prioritizing urgent diagnoses, and initiating an evidence-based management plan for suspected Acute Coronary Syndrome (ACS). Overall, I feel confident in my initial assessment, and I ensured a comprehensive approach to the patient's acute presentation. Using a structured approach (history, examination, differential diagnosis, management) helped organize my thoughts and ensured that I covered essential aspects of patient assessment. Although I managed the clinical assessment effectively, I felt that I could have moved through certain parts, like the initial history-taking, more quickly without sacrificing quality. I could work on prioritizing key information in the history that immediately affects management, particularly in acute scenarios, by practicing more focused history-taking and using targeted questioning techniques in real and simulated scenarios.

128 Word(s)

Based on this case, what will you do to develop your learning further?

Normal B I U Q ≡ ↶

0 Word(s)

Agreed learning goals arising from the experience

Normal B I U Q ≡ ↶

7. develop professional and clinical diagnostic and/or projects (100%)

☐ 8. produce a management plan, confirm with senior colleague as appropriate, and communicate with relevant team members and the patient

Hugo then moves onto the next section, making use of the word formatting, to make his response structured and easy to follow.

Hugo Ward EPA1 Delete Save changes Save & close Submit

128 Word(s)

patient assessment. Although I managed the clinical assessment effectively, I felt that I could have moved through certain parts, like the initial history-taking, more quickly without sacrificing quality. I could work on prioritizing key information in the history that immediately affects management, particularly in acute scenarios, by practicing more focused history-taking and using targeted questioning techniques in real and simulated scenarios.

Based on this case, what will you do to develop your learning further?

Normal B I U Q ≡ ↶

Based on this case, I've identified several key areas to focus on to deepen my clinical knowledge, enhance patient care, and improve practical skills. Here are specific actions I'll take to develop further:

- Enhance Rapid Assessment Skills in Acute Cases:**
 - Action:** Practice focused history-taking in acute settings through simulation exercises and case-based learning.
 - Why:** Developing efficiency in collecting relevant information quickly is essential in time-sensitive cases like chest pain. Practicing under simulated time constraints can help build this skill in a controlled environment.
- Broaden Differential Diagnosis Skills:**
 - Action:** Regularly engage in case discussions, especially around acute presentations (e.g., chest pain) to reinforce my differential diagnosis approach.
 - Why:** Gaining exposure to a range of differential diagnoses in real-life cases and reviewing relevant literature or guidelines can help strengthen my diagnostic reasoning. This will help me avoid premature closure on one likely diagnosis and consider other possibilities.
- Improve Understanding of Cardiac Emergencies:**
 - Action:** Review the current ACS management guidelines and attend cardiology-focused teaching sessions or grand rounds to reinforce my understanding of cardiac emergencies.
 - Why:** Having a deeper understanding of ACS management and other cardiac emergencies will allow me to manage such cases more confidently and appropriately, improving patient outcomes.

207 Word(s)

Agreed learning goals arising from the experience

Normal B I U Q ≡ ↶

7. develop professional and clinical diagnostic and/or projects (100%)

☐ 8. produce a management plan, confirm with senior colleague as appropriate, and communicate with relevant team members and the patient

He uses the **Save changes** button as he goes, knowing that the draft will be recoverable should he need to step away from the computer.

Hugo Ward EPA1 [Delete] [Save changes] [Save & close] [Submit]

Based on this case, I've identified several key areas to focus on to deepen my clinical knowledge, enhance patient care, and improve practical skills. Here are specific actions I'll take to develop further:

- 1. Enhance Rapid Assessment Skills in Acute Cases:**
 - Action:** Practice focused history-taking in acute settings through simulation exercises and case-based learning.
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207 Word(s)

Agreed learning goals arising from the experience

Normal [B] [I] [U] [Link] [List] [Text]

Develop Rapid and Focused Clinical Assessment Skills

- Goal:** Improve efficiency in history-taking and physical examination, especially in acute presentations, to ensure timely and accurate identification of life-threatening conditions.
- Action Steps:** Engage in simulated acute scenarios, practice with checklists for history-taking in high-acuity cases, and seek feedback from senior clinicians on improving speed and focus in assessments.
- Timeline:** Aim to practice and refine these skills over the next 3 months.

Enhance Diagnostic Reasoning and Differential Diagnosis Development

- Goal:** Broaden my approach to differential diagnosis, particularly for common acute presentations like chest pain, to reduce the risk of premature closure.
- Action Steps:** Regularly review case-based learning resources, attend departmental case discussions, and practice constructing comprehensive differential lists, focusing on both common and serious conditions.
- Timeline:** Incorporate differential diagnosis training as part of weekly study, with the goal of consistent improvement within 6 months.

147 Word(s)

7. develop professional and clinical skills to improve patient care and patient safety

8. produce a management plan, confirm with senior colleague as appropriate, and communicate with relevant team members and the patient

Hugo finishes the form and clicks **Submit** from the top right corner of the form. The computer asks if he is sure, as he won't be able to make any more changes. He clicks on **OK** and the form is submitted as complete.

Hugo Ward EPA1 [Delete] [Save changes] [Save & close] [Submit]

Based on this case, I've identified several key areas to focus on to deepen my clinical knowledge, enhance patient care, and improve practical skills. Here are specific actions I'll take to develop further:

- 1. Enhance Rapid Assessment Skills in Acute Cases:**
 - Action:** Practice focused history-taking in acute settings through simulation exercises and case-based learning.
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Agreed learning goals arising from the experience

Normal [B] [I] [U] [Link] [List] [Text]

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147 Word(s)

7. develop professional and clinical skills to improve patient care and patient safety

8. produce a management plan, confirm with senior colleague as appropriate, and communicate with relevant team members and the patient

Are you sure?

Are you sure you want to submit this Response? Once submitted you will be unable to make any more changes.

[Cancel] [OK]

Hugo can see he now has a response under EPA 1 – Self Assessment – Clinical Assessment, and clicking on the chevron icon will show him his response.

Evidenced by c... Evidenced by E... Evidenced by r...

> EPA 1 - Clinical Assessment | 1/4 Completed | Email (0) | Complete new

✓ EPA 1 - Self Assessment - Clinical Assessment | 1 Response | Complete new

RESPONSES (1)

> Completed by Hugo Ward on 14 Nov 2024 08:54

> EPA 2 - Recognition and care of the acutely unwell patient | Deadline: 30 Jun 2025 | 0/2 Completed | Email (0) | Complete new

> EPA 2 - Self Assessment - Recognition and care of the acutely unwell patient | Deadline: 30 Jun 2025 | Complete new

> EPA 3 - Prescribing | Deadline: 30 Jun 2025 | 0/2 Completed | Email (0) | Complete new

> EPA 3 - Self Assessment - Prescribing | Deadline: 30 Jun 2025 | Complete new

> EPA 4 - Team Communication | Deadline: 30 Jun 2025 | 0/2 Completed | Email (0) | Complete new

> EPA 4 - Self Assessment - Team Communication | Deadline: 30 Jun 2025 | Complete new

Hugo checks over his response and scrolls to the bottom of the form.

Evidenced by c... Evidenced by E... Evidenced by r...

> EPA 1 - Clinical Assessment | 1/4 Completed | Email (0) | Complete new

✓ EPA 1 - Self Assessment - Clinical Assessment | 1 Response | Complete new

RESPONSES (1)

✓ Completed by Hugo Ward on 14 Nov 2024 08:54

Hugo Ward Submitted this response on 14 Nov 2024 08:54

EPA 1 – Self Assessment - Clinical Assessment

Refer to section 28 .EPAs of the National Framework for Prevocational Medical Training - Training and Assessment for descriptions of behaviours that demonstrate entrustability to the supervisor, or jump to EPA 1 in section 28.

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Perform this activity in multiple settings, including inpatient and ambulatory (or community) care settings or in emergency departments and in the care of different populations for example children, adults and elderly.

Description: This activity requires the ability to, where appropriate or possible complete some or all of the following list. The prevocational doctor is to tick the task descriptions that are relevant to this assessment:

He can print the response so that he has a physical copy. Hugo can also write a comment on the response for the supervisor to read. After Hugo finishes his ePortfolio updates, he logs out of CLA.

The screenshot displays a web application interface with a sidebar on the left containing navigation icons. The main content area is divided into two sections:

- Develop Rapid and Focused Clinical Assessment Skills**
 - Goal:** Improve efficiency in history-taking and physical examination, especially in acute presentations, to ensure timely and accurate identification of life-threatening conditions.
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- Enhance Diagnostic Reasoning and Differential Diagnosis Development**
 - Goal:** Broaden my approach to differential diagnosis, particularly for common acute presentations like chest pain, to reduce the risk of premature closure.
 - Action Steps:** Regularly review case-based learning resources, attend departmental case discussions, and practice constructing comprehensive differential lists, focusing on both common and serious conditions.
 - Timeline:** Incorporate differential diagnosis training as part of weekly study, with the goal of consistent improvement within 6 months.

Below the content sections, there is a "Print this response" button and a "PGY1 - Term 1" label. A comments section follows, showing "No comments..." and a text input field with the placeholder "Write a comment...". An "Add comment" button is located at the bottom right of the comments section.

At the bottom of the interface, there is a navigation bar with two items:

- > EPA 2 - Recognition and care of the acutely unwell patient | Deadline: 30 Jun 2025 | 0/2 Completed | Email (0) | Complete now
- > EPA 2 - Self Assessment - Recognition and care of the acutely unwell patient | Deadline: 30 Jun 2025 | Complete now

5 Support

- For local set up issues, contact your MEU Administrator
- For guidance and learning resources, refer to the [CLA website and user guides](#)