



Completing a Mid Term Assessment (Workflow Example)

This guide provides a practical example of a supervisor and prevocational doctor (trainee) completing a Mid Term Assessment in Clinical Learning Australia (CLA).

This guide assumes users are already familiar with navigating CLA and locating forms. For further information on dashboards, navigation and form permissions, refer to the relevant CLA User Guides.

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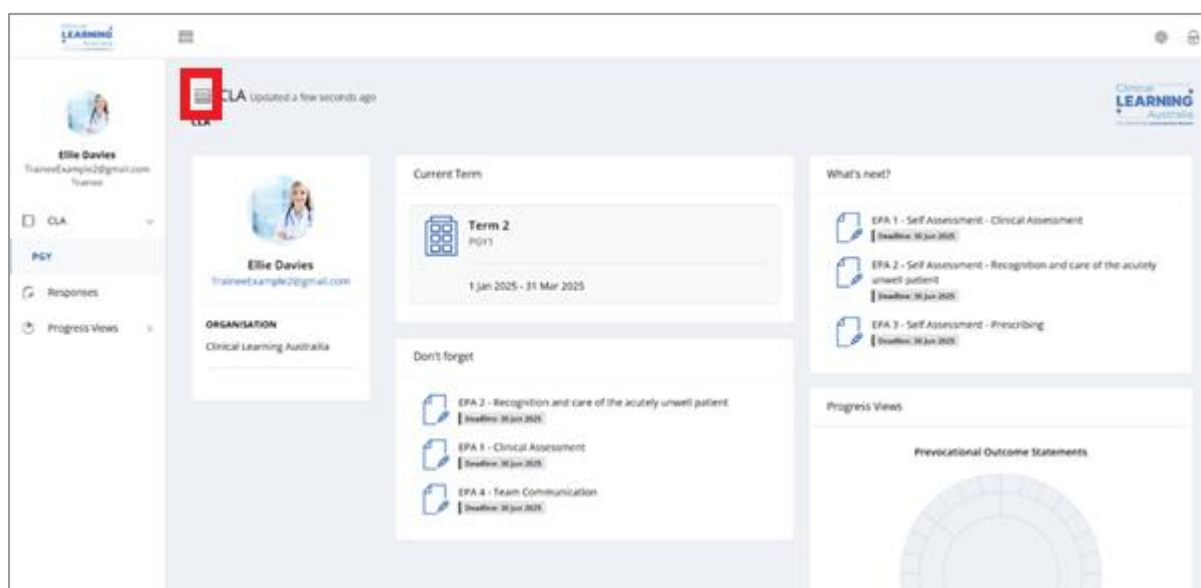
1 Mid Term Assessment Scenario

The assessment can be completed using either the supervisor's login or Ellie's (trainee) login. If the assessment is completed using Ellie's login, Ellie and the supervisor can work through the assessment together, with the supervisor reviewing and signing off the assessment at the end.

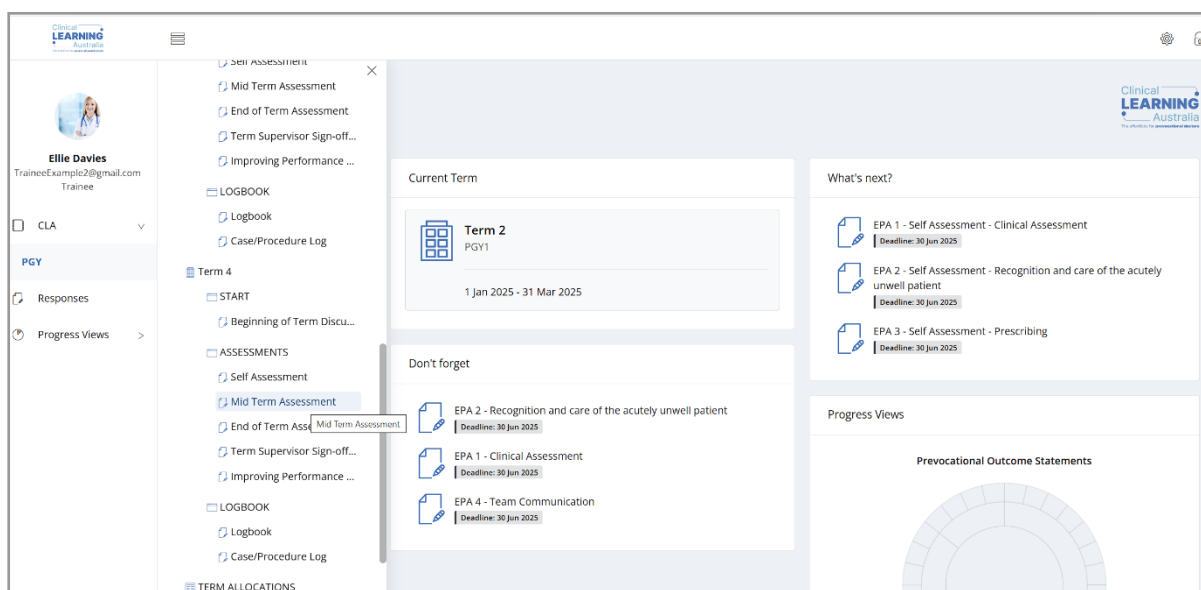
Ellie and her Supervisor have decided to complete the assessment using Ellie's login.

Access the Mid Term Assessment

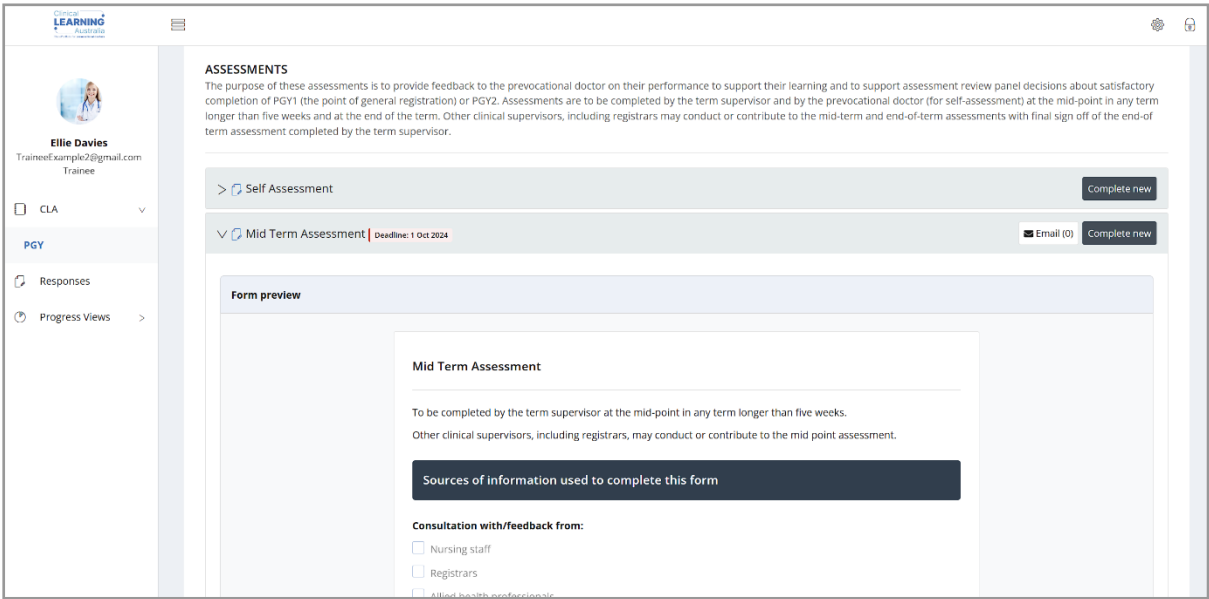
Ellie opens the ePortfolio using the secondary burger icon to see the forms listing menu.



Ellie scrolls through the forms list until she finds the correct Mid Term Assessment (relevant to the current term she is on) that she and her Supervisor want to complete. She clicks on the form name to open it.

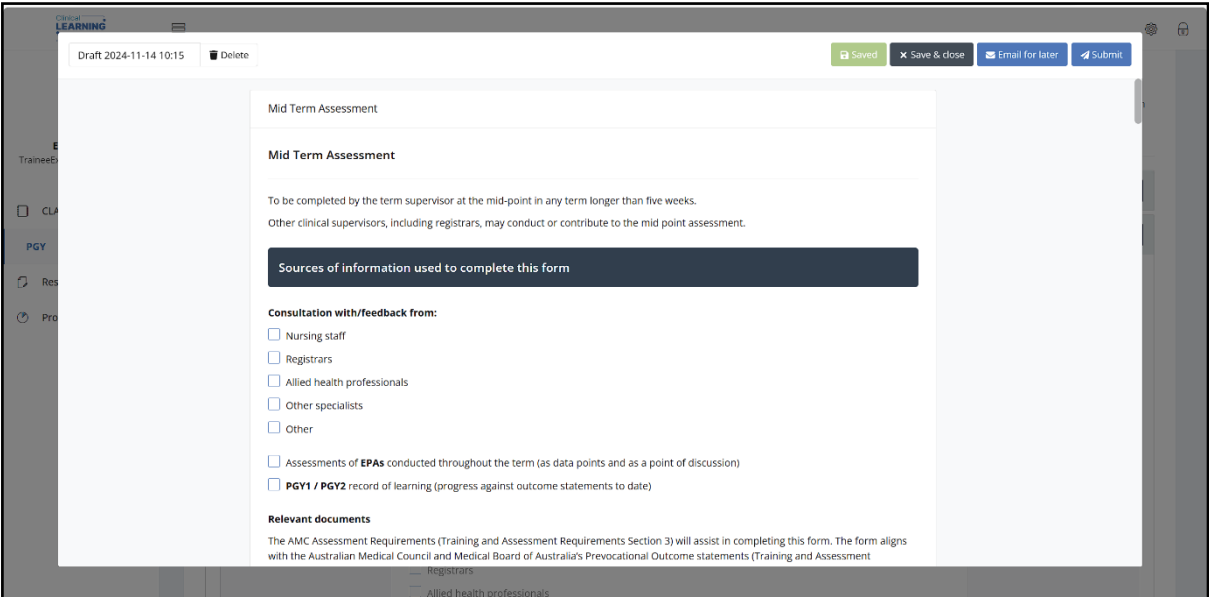


Ellie can see a preview of the form and that a Mid Term Assessment has not yet been completed for her. She selects **Complete new** which opens a new form for her and her Supervisor to complete.



Complete the Assessment Form

Ellie and her Supervisor can now see an editable version of the form. Although the form states that it is to be completed by a Term Supervisor, Ellie can be logged into CLA and work through completing her form along with her Supervisor using her login.



Ellie renames the assessment in the text box at the top left of the window to Mid Term Assessment and the current date. Ellie has found it to be a good practice to name and date

her Mid Term Assessments (this is optional). She clicks **Save changes** to make sure she does not risk losing her work.

The screenshot shows the 'Mid Term Assessment' form in the 'Clinical Learning' system. The form is titled 'Mid Term Assessment' and includes instructions: 'To be completed by the term supervisor at the mid-point in any term longer than five weeks. Other clinical supervisors, including registrars, may conduct or contribute to the mid point assessment.' Below this is a section titled 'Sources of information used to complete this form' which contains a list of checkboxes under the heading 'Consultation with/feedback from:'. The checkboxes are: 'Nursing staff', 'Registrars', 'Allied health professionals', 'Other specialists', 'Other', 'Assessments of EPAs conducted throughout the term (as data points and as a point of discussion)', and 'PGY1 / PGY2 record of learning (progress against outcome statements to date)'. The 'Registrars' and 'PGY1 / PGY2 record of learning' checkboxes are currently selected. Below this is a section titled 'Relevant documents' which states: '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)'. At the top right of the form, there are buttons for 'Save changes', 'Save & close', 'Email for later', and 'Submit'. On the left side of the screen, there is a sidebar with a search bar and a list of categories: 'Trainee', 'CL', 'PGY', 'Res', and 'Pro'.

Ellie and her Supervisor begin to scroll down through the form. They see that they need to tick who they consulted and what feedback sources have been used with as part of undertaking the Mid Term Assessment, for instance Entrustable Professional Assessments (EPAs) or Post Graduate Year (PGY) records of learning. They can click one or more roles as required and click on them again to remove them if they selected any in error.

They also note the information provided about relevant documents or requirements that will assist in completing the form.

This screenshot is identical to the one above, showing the 'Mid Term Assessment' form. The 'Consultation with/feedback from' section is highlighted, showing the checkboxes for 'Nursing staff', 'Registrars', 'Allied health professionals', 'Other specialists', 'Other', 'Assessments of EPAs conducted throughout the term (as data points and as a point of discussion)', and 'PGY1 / PGY2 record of learning (progress against outcome statements to date)'. The 'Registrars' and 'PGY1 / PGY2 record of learning' checkboxes are selected. The 'Relevant documents' section is also visible, stating: '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)'. The sidebar on the left shows the search bar and the list of categories: 'Trainee', 'CL', 'PGY', 'Res', and 'Pro'.

For each Domain, Ellie's Supervisor will need to select the Outcomes that the assessment is based on. They do this by clicking on the check boxes to select the outcomes and clicking again to untick if they selected any in error.

They start with Domain 1: Clinical Practice, and Ellie’s Supervisor selects two statements.

The screenshot shows the 'Mid Term Assessment 1x' interface. At the top, there are buttons for 'Save changes', 'Save & close', 'Email for later', and 'Submit'. The main content area is titled 'Domain 1: Clinical Practice' and contains the text 'The prevocational doctor as practitioner'. Below this, it states 'The assessment of this Domain is based on the following outcomes:'. A list of outcomes follows, each with a checkbox:

- ☐ 1.1 Patient safety: 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 Communication: Communicate sensitively and effectively with patients, their family/carers, and health professionals applying the principles of shared-decision making and informed consent.
- ☒ 1.3 Communication - Aboriginal and Torres Strait Islander patients: Demonstrate effective culturally safe interpersonal skills, empathic communication, and respect, within an ethical framework, inclusive of Indigenous knowledges of well-being and health models to support Aboriginal and Torres Strait Islander patient care.
- ☐ 1.4 Patient assessment: 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 patients' health and other relevant issues.
- ☐ 1.5 Investigations: Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of cost-effectiveness.
- ☐ 1.6 Procedures: Safely perform a range of common procedural skills required for work as a PGY1 or PGY2 doctor.
- ☐ 1.7 Patient management: Make evidence-informed management decisions and referrals using principles of shared decision-making with patients, carers and the health care team.
- ☐ 1.8 Prescribing: Prescribe therapies and other products including drugs, fluid, electrolytes, and blood products safely, effectively and economically.
- ☐ 1.9 Emergency care: Recognise, assess, communicate and escalate as required, and provide immediate management to deteriorating and critically unwell patients.

Continuing to work through the Mid Term Assessment, Ellie and her Supervisor scroll down to the overall rating section for the Domain they have been working through – Domain 1: Clinical Practice.

The screenshot shows the 'Mid Term Assessment 1x' interface, scrolled down to the 'Domain 1 rating overall' section. Above this section, there is a note: 'filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.' The 'Domain 1 rating overall' section includes the instruction 'If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.' Below this is a table with five columns representing ratings from 1 to 5. The 'Rating:' row shows radio buttons for each rating. Below the table is a 'Feedback on Domain 1' section with the instruction 'Please identify which outcome statements this feedback relates to.' and a text area with a rich text editor toolbar. At the bottom of the feedback section, it says '0 Words'. The next section is 'Domain 2: Professionalism and leadership'.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☐	☐	☐	☐

Ellie’s Supervisor selects a radio button aligning with their rating.

The Supervisor also notes in the comments which outcome statements the rating is in relation to and any other feedback. The Supervisor can use word formatting to make the text easier to read, e.g. bold headings or bullets.

Mid Term Assessment 14 Delete Save changes Save & close Email for later Submit

filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.

Domain 1 rating overall
If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☐	☒	☐	☐

Feedback on Domain 1
Please identify which outcome statements this feedback relates to.

Normal B I U ☒ ☒ ☒ ☒

1.2 Communication: Communicate sensitively and effectively with patients, their family/carers, and health professionals applying the principles of shared-decision making and informed consent.

1.3 Communication - Aboriginal and Torres Strait Islander patients: Demonstrate effective culturally safe interpersonal skills, empathic communication, and respect, within an ethical framework, inclusive of Indigenous knowledges of well-being and health models to support Aboriginal and Torres Strait Islander patient care.

63 Words

Domain 2: Professionalism and leadership

☐ Registrars
☐ Allied health professionals

Ellie and her Supervisor continue to scroll through the assessment repeating the above for the subsequent Domains. The Supervisor selects the outcomes that the assessment is based on, selects a rating and enters associated feedback.

Mid Term Assessment 14 Delete Save changes Save & close Email for later Submit

Domain 2: Professionalism and leadership

The prevocational doctor as a professional and leader

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

- ☐ **2.1 Professionalism:** Demonstrate ethical behaviours and professional values including integrity, compassion, self-awareness, empathy, patient confidentiality and respect for all.
- ☐ **2.2 Self-management:** Identify factors and optimise personal wellbeing and professional practice, including responding to fatigue, and recognising and respecting one's own limitations to mitigate risks associated with professional practice.
- ☐ **2.3 Self-education:** Demonstrate lifelong learning behaviours and participate in, and contribute to, teaching and supervision and feedback.
- ☐ **2.4 Clinical responsibility:** Take increasing responsibility for patient care, while recognising the limits of their expertise and involving other professionals as needed to contribute to patient care.
- ☒ **2.5 Teamwork:** Respect the roles and expertise of healthcare professionals, learn and work collaboratively as a member of an inter-professional team.
- ☐ **2.6 Safe workplace culture:** Contribute to safe and supportive work environments, including being aware of professional standards and institutional policies and processes regarding bullying, harassment and discrimination for themselves and others.
- ☐ **2.7 Culturally safe practice for Aboriginal and Torres Strait Islander patients:** Critically evaluate cultural and clinical competencies to improve culturally safe practice and create culturally safe environments for Indigenous communities. Incorporate into the learning plan strategies to address any identified gaps in knowledge, skills, or behaviours that impact Aboriginal and Torres Strait Islander patient care.
- ☐ **2.8 Time management:** Effectively manage time and workload demands, be punctual, and show ability to prioritise workload to manage patient outcomes and health service functions.

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where

☐ Registrars
☐ Allied health professionals

Mid Term Assessment 1x Delete Save changes Save & close Email for later Submit

2.8 time management: effectively manage time and workload demands, be punctual, and show ability to prioritise workload to manage patient outcomes and health service functions.

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where an outcome has not been observed, evidence provided should be reviewed to support the assessment and feedback for this Domain. In filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.

Domain 2 rating overall
If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☐	☒	☐	☐

Feedback on Domain 2
Please identify which outcome statements this feedback relates to.

Normal B I U

2.5 Teamwork: Respect the roles and expertise of healthcare professionals, learn and work collaboratively as a member of an inter-professional team.

21 Words

Registrars
Allied health professionals

This is repeated for Domain 3: Health and Safety

Mid Term Assessment 1x Delete Save changes Save & close Email for later Submit

Domain 3: Health and society

The prevocational doctor as a health advocate

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

- ☐ **3.1 Population health:** Incorporate disease prevention, appropriate and relevant health promotion and health surveillance into interactions with individual patients. Including screening for common diseases, chronic conditions, and discuss healthcare behaviours with patients.
- ☐ **3.2 Whole of person care:** Apply whole of person care principles to clinical practice, including consideration of a patient's physical, emotional, social, economic, cultural and spiritual needs and their geographical location. Acknowledging that these factors can influence a patient's description of symptoms, presentation of illness, healthcare behaviours and access to health services or resources.
- ☐ **3.3 Cultural safety for all communities:** Demonstrate culturally safe practice with ongoing critical reflection of health practitioner knowledge, skills, attitudes, practicing behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism and discrimination.
- ☐ **3.4 Understanding biases:** Demonstrate knowledge of the systemic and clinician biases in the health system that impact on the service delivery for Aboriginal and Torres Strait Islander peoples. This includes understanding current evidence on systemic racism as a determinant of health and how racism maintains health inequity.
- ☐ **3.5 Understanding impacts of colonisation and racism:** Demonstrate knowledge of the ongoing impact of colonisation, intergenerational trauma and racism on the health and wellbeing of Aboriginal and Torres Strait Islander peoples.
- ☐ **3.6 Integrated healthcare:** Partner with the patient in their healthcare journey, recognising the importance of interaction with and connection to the broader healthcare system. Where relevant, this should include communicating with caregivers and other health professionals.

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where an outcome has not been observed, evidence provided should be reviewed to support the assessment and feedback for this Domain. In

Registrars
Allied health professionals

Ellie's Supervisor enters a rating and comments.

Mid Term Assessment 14 Delete Save changes Save & close Email for later Submit

professionals.

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where an outcome has not been observed, evidence provided should be reviewed to support the assessment and feedback for this Domain. In filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.

Domain 3 rating overall
If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☐	☒	☐	☐

Feedback on Domain 3
Please identify which outcome statements this feedback relates to.

Normal **B I U**

3.2 Whole of person care: Apply whole of person care principles to clinical practice, including consideration of a patient's physical, emotional, social, economic, cultural and spiritual needs and their geographical location. Acknowledging that these factors can influence a patient's description of symptoms, presentation of illness, healthcare behaviours and access to health services or resources]

54 Words

☐ Registrars
☐ Allied health professionals

They proceed to Domain 4: Science and scholarship and repeat.

Mid Term Assessment 14 Delete Saved Save & close Email for later Submit

Domain 4: Science and scholarship

The prevocational doctor as scientist and scholar.

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

- ☐ **4.1 Knowledge:** Consolidate, expand and apply knowledge of the aetiology, pathology, clinical features, natural history and prognosis of common and important presentations in a variety of stages of life and settings.
- ☐ **4.2 Evidence-informed practice:** Access, critically appraise and apply evidence from the medical and scientific literature to clinical and professional practice.
- ☐ **4.3 Quality assurance:** Participate in quality assurance and quality improvement activities such as peer review of performance, clinical audit, risk management and incident reporting and reflective practice.
- ☐ **4.4 Advancing Aboriginal and Torres Strait Islander Health:** Demonstrate a knowledge of evidence informed medicine and models of care that support and advance Aboriginal and Torres Strait Islander health.

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where an outcome has not been observed, evidence provided should be reviewed to support the assessment and feedback for this Domain. In filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.

Domain 4 rating overall
If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☐	☐	☐	☐

☐ Registrars
☐ Allied health professionals

Ellie's Supervisor accidentally selects a 2 – 'Inconsistently met' Likert score for this domain. When this is selected, a new section appears with the heading 'Provide a justification for Rating' and a mandatory text box. This section appears when a rating of 1 – Rarely met or 2 – Inconsistently met is selected.

Mid Term Assessment 1c Delete Save changes Save & close Email for later Submit

☐ **4.4 Quality assurance:** Participate in quality assurance and quality improvement activities such as peer review or performance, clinical audit, risk management and incident reporting and reflective practice.

☐ **4.4 Advancing Aboriginal and Torres Strait Islander Health:** Demonstrate a knowledge of evidence informed medicine and models of care that support and advance Aboriginal and Torres Strait Islander health.

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where an outcome has not been observed, evidence provided should be reviewed to support the assessment and feedback for this Domain. In filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.

Domain 4 rating overall
If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☒	☐	☐	☐

Provide a justification for:
Rating:
Selected as:
2
Inconsistently met

Feedback is provided here.

Feedback on Domain 4
Please identify which outcome statements this feedback relates to.

Normal B I U ☒ ☒ ☒ ☒ ☒

4.3 Quality assurance: Participate in quality assurance and quality improvement activities such as peer review of performance, clinical audit, risk management and incident reporting and reflective practice.

Ellie's Supervisor realises that they made an error selecting the rating and changes their rating. The new section that was showing a moment ago is no longer visible.

Mid Term Assessment 1c Delete Save changes Save & close Email for later Submit

Achievement of outcomes can be assessed by direct observation or through evidence entered in the e-portfolio record of learning. Where an outcome has not been observed, evidence provided should be reviewed to support the assessment and feedback for this Domain. In filling out this assessment, take account of the evidence provided and the context in which the assessment is being made. Evidence may include but is not limited to, attending a relevant educational course, workshop or conference, or completion of an online training module.

Domain 4 rating overall
If a rating of 1 or 2 is selected, please specify which outcomes were inconsistently or rarely met.

	1 Rarely met	2 Inconsistently met	3 Consistently met	4 Often exceeded	5 Consistently exceeded
Rating:	☐	☐	☐	☒	☐

Feedback on Domain 4
Please identify which outcome statements this feedback relates to.

Normal B I U ☒ ☒ ☒ ☒ ☒

4.2 Evidence-informed practice: Access, critically appraise and apply evidence from the medical and scientific literature to clinical and professional practice

20 Words

Registrars
Allied health professionals

Once the Domain sections are completed, Ellie's Supervisor enters feedback about Ellie's strengths and areas for improvement. They click **Save changes**.

Mid Term Assessment 14 Delete Save changes Save & close Email for later Submit

Please provide feedback on the following:

Strengths

Normal B I U

Shows a strong ability to conduct a thorough and organized clinical assessment, covering history, physical examination, differential diagnosis, and management. By following a structured framework, key aspects of the patient's presentation were systematically addressed, ensuring nothing critical was missed. This methodical approach is essential for identifying red flags and prioritizing diagnoses in acute settings, which is especially important for patient safety and timely intervention.

65 Word(s)

Areas for Improvement

Normal B I U Shows

While the clinical assessment was thorough, it could benefit from greater efficiency, especially in time-sensitive situations like suspected Acute Coronary Syndrome (ACS). Streamlining the history-taking process and focusing on the most relevant information would allow for faster decision-making. Practicing rapid history-taking in simulated acute scenarios and refining questioning techniques could help improve speed without compromising the quality of the assessment.

60 Word(s)

At the end of the form, Ellie's Supervisor enters in her name in the search field. If she cannot find her name, she will manually enter her name and email address in the fields below.

Mid Term Assessment 14. Delete Save changes Save & close Email for later Submit

0 Word(s)

Additional support

Please contact the Medical Education Unit (MEU) or Director of Clinical Training (DCT), when a prevocational doctor requires additional support to meet the required standard.

If you disagree with any points raised in your mid term assessment you should respond to your Director of Clinical in Training within 14 days of the assessment being completed.

Term Supervisor / Clinical Supervisor Details

Existing Term Supervisors / Clinical Supervisors

Search...

If the person is not listed provide their details below

Name *

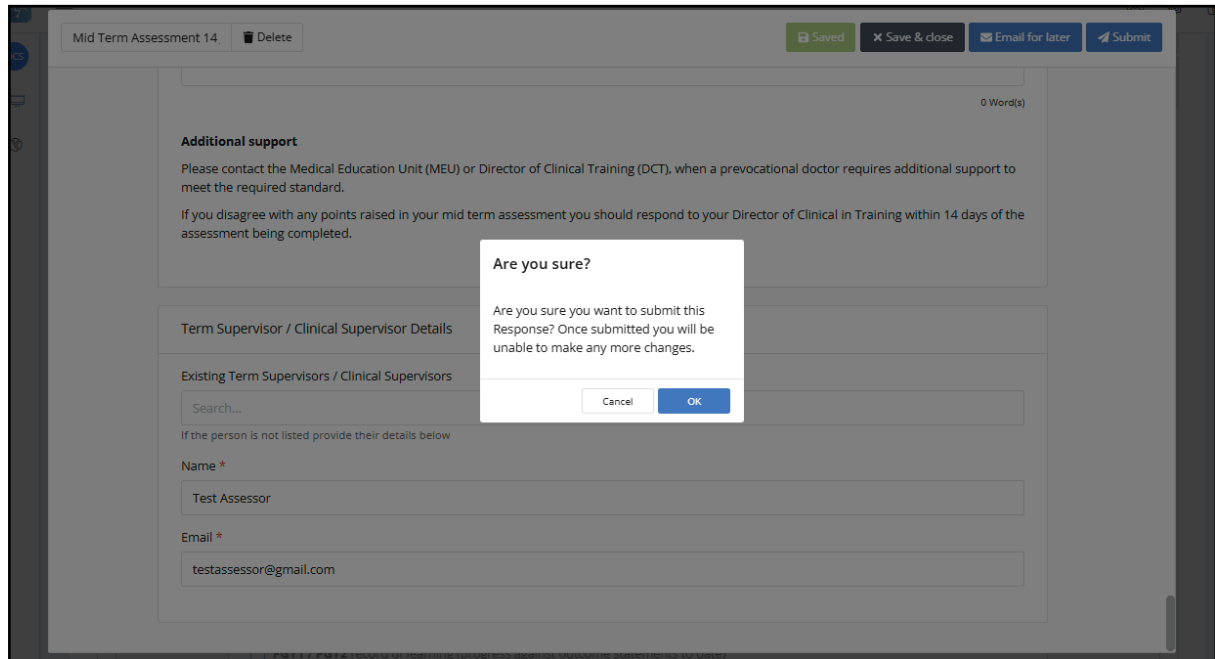
Test Assessor

Email *

testassessor@gmail.com

Submit and Review the Assessment

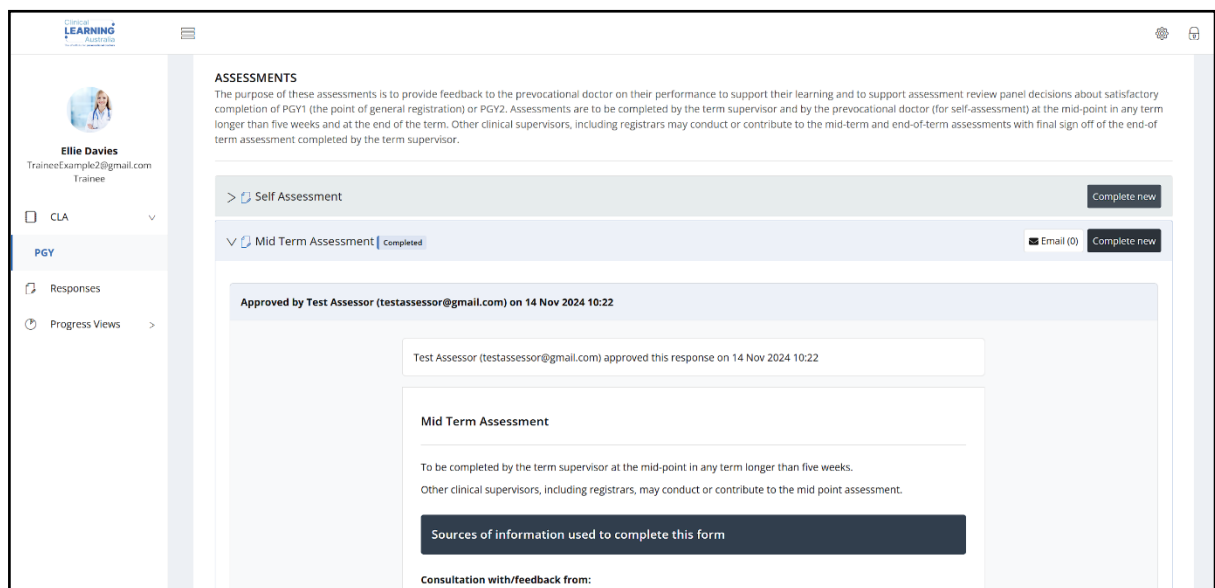
Ellie clicks **Submit** from the top right corner of the form. The computer asks if she is sure, as she and her Supervisor won't be able to make any more changes. She clicks **OK** and the form is submitted as complete.



The screenshot shows a web form titled "Mid Term Assessment 14." with a "Delete" button. At the top right are buttons for "Saved", "Save & close", "Email for later", and "Submit". The form contains a text area with "0 Word(s)" and a section titled "Additional support" with instructions to contact the Medical Education Unit (MEU) or Director of Clinical Training (DCT). Below this is a section for "Term Supervisor / Clinical Supervisor Details" with a search bar and a note: "If the person is not listed provide their details below". There are input fields for "Name *" (containing "Test Assessor") and "Email *" (containing "testassessor@gmail.com"). A modal dialog box is open in the center with the title "Are you sure?" and the text: "Are you sure you want to submit this Response? Once submitted you will be unable to make any more changes." It has "Cancel" and "OK" buttons.

This sends her supervisor an email confirming that they have been recorded as having participated in this Mid Term Assessment.

Ellie and her Supervisor can see that Ellie now has a response under Mid Term Assessment, and clicking on the chevron icon will show the completed form.



The screenshot shows a user profile for "Ellie Davies" (TraineeExample2@gmail.com, Trainee) on the left sidebar. The main area is titled "ASSESSMENTS" and explains the purpose of the assessments. It lists two assessment types: "Self Assessment" (with a "Complete new" button) and "Mid Term Assessment" (marked as "Completed" with a chevron icon and a "Complete new" button). Below the "Mid Term Assessment" section, it states "Approved by Test Assessor (testassessor@gmail.com) on 14 Nov 2024 10:22". A box shows the approval message: "Test Assessor (testassessor@gmail.com) approved this response on 14 Nov 2024 10:22". Another box titled "Mid Term Assessment" contains instructions: "To be completed by the term supervisor at the mid-point in any term longer than five weeks. Other clinical supervisors, including registrars, may conduct or contribute to the mid point assessment." Below this is a dark button labeled "Sources of information used to complete this form". At the bottom, it says "Consultation with/feedback from:".

Ellie scrolls to the bottom of the completed form and enters a comment. When she has finished typing, she clicks **Add comment**.

This screenshot shows the 'Add comment' form within the Clinical Learning Australia interface. On the left is a sidebar with the user's profile (Ellie Davies, TraineeExample2@gmail.com, Trainee) and navigation links for CLA, PGY, Responses, and Progress Views. The main content area contains a header with a disclaimer: 'If you disagree with any points raised in your mid term assessment you should respond to your Director of Clinical Training within 14 days of the assessment being completed.' Below this are 'Flag this response' and 'Print this response' buttons, and the organization name 'Great Eastern Trust'. The comment section shows 'No comments...' and a text input area containing a sample comment: 'Thank you for the detailed feedback. I'm glad to hear that my structured approach and adherence to evidence-based practice were strengths in this case. I appreciate the points on improving efficiency and diagnostic breadth, as I recognize the importance of both, especially in acute settings.' An 'Add comment' button is at the bottom right of the input area. At the bottom of the form, there are three expandable sections: 'End of Term Assessment' (Deadline: 31 Dec 2024), 'Term Supervisor Sign-off (if assessment conducted by clinical supervisor)', and 'Improving Performance Action Plan (IPAP)', all marked as 'Available to other roles'.

The comment is added to the end of the form.

She also opts to flag the response so that other authorised users, including Supervisors and Directors of Clinical Training (DCTs), that navigate to her Trainee Profile and Overview are notified that this form has a comment. She clicks on **Flag this response**.

This screenshot shows the same 'Add comment' form as before, but with the 'Flag this response' button highlighted. The comment has been successfully added and is now visible in the comment section, preceded by 'Ellie Davies in a few seconds'. The comment text is: 'Thank you for the detailed feedback. I'm glad to hear that my structured approach and adherence to evidence-based practice were strengths in this case. I appreciate the points on improving efficiency and diagnostic breadth, as I recognize the importance of both, especially in acute settings. To work on these areas, I'll focus on honing my rapid assessment skills by practicing targeted history-taking and examination in simulated environments. Additionally, I'll make it a habit to consider and document a broader differential in similar cases, particularly when initial presentations are ambiguous. Thank you again for the guidance—I'm looking forward to implementing these improvements in my clinical practice!' Below the comment is a 'Write a comment...' input field and an 'Add comment' button. The 'Flag this response' button remains highlighted.

When finished using CLA, Ellie clicks on the **lock** icon in the top right to log out.

This screenshot shows the CLA home page after the user has logged out. The top navigation bar includes the 'Clinical LEARNING Australia' logo, a menu icon, and a lock icon in the top right corner. The main content area displays a message: 'CLA Updated a few seconds ago' with a 'CLA' link. The sidebar on the left shows the user's profile picture and name, 'Ellie Davies'.

2 Support

- For local set up issues, contact your MEU Administrator
- For guidance and learning resources, refer to the [CLA website and user guides](#)
- For MEU support enquiries, please email CLA.help@digitalhealth.gov.au