

## Hallmarks of good practice in information recording in the ePortfolio

(courtesy of the RCGP WPBA Standards Group)

A log entry should ideally show:

- some evidence of critical thinking and analysis, describing the trainee's own thought processes
- some self-awareness demonstrating openness and honesty about performance and some consideration of feelings generated
- some evidence of learning, appropriately describing what needs to be learned, why and how
- appropriate linkage to the curriculum
- demonstration of **behaviour** that allows linkage to one or more competence areas.

You should ensure that the entry is anonymous and does not refer to specific identifiable people or areas and that the entry is written in a way which respects professional behaviour.

The following table provides a framework for assessing reflection in the ePortfolio:

<b>REFLECTION (WPBA Standards Group)</b>		
<b>Not acceptable</b>	<b>Acceptable</b>	<b>Excellent (in addition to acceptable)</b>
<b>Information provided</b>		
Entirely descriptive e.g. lists of learning events/ certificates of attendance with no evidence of reflection.	Limited use of other sources of information to put the event into context.	Uses a range of sources to clarify thoughts and feelings. Demonstrates well-developed analysis and critical thinking e.g. using the evidence base to justify or change behaviour.
<b>Critical analysis</b>		
No evidence of analysis (i.e. an attempt to make sense of thoughts, perceptions and emotions).	Some evidence of critical thinking and analysis, describing own thought processes.	Shows insight, seeing performance in relation to what might be expected of general practitioners.
<b>Self-awareness</b>		
No self-awareness.	Some self-awareness, demonstrating openness and honesty about performance and some consideration of feelings generated.	Consideration of the thoughts and feelings of others as well as him/herself.
<b>Evidence of learning</b>		
No evidence of learning (i.e. clarification of what needs to be learned and why).	Some evidence of learning, appropriately describing what needs to be learned, why and how.	Good evidence of learning, with critical assessment, prioritisation and planning of learning.