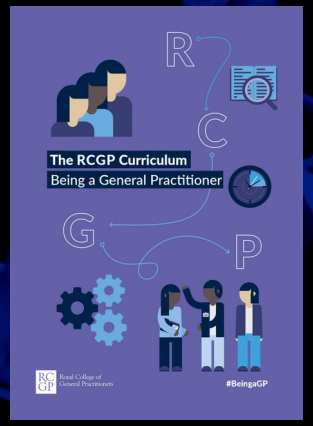
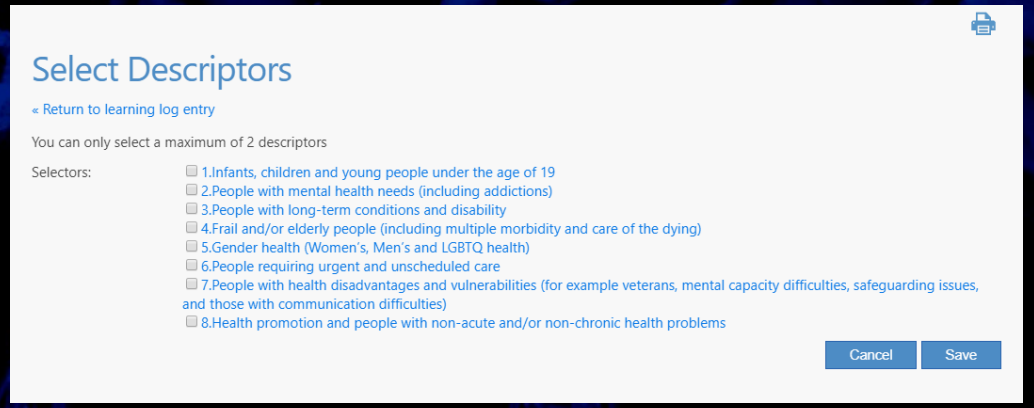
Royal College of General Practitioners

Workplace-Based Assessment and ePortfolio





Workplace-Based Assessment

Workplace based assessment evaluates a trainee’s progress in areas of professional practice best tested in the workplace and looks at performance through evidence of learning from real experience.

It supports and drives learning in the all Areas of Capability.

How to learn General Practice

- ensuring a broad range of experience
- integrating specialist approaches into generalist care
- providing work-based learning
- facilitating self-directed learning
- encouraging learning with peers and other health and care professionals
- developing the habits of lifelong learning.

The Curriculum Structure - a brief overview

Core Curriculum - Being a GP

Comprising 13 Specific Capabilities with defined learning outcomes

ePortfolio changes in linking to capabilities

To be consistent with the new curriculum, ePortfolio will be updated from September 2019.

Capability Areas

Competence	Linked Learning Logs In Current Review	Linked Learning Logs In Current ST Year	Linked Learning Logs Total	Linked Forms In Current Review	Linked Forms In Current ST Year	Linked Forms Total
Fitness to practise	0	1	1	0	14	24
Maintaining an ethical approach	0	2	2	0	13	30
Communication and consultation skills	0	1	1	0	17	37
Data gathering and interpretation	0	1	2	0	17	35
Clinical examination and procedural skills	0	1	2	0	17	37
Making a diagnosis / decisions	0	1	2	0	9	17
Clinical management	0	1	1	0	9	19
Managing medical complexity	0	4	4	0	12	22
Working with colleagues and in teams	0	4	5	0	10	18
Maintaining performance, learning and teaching	0	2	3	0	6	6
Organisation, management and leadership	0	1	1	0	15	24
Practising holistically and promoting health	0	1	1	0	15	25
Community orientation	0	1	1	0	14	26

The linkage will be grouped according to the 5 Areas of Capability

A. Knowing yourself and relating to others

Competence Area	Rating	Dated	Evidence	No Of Tagged Evidence
Fitness to practise				0
Maintaining an ethical approach				0
Communication and consultation skills				0

B. Applying clinical knowledge and skill

Competence Area	Rating	Dated	Evidence	No Of Tagged Evidence
Data gathering and interpretation				0
Clinical examination and procedural skills				0
Making a diagnosis / decisions				0
Clinical management				0

C. Managing complex and long-term care

Competence Area	Rating	Dated	Evidence	No Of Tagged Evidence
Managing medical complexity				0
Working with colleagues and in teams				0

D. Working well in organisations and systems of care

Competence Area	Rating	Dated	Evidence	No Of Tagged Evidence
Maintaining performance, learning and teaching				0
Organisation, management and leadership				0

E. Caring for the whole person and the wider community

Competence Area	Rating	Dated	Evidence	No Of Tagged Evidence
Practising holistically and promoting health				0
Community orientation				0

The Topic Guides - a brief overview

Core Curriculum - Being a GP

Comprising 13 Specific Capabilities with defined learning outcomes

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Professional Topic Guides

- Consulting in General Practice
- Equality, Diversity and Inclusion
- Evidence Based Practice, Research and Sharing Knowledge
- Improving Quality, Safety and Prescribing
- Leadership and Management
- Urgent and Unscheduled Care

Life Stages Topic Guides

- Children and Young People
- People with Long-Term Conditions including Cancer
- Maternity and Reproductive Health
- Older Adults
- People at the End-of-Life

Clinical Topic Guides

Allergy and Immunology
Cardiovascular Health
Dermatology
Ear, Nose and Throat, Speech and Hearing
Eyes and Vision
Gastroenterology
Genomic Medicine
Gynaecology and Breast
Haematology
Infectious Disease and Travel Health
Kidney and Urology
Mental Health
Metabolic Problems and Endocrinology
Musculoskeletal Health
Neurodevelopmental Disorders, Intellectual and Social Disability
Neurology
Population Health
Respiratory Health
Sexual Health
Smoking, Alcohol and Substance Misuse

How workplace-based progress is assessed

We are developing modified, new and enhanced methods of workplace-based assessment from August 2020

The prescribing assessment is currently being piloted

Schedule of assessments

These are the proposed changes to the schedule of WPBA assessments on which formative and summative assessment will be based from **August 2020**

Assessment numbers from August 2020

	ST1		ST2		ST3	
	Old	New	Old	New	Old	New
Mini-CEX/COT	6	4	6	4	12	6
Audio-COT	0	0	0	0	0	1
CBD / CAT	6	4 Cbd	6	4 CbD	12	5 CAT
MSF	2	1 (with 10 responses)	0	1 (with 10 responses)	2	2 (1 MSF, 1 Leadership MSF)
CSR	1 per post	1 per post*	1 per post	1 per post*	0	1 per post*
PSQ	1 (in GP)	0	0	0	1	1
CEPS	Ongoing	Ongoing	Ongoing	Ongoing	Across 3 years 5 Intimate plus a range of others	Across 3 years 5 Intimate plus a range of others
Learning Logs	Many	36 Case Reviews	Many	36 Case Reviews	Many	36 Case Reviews
Placement Planning Meeting	Suggested	1 per post	Suggested	1 per post	Suggested	1 per post
QIP	0	1 (in GP)	0	1 (in GP) –if not done in ST1	0	0
Significant Event	-	Only completed if reaches GMC threshold of potential or actual serious harm to patients	-	Only completed if reaches GMC threshold of potential or actual serious harm to patients	-	Only completed if reaches GMC threshold of potential or actual serious harm to patients
Learning Event Analysis (LEA)	Several - previously called SEA	1	Several - previously called SEA	1	Several - previously called SEA	1
Prescribing Review	0	0	0	0	0	1
Leadership	0	0	0	0	0	1
Interim ESR	0	1**	0	1**	0	1**
ESR	2	1	2	1	2	1

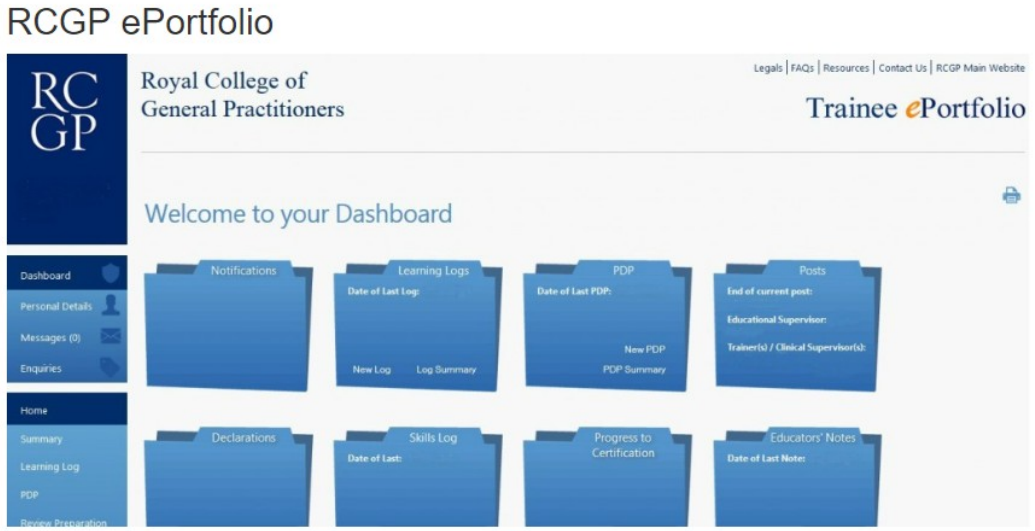
*CSR to be completed in a Primary care post if any of the following apply; the Clinical Supervisor in practice is a different person from the Educational Supervisor, the evidence in the ePortfolio does not give a full enough picture of the trainee and information in the CSR would provide this missing information and either the trainee or supervisor feel it is appropriate.

** The interim ESR review can be completed at the mid point of each year only if the trainee is progressing satisfactorily. If there are any concerns about the trainees performance or they have had an unsatisfactory outcome in their previous ARCP then the full ESR will be required.

Recording evidence of experience and reflection

- Log entries should be reflective, demonstrating personal insight into performance and learning from everyday experience.

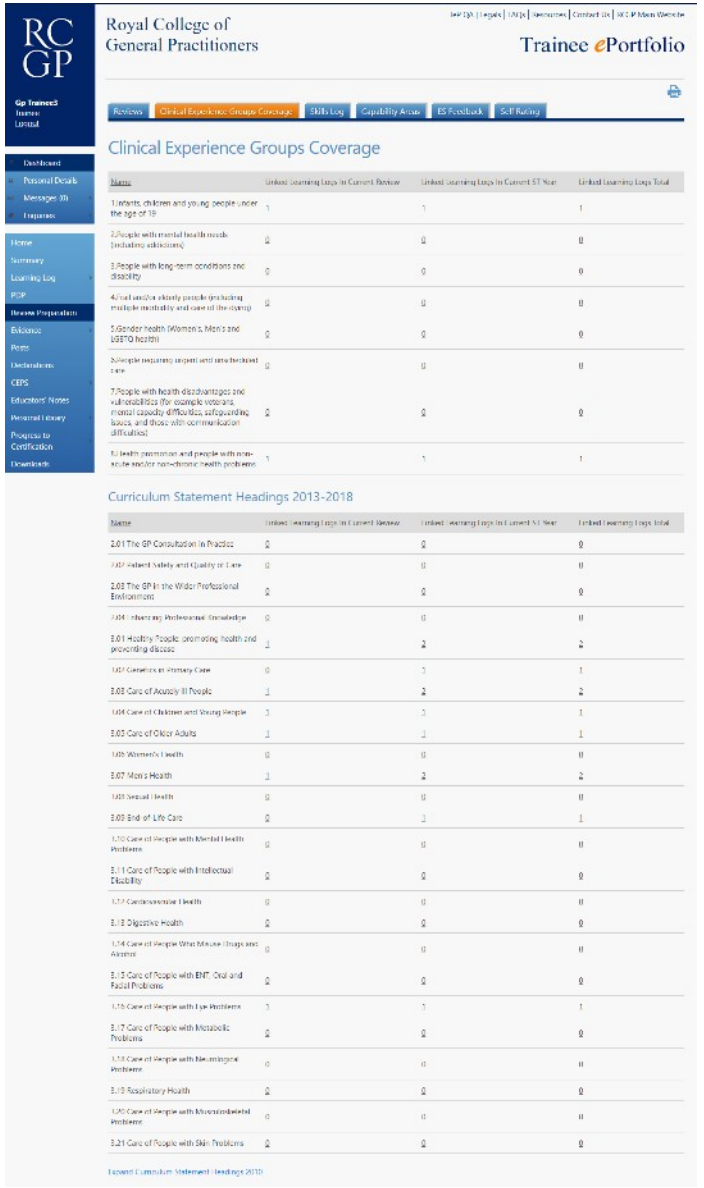
- A good reflective entry will show evidence of critical thinking and analysis, self awareness and openness and honesty about performance. Along with consideration of feelings, it describes what needs to be learned, why, and how.



ePortfolio changes

We acknowledge that current system requiring a record of evidence of learning across the entirety of the curriculum statements can be burdensome.

For this reason, learning will now only be linked to **8 ‘clinical experience groups’** in ePortfolio



Clinical experience groups

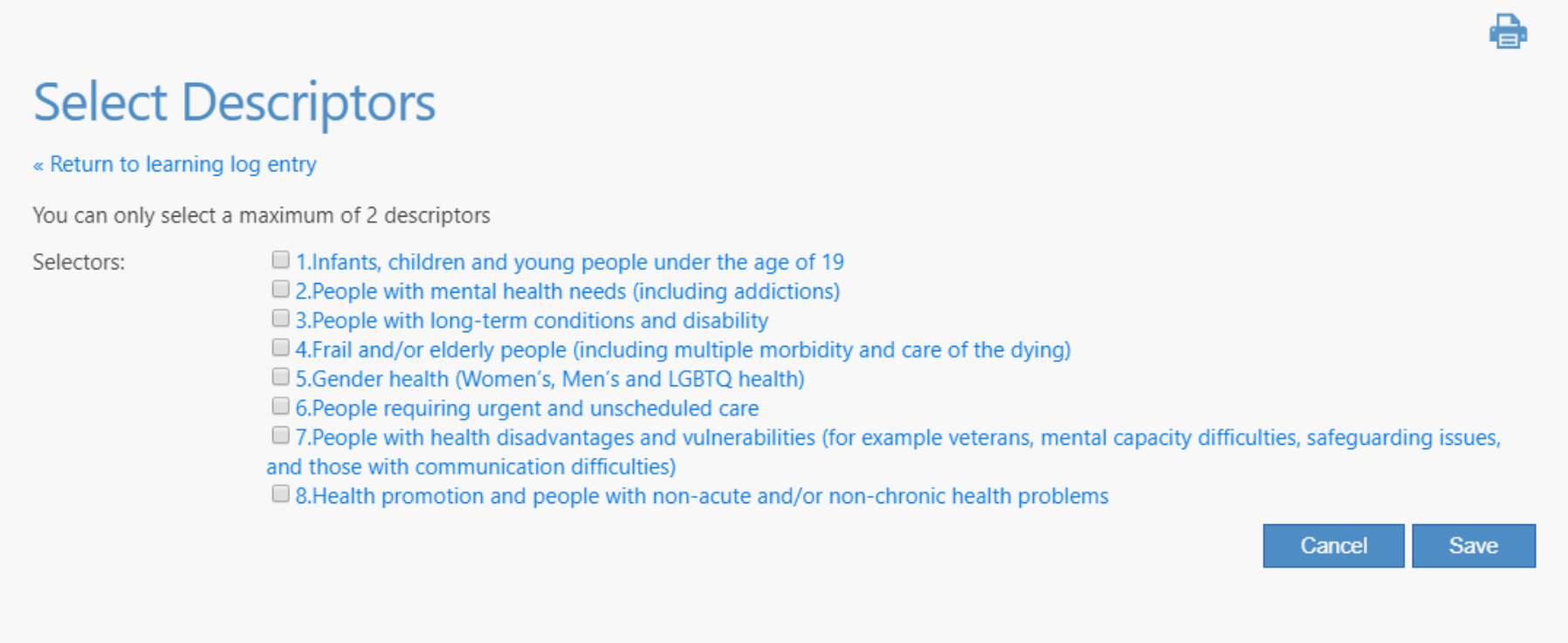
A new streamlined structure will be introduced to ePortfolio from September 2019. It will distil the overall curriculum into 8 themes relevant to WPBA, and to which evidence will be linked:

The 8 clinical experience groups are as follows -

1. Infants, children and young people under the age of 19
2. People with mental health needs (including addictions)
3. People with long-term conditions and disability
4. Frail and/or elderly people (including multiple morbidity and care of the dying)
5. Gender health (Women's, Men's and LGBTQ health)
6. People requiring urgent and unscheduled care
7. People with health disadvantages and vulnerabilities (for example veterans, mental capacity difficulties, safeguarding issues, and those with communication difficulties)
8. Health promotion and people with non-acute and/or non-chronic health problems

ePortfolio changes

The Eportfolio will restrict learning linkage to these groups



The ability to access archived evidence from the previous ePortfolio will be maintained

Clinical Experience Groups Coverage

Name	Linked Learning Logs In Current Review	Linked Learning Logs In Current ST Year	Linked Learning Logs Total
1.Infants, children and young people under the age of 19	0	0	0
2.People with mental health needs (including addictions)	0	0	0
3.People with long-term conditions and disability	0	0	0
4.Frail and/or elderly people (including multiple morbidity and care of the dying)	0	0	0
5.Gender health (Women's, Men's and LGBTQ health)	0	0	0
6.People requiring urgent and unscheduled care	0	0	0
7.People with health disadvantages and vulnerabilities (for example veterans, mental capacity difficulties, safeguarding issues, and those with communication difficulties)	0	0	0
8.Health promotion and people with non-acute and/or non-chronic health problems	0	0	0

Expand Curriculum Statement Headings 2013-2018

Expand Curriculum Statement Headings 2010

View Log: Professional Conversation

« Return to learning log summary | « Previous | Send to PDP | Select Descriptors | Unshare Log | Edit Log

Archived Selections

Name	
3.05 Care of Older Adults	
3.07 Men's Health	
3.16 Care of People with Eye Problems	

Current Selections

Name	Competence	Delete
1.Infants, children and young people under the age of 19		
8.Health promotion and people with non-acute and/or non-chronic health problems		

Thank you

Any questions?

Please contact us on:

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