

## Portfolio Cheat Codes

If PDP are S.M.A.R.T. : you will achieve them and your ES will be happy

### How should a PDP be written?

PDPs should aim to be

- **Specific** - this means clear and possible to demonstrate; for example, 'learning all about women's health' is not specific, but 'improving knowledge of contraception options' is. It should be about you and your needs as a GP and the practice where you work
- **Measurable** - this means you can demonstrate that you have evidence that your objective has been achieved; for example, by a reflection in your learning log or Cbd on that area
- **Achievable** - for example, doing an e-learning module on joint injections, attending a minor surgery course or clinic **and** documenting your learning from these in the log is realistically achievable
- **Realistic / Relevant** - this means with respect to time and ability, and appropriate for your role as GP trainee and GP in the future and should relate to personal goals
- **Time-bound** - setting a 'Target Date' that is realistic, reviewed and changed as needed is key to setting a time-frame for achievement

<http://www.bradfordvts.co.uk/mrcgp/eportfolio/>

This is for YOUR SpR /Consultants – gives them something to look at and use as guidance.

Indicators of Potential Underperformance	Communication and consulting skills		
<p>Not a level below NFD See <a href="#">Guidance</a></p>	<p>This is about communication with patients, the use of recognised consultation techniques, establishing patient partnership, managing challenging consultations, third-party consultations and the use of interpreters.</p>		
<p>Does not establish rapport with the patient</p> <p>Makes inappropriate assumptions about the patients agenda</p> <p>Misses / ignores significant cues</p> <p>Does not give space and time to the patient when this is needed</p> <p>Has a blinkered approach and is unable to adapt the consultation despite cues or new information</p> <p>Is unable to consult within time scales that are appropriate to the stage of training</p> <p>Uses stock phrases / inappropriate medical jargon rather than tailoring the language to the patients' needs and context</p> <p>The approach is inappropriately doctor-centred</p>	<p><b>Needs Further Development</b></p> <p>Develops a working relationship with the patient, but one in which the problem rather than the person is the focus</p> <p>Uses a rigid or formulaic approach to achieve the main tasks of the consultation.</p> <p>Provides explanations that are relevant and understandable to the patient, using appropriate language</p> <p>The use of language is technically correct but not well adapted to the needs and characteristics of the patient.</p> <p>Provides explanations that are medically correct but doctor-centred.</p> <p>Communicates management plans but without negotiating with, or involving, the patient.</p> <p>Consults to an acceptable standard but lacks focus and requires longer consulting times.</p> <p>Aware of when there is a language barrier and can access interpreters either in person or by telephone.</p>	<p><b>Competent</b></p> <p>Explores the patient's agenda, health beliefs and preferences.</p> <p>Elicits psychological and social information to place the patient's problem in context</p> <p>Achieves the tasks of the consultation, responding to the preferences of the patient in an efficient manner</p> <p>Explores the patient's understanding of what has taken place</p> <p>The use of language is fluent and takes into consideration the needs and characteristics of the patient, for instance when talking to children or patients with learning disabilities.</p> <p>Uses the patient's understanding to help improve the explanation offered.</p> <p>Works in partnership with the patient, negotiating a mutually acceptable plan that respects the patient's agenda and preference for involvement.</p> <p>Consults in an organised and structured way, achieving the main tasks of the consultation in a timely manner.</p> <p>Manages consultations effectively with patients who have different languages, cultures, beliefs and educational backgrounds.</p>	<p><b>Excellent</b></p> <p>Incorporates the patient's perspective and context when negotiating the management plan</p> <p>Appropriately uses advanced consultation skills, such as confrontation or catharsis, to achieve better patient outcomes.</p> <p>Uses a variety of communication techniques and materials to adapt explanations to the needs of the patient</p> <p>Employs a full range of fluent communication skills, both verbal and non-verbal, including active listening skills.</p> <p>Uses a variety of communication techniques and materials (e.g. written or electronic) to adapt explanations to the needs of the patient.</p> <p>Whenever possible, adopts plans that respect the patient's autonomy. When there is a difference of opinion the patient's autonomy is respected and a positive relationship is maintained.</p> <p>Consults effectively in a focussed manner moving beyond the essential to take a holistic view of the patient's needs within the time-frame of a normal consultation.</p> <p>Uses a variety of communication and consultation techniques that demonstrates respect for, and values, diversity.</p>

LEARNING LOGS ( **SELF** reflection)

Assessments –

Mainly from otherself (use cheat codes)

Curriculum Statement Headings	
Name	Linked
2.01 The GP Consultation in Practice	3
2.02 Patient Safety and Quality of Care	7
2.03 The GP in the Wider Professional Environment	2
2.04 Enhancing Professional Knowledge	4
3.01 Healthy People: promoting health and preventing disease	3
3.02 Genetics in Primary Care	0
3.03 Care of Acutely Ill People	1
3.04 Care of Children and Young People	1
3.05 Care of Older Adults	2
3.06 Women's Health	0
3.07 Men's Health	2
3.08 Sexual Health	1
3.09 End-of-Life Care	1
3.10 Care of People with Mental Health Problems	0
3.11 Care of People with Intellectual Disability	0
3.12 Cardiovascular Health	3
3.13 Digestive Health	2
3.14 Care of People Who Misuse Drugs and Alcohol	0
3.15 Care of People with ENT, Oral and Facial Problems	1
3.16 Care of People with Eye Problems	1
3.17 Care of People with Metabolic Problems	3
3.18 Care of People with Neurological Problems	0
3.19 Respiratory Health	3
3.20 Care of People with Musculoskeletal Problems	2
3.21 Care of People with Skin Problems	3

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[Logout](#)

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Competence Areas	
Competence	Linked Learning / Current Review
1 Communication and consultation skills	2
2 Practising holistically	2
3 Data gathering and interpretation	5
4 Making a diagnosis/decisions	5
5 Clinical management	8
6 Managing medical complexity	0
7 Organisation, management and leadership	0
8 Working with colleagues and in teams	1
9 Community orientation	0
10 Maintaining performance, learning and teaching	4
11 Maintaining an ethical approach	1
12 Fitness to practise	3
13 Clinical Examination and Procedural Skills	2

In each of the 13 competence areas, firstly use stage of training