Glasgow
Undergraduate
Medical ePortfolio
Why should I use It?

- The **GUMeP** is similar to the Foundation ePortfolio.
- Experience of the **GUMeP** as a student will help when you have to use it in Foundation Years.
- Through undergraduate use you will develop the habit of recording your professional development activities.
- It will replace paper recording of assessments and reflective writing.
- It’s use is now compulsory in Year 4- The Medical School knows if you don’t use it.
## Feedback on your Practice

The supporting information in this section must be provided in all cases where the professional context permits.

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague Feedback</td>
<td>This area of your portfolio provides a place to upload the report of the multisource feedback and record any personal comments.</td>
</tr>
<tr>
<td>Supervision, teaching and training</td>
<td>If you undertake clinical supervision and/or training of others, the results from student/trainee feedback or peer review of teaching skills should be provided for appraisal and revalidation purposes.</td>
</tr>
<tr>
<td>Patient Feedback</td>
<td>This area of your portfolio provides a place to upload the report of the patient feedback and record any personal comments.</td>
</tr>
<tr>
<td>Complaints</td>
<td>For revalidation surgeons should keep a record of patient complaints and also keep a note the hospital response.</td>
</tr>
<tr>
<td>Compliments</td>
<td>Surgeons often receive compliments from patients and peers. For revalidation surgeons should keep a record of their compliments.</td>
</tr>
</tbody>
</table>
Welcome to Medical Appraisal Scotland (home of SOAR)

Welcome to the Medical Appraisal Scotland website. This web resource is designed for doctors (in both Primary and Secondary Care) working and training in Scotland, for their Appraisal and Revalidation needs. There are a number of tools and resources available, in particular, Scottish Online Appraisal Resource (SOAR) is used by Appraisers and Appraisees to aid the appraisal process, and for Trainees to complete their self declarations.
Access to the **GUMeP**

Access is gained through the NHS ePortfolio portal

[www.nhseportfolios.org](http://www.nhseportfolios.org)
Support for using the GUMeP

You may have some questions or forget your password.
Help is at hand from

Helen.Lloyd@glasgow.ac.uk for passwords, etc
aileen.linn@glasgow.ac.uk for technical issues
Welcome to ePortfolio

Alerts (0)

Current Post

Quick Links
- Messages
- Request an assessment
- Personal Library
- Forms Summary
- Personal Development Plan

Last Login
Your last login was on Monday 26 May 2014 8:05 AM
Your Personal Page

Personal Details

Below are the Personal Details on file for this account in ePortfolio. To update these details, click on the "Edit Details" button below.

<table>
<thead>
<tr>
<th>Personal Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: test Glasgow</td>
</tr>
<tr>
<td>Registration Code:</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Email: <a href="mailto:madeup9876i@as.ac.uk">madeup9876i@as.ac.uk</a></td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
</tbody>
</table>

Photo Not Uploaded
Your Photo

Please download your photo this will help make sure that your supervisor has correctly identified you when recording your assessment.
Initially students in clinical years will use the **GUMeP**

- To request and store end of block assessments
- To store portfolio cases
- To record CbDs and MiniCEX
Storing Portfolio cases

Select Personal Library in “Forms”, create new folder, upload documents
End of Block Assessment

Select forms- go to ticket request-click request new assessment
End of Block Assessment -2

Select End of Module Review

<table>
<thead>
<tr>
<th>Assessment Forms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Case note review (CNR) Medical Student</td>
<td></td>
</tr>
<tr>
<td>- End of Module Review</td>
<td></td>
</tr>
<tr>
<td>- ObD</td>
<td></td>
</tr>
<tr>
<td>- DCT</td>
<td></td>
</tr>
<tr>
<td>- DOPs</td>
<td></td>
</tr>
<tr>
<td>- MiniCEX</td>
<td></td>
</tr>
<tr>
<td>- Other</td>
<td></td>
</tr>
<tr>
<td>- Procedure</td>
<td></td>
</tr>
<tr>
<td>- Research</td>
<td></td>
</tr>
<tr>
<td>- Presentation</td>
<td></td>
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<tr>
<td>- Taster</td>
<td></td>
</tr>
<tr>
<td>- Audit</td>
<td></td>
</tr>
<tr>
<td>- Teaching</td>
<td></td>
</tr>
<tr>
<td>- Non Academic</td>
<td></td>
</tr>
<tr>
<td>- Course</td>
<td></td>
</tr>
<tr>
<td>- MiniPAT</td>
<td></td>
</tr>
</tbody>
</table>
End of Block Assessment 3

Enter supervisor’s email details

Assessor Email: ed.supervisor@glasgow.ac.uk
Complete the details requested-

Add Your Name to the Request
End of Block Review 1

Educational Supervisor receives email – clicks on link within email
### Assessments of Competences

1. Please indicate whether the following have been achieved/presented for assessment:
   - 5 supervised learning events (SLEs)
   - Satisfactory attendance (>80%)
   - Satisfactory module / firm feedback
   - Supporting module material (clerkings/presentations/projects etc)

2. Record of Professional Development
   Please use the feedback from firm teachers and your experience of the student to grade this student's abilities and attitudes in the areas below. Please discuss this feedback with the student before submitting it.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well above level expected</td>
<td>Above level expected</td>
<td>At level expected</td>
<td>Borderline performance</td>
<td>Below level expected</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills:</td>
<td></td>
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</tr>
<tr>
<td>Clinical method inc. examination &amp; reasoning skills:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Clinical knowledge and management:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professional attitudes and team work:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approach to learning and punctuality:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation and resilience under stress:</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3. Has any assessment or aspect of performance highlighted any notable achievements or areas of excellence?
   - Yes
   - No

4. Has any assessment or aspect of performance (including attendance) highlighted areas for development and/or concern during this placement and how have these been addressed?
   - Yes
   - No
3. Has any assessment or aspect of performance highlighted any notable achievements or areas of excellence?
   - Yes
   - No

   Please give details:

4. Has any assessment or aspect of performance (including attendance) highlighted areas for development and/or concern during this placement and how have these been addressed?
   - Yes
   - No

   Please give details:

5. Are there any concerns which need to be addressed in the next module?
   - Yes
   - No

   Please give details:

6. Has the student reached the required standard for satisfactory completion of this module?

<table>
<thead>
<tr>
<th>A (Merit)</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well above level expected</td>
<td>Above level expected</td>
<td>At level expected</td>
<td>Borderline performance</td>
<td>Below level expected</td>
</tr>
<tr>
<td>☐ A</td>
<td>☐ B</td>
<td>☐ C</td>
<td>☐ D</td>
<td>☐ E</td>
</tr>
</tbody>
</table>

   If grading a student D or E, please justify your grade by commenting in the free text boxes. Any student given an E grade will be automatically notified to the student administration office and sent an appointment to meet a faculty tutor.

Reference code: 9418
GUMeP other possible functions

- MiniCex
- DOPs
- CbD
- Mini-PAT or TAB peer and self assessment professional behaviour tool
- Recording Personal Development Activities
- CAPS – consultation and procedural skills
- Career Thinking
MiniCex

You are required to complete at least 2 CEX by the time of your end of module assessment and feedback session. It is your responsibility to organise this.

Anonymised data may be used for research, audit or evaluation.

Student Name: 
Date (dd/mm/yyyy): 17/09/2012

Assessor's name: 
Assessor's position: 
- Consultant
- GP
- ST/CT 1-2
- ST3 or above/SPR
- Specialty Doctor/SASG
- FY2

Assessor's registration number:
If appropriate

Assessor's contact details:

Assessor's email:
Have you been trained in providing feedback?
- Yes
- No

Hospital:
- Royal Free
- Whittington
- UCLH
- Queen's Square
- General Practice
- Other

Placement/Block:
- COOP
- OR
- Gen Med Spec
- Gen Med MIC
- Surgery

Clinical Setting:
- ED
- OPD
- Ward
- Admission
- GP
- Surgery
- Home Visit
- Other

Clinical problem category:
- New patient
- Follow up
- Airway
- Breathing
- Circulation
- Psych
- Pain
- Long term illness
- Communication
- Other

Sample print
**CbD**

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**Hospital:**
- Royal Free
- Whittington
- UCLH
- Queens Square
- General Practice
- Other

**Placement/Block:**
- CDOP
- OR
- Gen Med Spec
- Gen Med MIC
- Surgery

**Clinical Setting:**
- ED
- OFD
- Ward
- Admission
- GP
- Surgery
- Home Visit
- Other

**Clinical problem category:**
- New patient
- Follow up
- Airway
- Breathing
- Circulation
- Neuro & Visual
- Psych
- Pain
- Long term illness
- Communication
- Other

**Focus of Encounter:**
- Medical record keeping
- Follow-up and future planning
- Clinical assessment
- Professionalism
- Investigations and referrals
- Other
- Treatment

**Feedback based on the behaviours observed:**

*This feedback should focus on those areas performed well and also identify areas for development.*

This information is shared with the trainee and educational supervisor

**Agreed action:**

This information is shared with the trainee and educational supervisor
MiniPat

<table>
<thead>
<tr>
<th>Student’s Surname:</th>
<th>Training period From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Forename:</td>
<td>Local education provider:</td>
<td>Specialty:</td>
</tr>
</tbody>
</table>

Please use the comments boxes to identify any particularly positive features exhibited by the student, and to describe any concerns you might have. Please give specific examples where possible. The student will receive a summary of all forms received, but this will be anonymised.

### Clinical care and good practice

1. **History and examination skills**
   - [ ] Usually incomplete and poorly organized
   - [ ] Sometimes incomplete and poorly organized
   - [ ] Generally complete and reasonable organized, may need prompting
   - [ ] Complete and reasonable well organized
   - [ ] Thorough and well organized
   - [ ] Extremely thorough and well organized

2. **Ability to diagnose and to formulate a management plan**
   - [ ] Usually incomplete and poorly organized
   - [ ] Sometimes incomplete and poorly organized
   - [ ] Generally complete and reasonable organized, may need prompting
   - [ ] Complete and reasonable well organized
   - [ ] Thorough and well organized
   - [ ] Extremely thorough and well organized

3. **Awareness of their own limitations in knowledge or skills**
   - [ ] Usually unaware of limitations
   - [ ] Sometimes unaware of limitations
   - [ ] Very occasional unawareness of limitations
   - [ ] Generally awareness of limitations
   - [ ] Very good awareness of limitations
   - [ ] Extremely good awareness of limitations

### Relationships

4. **Communication with and respect for patients**
   - [ ] Usually unfriendly or inappropriate
   - [ ] Sometimes unfriendly or inappropriate
   - [ ] Very occasionally unfriendly or inappropriate
   - [ ] Approachable and appropriate
   - [ ] Very approachable and appropriate
   - [ ] Extremely approachable and appropriate

5. **Communication with and respect for colleagues**
My Career Thinking

My Career Thinking Detail

Reflective Summary Sheet on Careers

To add a new Reflective summary sheet on Careers enter all the details below and click the “Save” button.

Title:

1. What have I learnt about myself/my career aspirations during this placement?
   For example, which aspects of the placement did you particularly enjoy? What potential specialties or sub-specialties have you identified?

2. Careers Information sources that I have used.
   For example, websites, postgraduate career services, specialist meetings and any career planning tools.

3. Further action needed to confirm my specialty choice(s) or subspecialty choice.
   This section should be completed with your clinical or educational supervisor or career advisor.

The General Medical Council (GMC) describes a doctor as a scholar and scientist, practitioner and professional (Tomorrow's Doctors 2009). Learning practical skills is difficult in today's health service, with increasing demands on time and resources in the clinical working environment. Yet the public rightly expects you to be competent.

The Consultation and Procedural Skills (CAPS) vertical theme is the strand in the curriculum that aims to train you in these skills. The CAPS log book lists the core skills that the GMC expects all qualified doctors to be competent in providing referenced training for each skill. It also allows you to keep track of any experience you still need to gain as well as record a signed declaration of your competence in each area.

This will help you to identify your learning needs, and seek out the relevant experience that you need. These events are uploaded to your UMeP encouraging you to visit this regularly
• Therapeutic procedures
• 16. Administering oxygen. Maintaining the airway, and allowing the patient to breathe a higher concentration of oxygen than normal, via a face mask or other equipment.
• 17. Establishing peripheral intravenous access and setting up an infusion; use of infusion devices. Puncturing a patient’s vein in order to insert an indwelling plastic tube (known as a ‘cannula’), to allow fluids to be infused into the vein (a ‘drip’). Connecting the tube to a source of fluid. Making the appropriate choice of fluids and their doses. Correctly using electronic devices which drive and regulate the rate of fluid administration.
• 18. Making up drugs for parenteral administration. Preparing medicines in a form suitable for injection into the patient’s vein. This may involve adding the drug to a volume of fluid to make up the correct concentration for injection.
• 19. Dosage and administration of insulin and use of sliding scales. Calculating how many units of insulin a patient requires, what strength of insulin solution to use, and how it should be given (for example, into the skin, or into a vein). Use of a ‘sliding scale’ which links the number of units given to the patient’s blood glucose measurement at the time.
• 20. Subcutaneous and intramuscular injections. Giving injections beneath the skin and into muscle.
• 21. Blood transfusion. Following the correct procedures to give a transfusion of blood into the vein of a patient (including correct identification of the patient and checking blood groups). Observation for possible reactions to the transfusion, and actions if they occur.
• 22. Male and female urinary catheterisation. Passing a tube into the urinary bladder to permit drainage of urine, in male and female patients.
• 23. Instructing patients in the use of devices for inhaled medication, for example, to treat asthma.
• 24. Use of local anaesthetics. Using drugs which produce numbness and prevent pain, either applied directly to the skin or injected into skin or body tissues.
• 25. Skin suturing. Repairing defects in the skin by inserting stitches (normally includes use of local anaesthetic).
• 26. Wound care and basic wound dressing. Providing basic care of surgical or traumatic wounds and applying dressings appropriately.
• 27. Correct techniques for ‘moving and handling’ including patients. Using, or directing other team members to use, approved methods for moving, lifting and handling people or objects, in the context of clinical care, using methods that avoid injury to patients, colleagues, or oneself.
CAPS-General Aspects

• General aspects of practical procedures.
• 28. Giving information about the procedure, obtaining and recording consent and ensuring appropriate aftercare. Making sure that the patient is fully informed, agrees to the procedure being performed, and is cared for and watched appropriately after the procedure.
• 29. Hand washing (including surgical ‘scrubbing up’). Following approved processes for cleaning hands before procedures or surgical operations.
• 30. Use of personal protective equipment (gloves, gowns, masks). Making correct use of equipment designed to prevent the spread of body fluids or cross-infection between the operator and the patient.
• 31. Infection control in relation to procedures. Taking all steps necessary to prevent the spread of infection before, during or after a procedure.
• 32. Safe disposal of clinical waste, needles and other ‘sharps’. Ensuring that these materials are handled carefully and placed in a suitable container for disposal.
CAPS Example - Nasogastric Tube Insertion

15. Document in patients notes, name, date, reason for feeding with a Fine Bore Feeding Tube, consent and explanation given, length of tube at placement. Confirmation, tube lot number and expiry date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Competent on all criteria (Yes/No)</th>
<th>Assessor’s signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manikin</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Manikin</td>
<td></td>
</tr>
</tbody>
</table>

3. Observation

4. Completion of online module

5. Assessor’s comments

Student’s comments:

Declaration:
I confirm that I have had the theoretical and practical instruction on how to insert a Fine Bore Naso gastric feeding tube.

Signed: ___________________________  Date: ___________________________

CAPS logs: Signoff Report

Note to Academic Mentors

Your student mentees will ask you to sign off their core skill competencies, once they have completed the required minimum as stipulated in the CAPS log book. You can see their CAPS core skills progress on their UMeP.

For each completed skill, please ask your student if they feel competent yet. Based on their reply and stage of training please indicate:

- does not feel competent - red
- feels competent year 4 - amber
- feels competent year 5 - green

The aim is to be "green competent" for all skills by the end of PPP in year 5

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expand All</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clinical Skill Measuring Temperature</td>
<td>05/06/2013</td>
</tr>
<tr>
<td>- Training UBMS_student</td>
<td>Feels Competent Year 4 05/06/2013</td>
</tr>
<tr>
<td>- Dr Training UBMS_mentor</td>
<td>Feels Competent Year 4 12/12/2012</td>
</tr>
<tr>
<td>- Dr Training UBMS_mentor</td>
<td>Feels Competent Year 4 15/11/2012</td>
</tr>
<tr>
<td>- Dr Training UBMS_mentor</td>
<td>Feels Competent Year 4 06/06/2013</td>
</tr>
<tr>
<td>- You are competent</td>
<td></td>
</tr>
<tr>
<td>2a. Clinical Skill Measurement of Radial Pulse</td>
<td>11/03/2014</td>
</tr>
<tr>
<td>- Training UBMS_student</td>
<td>Feels Competent Year 4</td>
</tr>
<tr>
<td>- Training UBMS_student</td>
<td>Feels Competent Year 5 06/02/2013</td>
</tr>
<tr>
<td>2b. Clinical Skills: Measuring Blood Pressure</td>
<td></td>
</tr>
<tr>
<td>- Training UBMS_student</td>
<td>Feels Competent Year 4 06/02/2013</td>
</tr>
<tr>
<td>Skill Description</td>
<td>Competency Year</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Meeting with Academic Mentor</td>
<td></td>
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<td>training UBMS_student</td>
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<tr>
<td>training UBMS_student</td>
<td></td>
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<tr>
<td>5. Clinical Skills: Managing Blood Samples</td>
<td></td>
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<tr>
<td>6. Clinical Skills: Taking Blood Cultures</td>
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<tr>
<td>training UBMS_student</td>
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<tr>
<td>training UBMS_student</td>
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<tr>
<td>7. Clinical Skills: Measuring Blood Glucose</td>
<td></td>
</tr>
<tr>
<td>8. Clinical Skills: Managing an Electrocardiograph (ECG) Monitor</td>
<td></td>
</tr>
<tr>
<td>9. Clinical Skills: Performing and Interpreting a 12 lead Electrocardiograph (ECG)</td>
<td></td>
</tr>
<tr>
<td>10a. Clinical Skills: Measuring Peak Flow</td>
<td></td>
</tr>
<tr>
<td>10b. Clinical Skills: Basic respiratory function tests – Simple spirometry</td>
<td></td>
</tr>
<tr>
<td>11. Clinical Skills: Urinalysis</td>
<td></td>
</tr>
<tr>
<td>12. Clinical Skills: Advising patients on how to collect a mid-stream urine specimen</td>
<td></td>
</tr>
<tr>
<td>13. Clinical Skills: Taking nose, throat and skin swabs</td>
<td></td>
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<tr>
<td>14. Diagnostic procedures: Nutritional assessment</td>
<td></td>
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<tr>
<td>15. Diagnostic procedures: Pregnancy testing</td>
<td></td>
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<tr>
<td>16a. Therapeutic procedures: Management of the airway</td>
<td></td>
</tr>
<tr>
<td>16b Therapeutic procedures: Administering Oxygen</td>
<td></td>
</tr>
<tr>
<td>17. Clinical Skills: Establishing peripheral access &amp; setting up an infusion</td>
<td></td>
</tr>
<tr>
<td>18. Therapeutic procedures: Making up drugs for parenteral administration</td>
<td></td>
</tr>
<tr>
<td>19. Clinical Skills: Setting up an insulin sliding scale - mock up chart</td>
<td></td>
</tr>
<tr>
<td>20. Clinical Skills: Performing a subcutaneous and intramuscular injection</td>
<td></td>
</tr>
<tr>
<td>21. Therapeutic procedures Blood transfusion lecture</td>
<td></td>
</tr>
<tr>
<td>22. Therapeutic procedures: Blood transfusion – observations</td>
<td></td>
</tr>
<tr>
<td>23. Therapeutic procedures: Performing catheterisation - manual</td>
<td></td>
</tr>
<tr>
<td>24. Therapeutic procedures: Performing catheterisation - observations</td>
<td></td>
</tr>
<tr>
<td>25. Therapeutic procedures: Instructing patients in the use of devices for inhaled medication</td>
<td></td>
</tr>
<tr>
<td>26. Clinical Skills: Use of local anaesthetics</td>
<td></td>
</tr>
<tr>
<td>training UBMS_student</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
Bristol UMeP Pro
Community

230 likes

This professional Facebook page is intended to help establish the Undergraduate Medical ePortfolio (UMeP) within the MB ChB curriculum at Bristol. 
READ MORE

https://www.nhsportfolios.org/

Reminder - the deadline for written submissions from those of you with incomplete meeting records, following the audit of meetings last academic year, and to avoid generating an SCF, is midnight on Friday 26th September. Nigel

Greetings to year 3, 4, and 5. Welcome back! UMeP information updated today. The on-line modules for Diabetes and NG tube are now funded and will be available soon.
Use by Other Medical Schools

Developed by Bristol, Brighton and UCL

Ongoing development now includes Cardiff, Leicester, Belfast, Dundee, Newcastle, Keele and Glasgow

Other schools coming on-board
What do other schools do with UMeP?

- Consultation and Procedures Log - Bristol, Leicester, and Newcastle considering *Dundee + Belfast*
- Career Thinking/PDP - Bristol, Brighton, Dundee, Leicester
- CBD, MiniCex(SLEs) - Keele, Newcastle, UCL
- Supervisor Meetings - Everyone except Keele
- Team Assessment of Behaviour (TAB) - Bristol, Cardiff, UCL
- Reflective Forms - Everyone
Years that use UMeP

Bristol all 5
Brighton 3-5
Cardiff 5
Dundee 4
Glasgow 1&4 (3 from Feb15)
Keele all 5
Leicester all 5
Newcastle 5
Belfast 1, 3 and 4
UCL 3, 4, 5&6
GUMeP

Jain.Grom@Glasgow.ac.uk

October 3 2014