

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.

Surgeons Portfolio

The screenshot shows a web browser window with the URL https://www.surgeonsportfolio.org/documents/portfolio_presentation.pdf. The page title is "surgeonsportfolio" and the user is logged in as "Mr Jeremy Brooks-Martin". The navigation menu includes: Member home, General, CPD, Review of Practice, Feedback on your practice (highlighted), Other additional info, Logbook, Reports, and Help and Guides. The main content area is titled "Feedback on your Practice" and contains a list of categories with their respective counts:

Category	Description	Count
Colleague Feedback	This area of your portfolio provides a place to upload the report of the multisource feedback and record any personal comments.	0
Supervision, teaching and training	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.	0
Patient Feedback	This area of your portfolio provides a place to upload the report of the patient feedback and record any personal comments.	1
Complaints	For revalidation surgeons should keep a record of patient complaints and also keep a note the hospital response.	0
Compliments	Surgeons often receive compliments from patients and peers. For revalidation surgeons should keep a record of their compliments.	0

Medical Appraisal Portfolio

Search...

Medical Appraisal Scotland

SOAR NHS Education for Scotland

Home - Appraisal & Revalidation - Getting Started - Toolkits - News - Events - Resources - Be an Appraiser - Contacts - SOAR Login

I need a Step-by-Step Guide to Appraisal

Log me into SOAR, please?

Have you any Toolkits or templates that I can use?

My Trainees aren't sure what to do on SOAR...

I need MSF app

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.

[QUICK LINKS](#)

[NEWS](#)

[Events](#)

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 passwords, etc

aileen.linn@glasgow.ac.uk technical issues



Welcome to the NHS ePortfolio



Tweets

Follow

- NHS ePortfolios** @NHSePortfolios 21 May
Update on e-LfH account linking issue: bit.ly/elfhlinking
- NHS ePortfolios** @NHSePortfolios 21 May
Scheduled site update and maintenance on Saturday morning, 24th May 2014. For details see: bit.ly/1gkjPxm
Expand
- NHS ePortfolios** @NHSePortfolios 19 May
Currently having a problem with verifying new links between ePortfolio link to e-Learning for Health account. Established links unaffected

Log In

User Name:

Password:

Log In

[Forgotten Login details?](#)

Assessors

If you were given a 10-digit login code for an assessment, enter it here.

Login Code:

Go To Assessment



[Select Role](#) > Home

Welcome to ePortfolio

Alerts (0)

Courses & Seminars (0)

[Show my recent activity...](#)

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

ePortfolio

training.nhseportfolios.org/Auth/SitePages/Trainee/Profile/PersonalDetails.aspx

test Glasgow UMeP Medical Student GUMS Undergraduate Programme University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014)
[Change Role/Programme/Post](#) | [Logout](#)

Undergraduate Medical ePortfolio UMeP University of Glasgow

Select Role Profile Forms Reflective Practice Additional Achievements Messages Help University of Glasgow School of Medicine (GUMS)

Select Role > Home > Profile > Personal Details

Personal Details



Personal Details Photo Login Details

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

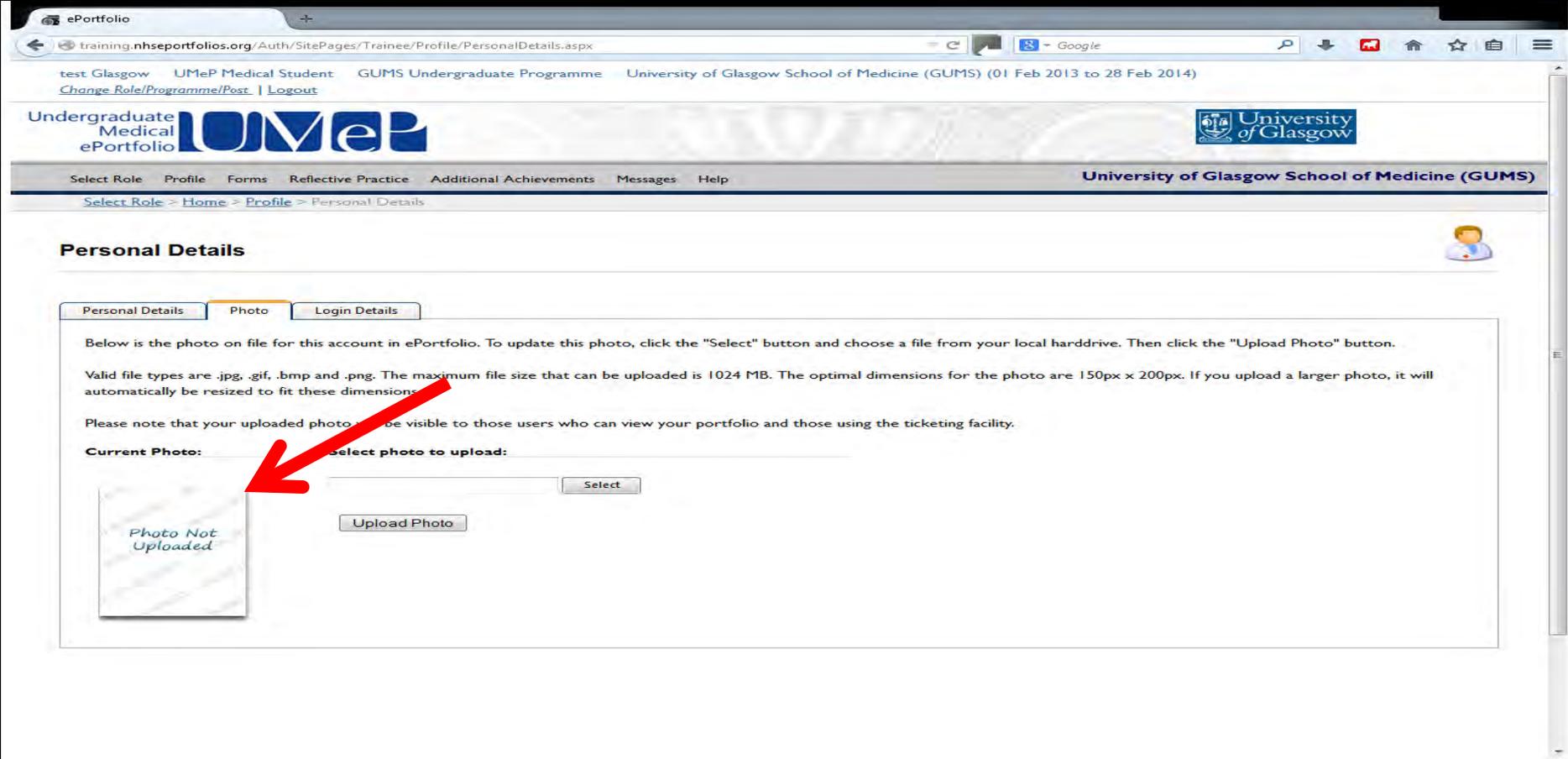
Personal Details	
Name:	test Glasgow
Registration Code:	
Department:	
Email:	madeup9876l@as.ac.uk
Telephone:	
Address:	



[Edit Details](#)

Your Photo

Please download your photo this will help make sure that your supervisor has correctly identified you when recording your assessment



The screenshot shows a web browser window with the URL `training.nhseportfolios.org/Auth/SitePages/Trainee/Profile/PersonalDetails.aspx`. The page header includes the text "Undergraduate Medical ePortfolio" and "University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014)". The main content area is titled "Personal Details" and contains three tabs: "Personal Details", "Photo", and "Login Details". The "Photo" tab is active. Below the tabs, there is a text box with instructions: "Below is the photo on file for this account in ePortfolio. To update this photo, click the 'Select' button and choose a file from your local harddrive. Then click the 'Upload Photo' button. Valid file types are .jpg, .gif, .bmp and .png. The maximum file size that can be uploaded is 1024 MB. The optimal dimensions for the photo are 150px x 200px. If you upload a larger photo, it will automatically be resized to fit these dimensions. Please note that your uploaded photo will be visible to those users who can view your portfolio and those using the ticketing facility." Below this text, there is a section for "Current Photo:" which shows a placeholder image with the text "Photo Not Uploaded". To the right of this placeholder is a "Select photo to upload:" label, a text input field, and a "Select" button. A red arrow points from the text input field to the "Select" button. Below the "Select" button is an "Upload Photo" button.

GUMeP Use

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

The screenshot shows the UMeP Personal Library interface. At the top, there is a navigation bar with the following links: [test Glasgow UMeP Medical Student](#), [GUMS Undergraduate Programme](#), [University of Glasgow School of Medicine \(GUMS\) \(01 Feb 2013 to 28 Feb 2014\)](#), [Change Role/Programme/Post](#), and [Logout](#). Below this is the UMeP logo and the University of Glasgow logo. The main navigation menu includes: [Select Role](#), [Profile](#), [Forms](#), [Reflective Practice](#), [Additional Achievements](#), [Messages](#), and [Help](#). The breadcrumb trail shows: [Select Role](#) > [Home](#) > [Profile](#) > [Personal Library](#).

Personal Library

Below is a list of the items that have been uploaded to the Personal Library for this ePortfolio account.

The maximum upload limit for your current role is 80MB so try to optimise or shrink large files. Click on a file in the Library area and section. From here, you can view the file, edit the description on the file or delete it.

Total Space Used In This Role: 0.05MB out of 80MB

Selected File/Folder

Folder Name: Library
Date Created: 18/03/2013 09:06:37
Date Modified: 18/03/2013 09:06:37

Note: a folder can only be deleted if it is empty.

Upload File

To upload a file click "Select" to browse your directory to find the file. Once you have set the share status and description click "Upload File" to begin upload.

File:

Share: Shared Private

Description:

Create New Folder

Red arrow points to the 'Forms' menu item. Green arrows point to the 'New Folder' and 'Upload File' buttons.

End of Block Assessment

Select forms- go to ticket request-click request new assessment

The screenshot shows a web browser window displaying the ePortfolio interface. The address bar shows the URL: training.nhseportfolios.org/Auth/SitePages/Trainee/Forms/Tickets.aspx. The page header includes the text "test Glasgow UMeP Medical Student GUMS Undergraduate Programme University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014) Change Role/Programme/Post | Logout". The main header features the "Undergraduate Medical ePortfolio UMeP" logo and the "University of Glasgow" logo. A navigation menu contains: "Select Role", "Profile", "Forms", "Reflective Practice", "Additional Achievements", "Messages", and "Help". A breadcrumb trail reads: "Select Role > Home > Forms > Ticket Requests".

Ticket Requests

To request an assessment from a person who does not have log in access to this account on ePortfolio, select the "Request New Assessment" button below. This will generate a unique code that the Assessor can use to login to ePortfolio and submit the assessment.

For ticket requests where an email address has been provided, you can send a ticket reminder by email if the ticket has not been completed within 7 days. The 'Send Reminder' link automatically appears next to any tickets that have not been completed within this time frame. Please note, you cannot send the same reminder more than once per 24 hour period.

To view a list of all of your forms including tickets you have completed for others [click here](#).

View tickets generated from: to:

There are no tickets between the above dates.

The footer contains the ePortfolio logo, navigation links for "Profile", "Forms", "Reflective Practice", "Additional Achievements", "Messages", and "Help", a "Cookie Statement" link, and the text "Copyright NHS Education for Scotland 2014".

End of Block Assessment -2

Select End of Module Review

Post *: Year 3 - University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014) ▾

Assessment Forms *:

- Case note review (CNR) Medical Student
- End of Module Review
- CbD
- DCT
- DOPs
- MiniCEX
- Other
- Procedure
- Research
- Presentation
- Taster
- Audit
- Teaching
- Non Academic
- Course
- MiniPAT

Next Cancel

End of Block Assessment 3

Enter supervisor's email details

training.nhseportfolios.org/Auth/SitePages/Trainee/Forms/TicketsAdd.aspx

test Glasgow UMeP Medical Student GUMS Undergraduate Programme University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014) [Change Role/Programme/Post](#) | [Logout](#)

Undergraduate Medical ePortfolio **UMeP** University of Glasgow

Select Role Profile Forms Reflective Practice Additional Achievements Messages Help **University of Glasgow School of Medicine (GUMS)**

[Select Role](#) > [Home](#) > [Forms](#) > [Ticket Requests](#) > Generate New Ticket

Generate New Ticket

To request an assessment from a person who does not have supervisor access to this account on ePortfolio, fill out the form below and click 'Next'. Mandatory fields are marked with a *.

Assessor Email

[Previous](#) [Next](#) [Cancel](#)

[Profile](#) | [Forms](#) | [Reflective Practice](#) | [Additional Achievements](#) | [Messages](#) | [Help](#) [Cookie Statement](#)

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End of Block Assessment 4

Complete the details requested-

The screenshot shows a web browser window displaying the 'Generate New Ticket' form on the ePortfolio website. The browser address bar shows the URL: training.nhseportfolios.org/Auth/SitePages/Trainee/Forms/TicketsAdd.aspx. The page header includes the 'Undergraduate Medical ePortfolio' logo and the 'University of Glasgow' logo. The navigation menu includes 'Select Role', 'Profile', 'Forms', 'Reflective Practice', 'Additional Achievements', 'Messages', and 'Help'. The main heading is 'Generate New Ticket'. Below the heading, there is a note: 'To request an assessment from a person who does not have supervisor access to this account on ePortfolio, fill out the form below and click 'Next'. Mandatory fields are marked with a *.' The form contains the following fields: 'Assessor Name *' (Ed Super visor), 'Assessor Designation / Job Title *' (Consultant), 'Assessor GMC / NMC Number:' (456130), 'Assessor Location *' (Glasgow Royal Infirmary), 'Comment for assessor:' (Please assess my performance during my 5 week placement), and 'Send email to assessor? *' (radio button selected for 'No'). A red arrow points from the text 'Add Your Name to the Request' to the 'Assessor Name' field. At the bottom right, there are three buttons: 'Previous', 'Finish', and 'Cancel'. The footer includes the 'ePortfolio' logo, navigation links, and copyright information: 'Copyright NHS Education for Scotland 2014'.

test Glasgow UMeP Medical Student GUMS Undergraduate Programme University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014) [Change Role/Programme/Post](#) | [Logout](#)

Undergraduate Medical ePortfolio UMeP University of Glasgow

Select Role Profile Forms Reflective Practice Additional Achievements Messages Help University of Glasgow School of Medicine (GUMS)

[Select Role](#) > [Home](#) > [Forms](#) > [Ticket Requests](#) > Generate New Ticket

Generate New Ticket

To request an assessment from a person who does not have supervisor access to this account on ePortfolio, fill out the form below and click 'Next'. Mandatory fields are marked with a *.

Assessor Name *: Ed Super visor
Assessor Designation / Job Title *: Consultant
Assessor GMC / NMC Number: 456130
Assessor Location *: Glasgow Royal Infirmary
Comment for assessor: Please assess my performance during my 5 week placement
Send email to assessor? *: No

Add Your Name to the Request

ePortfolio

[Profile](#) | [Forms](#) | [Reflective Practice](#) | [Additional Achievements](#) | [Messages](#) | [Help](#)
Copyright NHS Education for Scotland 2014 [Cookie Statement](#)

End of Block Review1

Educational Supervisor receives email –clicks on link within email

The screenshot shows a web browser window displaying the 'End of Module Review' form in the ePortfolio system. The browser address bar shows the URL: training.nhseportfolios.org/Auth/SitePages/Trainee/Forms/FormDetail.aspx?FilledFormId=9418&DisplayMode=ReadMode&PageT. The page header includes 'Undergraduate Medical ePortfolio UMeP' and 'University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014)'. The breadcrumb trail is: Select Role > Home > Forms > Supervision / Meetings > Detail. The form title is 'End of Module Review'. The instructions state: 'This form is the overall assessment form for the end of the module. If you want to give feedback or grades on a student from a section of a module, for example a GP placement or DGH placement, then please use the placement report form.' The form fields are: Student name: test Glasgow; Supervisor name: Aj; Supervisor registration number: *if appropriate; Supervisor contact details: cvt; Supervisor email: vk@kl.com; Date: 11/03/2014. The 'Please select your role:' section has three radio button options: 'Educational supervisor / module lead only', 'Clinical supervisor only', and 'Educational supervisor / module lead and a clinical supervisor'. The 'Final review – to take place at end of placement' section has a Location field set to 'North Middlesex Hospital' and a note: 'If General Practice, please specify which practice:'. The page footer includes 'University of Glasgow School of Medicine (GUMS)'.

test Glasgow UMeP Medical Student GUMS Undergraduate Programme University of Glasgow School of Medicine (GUMS) (01 Feb 2013 to 28 Feb 2014)
Change Role/Programme/Post | Logout

Undergraduate Medical ePortfolio UMeP University of Glasgow

Select Role Profile Forms Reflective Practice Additional Achievements Messages Help University of Glasgow School of Medicine (GUMS)

Select Role > Home > Forms > Supervision / Meetings > Detail

Created On: 11 March 2014 21:23, Created By: test Glasgow

End of Module Review

This form is the overall assessment form for the end of the module. If you want to give feedback or grades on a student from a section of a module, for example a GP placement or DGH placement, then please use the placement report form.

Student name: test Glasgow

Supervisor name: Aj

Supervisor registration number: *if appropriate

Supervisor contact details: cvt

Supervisor email: vk@kl.com

Date: 11/03/2014

Please select your role:

Educational supervisor / module lead only

Clinical supervisor only

Educational supervisor / module lead and a clinical supervisor

Final review – to take place at end of placement

Location: North Middlesex Hospital

If General Practice, please specify which practice:

End of Block Review2

ePortfolio

training.nhseportfolios.org/Auth/SitePages/Trainee/Forms/FormDetail.aspx?FilledFormId=9418&DisplayMode=ReadMode&PageT

Assessments of Competences

1. Please indicate whether the following have been achieved/presented for assessment

5 supervised learning events (SLEs)	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Satisfactory attendance (>80%)	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Satisfactory module / firm feedback	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Supporting module material (clerkings/presentations/projects etc)	<input checked="" type="radio"/> Yes	<input type="radio"/> No

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.

	A Well above level expected	B Above level expected	C At level expected	D Borderline performance	E Below level expected
Communication skills:	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Clinical method inc. examination & reasoning skills:	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Clinical knowledge and management:	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Professional attitudes and team work:	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
Professional development and attitudes: Approach to learning and punctuality:	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E
Organisation and resilience under stress:	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E

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:

End of Block Review 3

ePortfolio

training.nhseportfolios.org/Auth/SitePages/Trainee/Forms/FormDetail.aspx?FilledFormId=9418&DisplayMode=ReadMode&PageT

Google

3. Has any assessment or aspect of performance highlighted any notable achievements or areas of excellence?

Yes No

Please give details:

Space for freetext comment

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:

ek

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?

A (Merit) Well above level expected	B Above level expected	C At level expected	D Borderline performance	E Below level expected
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E

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

Links Back

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

ePortfolio - PopupViewFile.aspx - Mozilla Firefox
https://www.nhseportfolios.org/Auth/Common/Pages/PopupViewFile.aspx?BlankFormFilename=DefaultFormId_19609_Watermark.pdf

Page: 1 of 2 Automatic Zoom

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):

Assessor's name:

Assessors position:

Assessor's registration number: * if appropriate

Assessor's contact details:

Assessor's email:

Have you been trained in providing feedback?

Hospital:

Placement/Block:

Clinical Setting:

Clinical problem category:

<input type="checkbox"/> New patient	<input type="checkbox"/> Psych
<input type="checkbox"/> Follow up	<input type="checkbox"/> Pain
<input type="checkbox"/> Airway	<input type="checkbox"/> Long term illness
<input type="checkbox"/> Breathing	<input type="checkbox"/> Communication
<input type="checkbox"/> Circulation	<input type="checkbox"/> Other

CbD

ePortfolio - PopupViewFile.aspx - Mozilla Firefox
https://www.nhseportfolios.org/Auth/Common/Pages/PopupViewFile.aspx?BlankFormFilename=DefaultFormId_19606_Watermark.pdf

Page: 1 of 2 Automatic Zoom

Hospital:

Placement/Block:

Clinical Setting:

Clinical problem category:

- New patient
- Follow up
- Airway
- Breathing
- Circulation
- Neuro and visual
- Psych
- Pain
- Long term illness
- Communication
- Other

Focus of Encounter:

- Medical record keeping
- Clinical assessment
- Investigations and referrals
- Treatment
- Follow-up and future planning
- Professionalism
- Other

Feedback based on the behaviours observed:

The trainer 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

ePortfolio - PopupViewFile.aspx - Mozilla Firefox

https://www.nhseportfolios.org/Auth/Common/Pages/PopupViewFile.aspx?BlankFormFilename=DefaultFormId_19771_Watermark.pdf

Page: 1 of 2 Automatic Zoom

Student's Surname:
Student's Forename:
Training period From: To:
Local education provider: Specialty:

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 aware 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

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training.nhseportfolios.org/Auth/SitePages/Trainee/Reflection/ReflectionDetail.aspx?DisplayMode=CreateMode&DefaultFormId=1 Google

Profile Forms Reflective Practice Additional Achievements Messages Help
Select Role > Home > Reflective Practice > Careers Management > Detail

My Career Thinking Detail

Reflective Summary Sheet on Careers

To add a new Reflective summary sheet on careers entry, fill out 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 specialities or subspecialities have you identified?

2. Careers information sources that I have used.
For example websites, postgraduate careers advisors, specialty 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 careers advisor.

CAPS

- **The Consultation and Procedural Skills log book (CAPS)-Bristol Medical School** <http://www.bristol.ac.uk/medical-school/staffstudents/student/verticalthemes/capslogbook13-14.pdf>
- 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

CAPS-Therapeutic Procedures

- 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.

Shaded area= Minimum requirement(x2 on manikins, x1 observation on patients and on line NG placement module)		
Date	Competent on all criteria (Yes/No)	Assessor's signature
1	Manikin	
2	Manikin	

86

3	Observation	
4	Completion of online module	
5		
Assessor's comments		
Student's comments		
<p>Declaration I confirm that I have had the theoretical and practical instruction on how to insert a Fine Bore Naso gastric feeding tube.</p>		
Signed:		Date:
Arrowsmith H (1993) Nursing management of patients receiving a nasogastric feed, British Journal of Nursing Vol 2 No 21.		

CAPS logs Sign Off Report

Vocal Trance on Digitally I... ePortfolio My Glasgow Access to Training site for Glas... Mozilla Firefox Start Page

training.nhseportfolios.org/Auth/SitePages/Trainee/Curriculum/View.aspx?UserCurriculumId=2329&CurriculumItemId=22423

training UBMS_student UMeP Medical Student UBMS Undergraduate Programme University of Bristol Medical School (UBMS) (01 Sep 2013 to 31 Aug 2014)
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Undergraduate Medical ePortfolio UMeP University of BRISTOL NHS Education for Scotland

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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

Competencies		Expand All	
1. Clinical Skill: Measuring Temperature	08/06/2013		
Interesting Case			
training UBMS_student	Feels Competent Year 4	08/06/2013	""
Dr Training UBMS_mentor	Feels Competent Year 4	12/12/2013	""
Dr Training UBMS_mentor	Feels Competent Year 4	15/11/2013	""
Dr Training UBMS_mentor	Feels Competent Year 4	08/06/2013	"you are competent"
2a. Clinical Skill: Measurement of Radial Pulse			
training UBMS_student	Feels Competent Year 4	11/03/2014	"work on it"
2b. Clinical Skills: Measuring Blood Pressure			
training UBMS_student	Feels Competent Year 5	06/02/2013	""
training UBMS_student	Feels Competent Year 4	06/02/2013	""

CAPS logs Sign Off Report

Meeting with Academic Mentor	04/02/2013	Plato
training UBMS_student	Feels Competent Year 4	05/02/2013
training UBMS_student	Feels Competent Year 4	05/02/2013
5. Clinical Skills: Managing Blood Samples		
6. Clinical Skills: Taking Blood Cultures		
training UBMS_student	Does Not Feel Competent	11/03/2014 "work on it"
7. Clinical Skill: Measuring Blood Glucose		
8. Clinical Skill: Managing an Electrocardiograph (ECG) Monitor		
9. Clinical Skill: Performing and Interpreting a 12 lead Electrocardiograph (ECG)		
10a. Clinical Skill: Measuring Peak Flow		
10b. Clinical Skill: Basic respiratory function tests – Simple spirometry		
11. Clinical Skill: Urinalysis		
12. Clinical Skill: Advising patients on how to collect a mid-stream urine specimen		
13. Clinical Skill: Taking nose, throat and skin swabs		
14. Diagnostic procedures: Nutritional assessment		
15. Diagnostic procedures: Pregnancy testing		
16a. Therapeutic procedures: Management of the airway		
16b Therapeutic procedures: Administering Oxygen		
17. Clinical Skill: Establishing peripheral access & setting up an infusion		
18. Therapeutic procedures: Making up drugs for parenteral administration		
19. Clinical Skill: Setting up an insulin sliding scale - mock up chart		
19. Clinical Skill: Setting up an insulin sliding scale - ward observation		
20. Clinical Skill: Performing a subcutaneous and intramuscular injection		
21. Therapeutic procedures: Blood transfusion lecture		
21. Therapeutic procedures: Blood transfusion - observations		
22. Therapeutic procedure: Performing catheterisation - manikin		
22. Therapeutic procedure: Performing catheterisation - observations		
23. Therapeutic procedures: Instructing patients in the use of devices for inhaled medication		
24. Clinical Skill: Use of local anaesthetics		
PDP	04/02/2013	
training UBMS_student	Feels Competent Year 4	03/06/2013 "vhsfg"

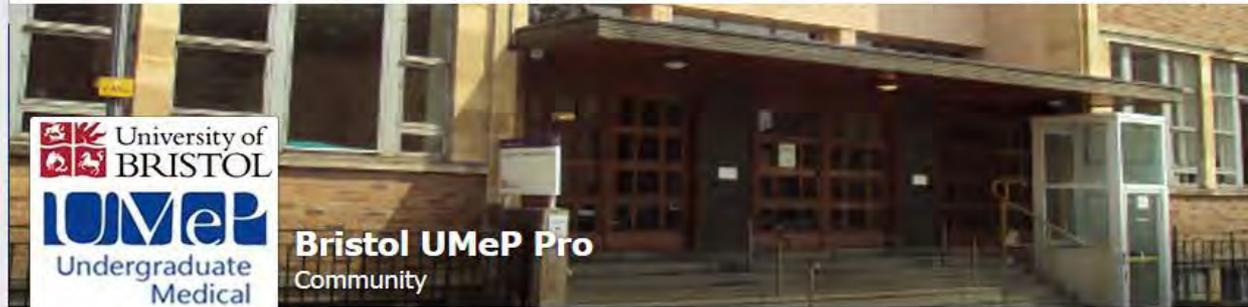


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PEOPLE

230 likes

ABOUT

This professional Facebook page is intended to help establish the Undergraduate Medical e-Portfolio (UMeP) within the MB ChB curriculum at Bristol...

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<https://www.nhseportfolios.org/>

PHOTOS



Bristol UMeP Pro
29 September

to Year 5
CAPS skill 16 - airway. You will have learnt this during Anaesthesia - Year 4.
CAPS requirement is completing Immediate Life Support (ILS) - during PPP

Like · Comment

Bristol UMeP Pro
24 September

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

Like · Comment

Bristol UMeP Pro
15 September

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.

Like · Comment

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

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October 3 2014

