

Updated - GP5 Assessment Form

GP5 - Overall Tutor Assessment of Performance

Year 5 MBBS Portfolio

Lead GP Tutors should award each student an overall assessment after consultation with the appropriate teachers, including members of practice staff who have been in close contact with a student. Students should be assessed as individuals, and all students on a firm should only exceptionally receive the same grade.

Please fill out the form below and ensure that you sign at the bottom of the form. Once it has been signed, this form will be blocked.

If you have any problems with this form, please contact:

- **London:** Mahbuba Yasmin - m.yasmin@qmul.ac.uk
- **Malta:** Debra Grech - debra.grech@qmul.ac.uk

Part 1:

Placement Information

Student's name

Type of GP placement

8-week placement

First 4-week split placement

Second 4-week split placement

Practice name

Lead GP Tutor name

Lead GP Tutor email

Name of assisting tutors

Part 2:

Task completion and attendance

Mandatory task completion

Please indicate if the student has completed the mandatory tasks:

8 week placement

- 2 x Mini-CEX
- 5 x Patient Feedback Forms
- 1 x Patient Case and Reflection on Professional Practice Principles
- 1 x Practice Based Project (in pairs)
- 1 x Significant Event Analysis
- 1 x Midway Review

Split placements

- Some engagement is expected during the first split placement.
- Students taking two split placements are expected to complete a Midway review by the end of the first split placement.
- The GP5 portfolio section should be fully complete by the end of the second split placement.

Completed

Not completed

N/A

Please use this section to record any tasks not completed:

Attendance at Practice:

Please note that tutors must not pass a student if they have missed more than 4 days of teaching during the GP Assistantship placement.

If a student has missed more than 4 days of teaching, please refer the assessment to the CBME team via the Year 5 Administrator:

- **London:** Mahbuba Yasmin - m.yasmin@qmul.ac.uk
- **Malta:** Debra Grech - debra.grech@qmul.ac.uk

Commended

Pass

Referred

Please use this section to record the dates of any absences, indicating one of the following:

- Date of absences
- Reason for absence
- Explained absence
- Unexplained absence
- Session cancelled by the Practice

Please record any dates of absences here.

Part 3:

Attributes

Applied Clinical Skills - Knowledge

Commended:

- Excellent knowledge base with perceptive understanding of basic sciences
- Willing to share knowledge.

Pass:

- Good or adequate knowledge and satisfactorily relates this to patient care.
- Learns from experience.

Referred:

- Has little factual knowledge. Fails to appreciate relevance of scientific basis of medicine in clinical problem solving
- Unable to make use of basic science knowledge.

Commended

Pass

Referred

Applied Clinical Skills - Communication Skills

Commended:

- Outstanding clarity of expression and full understanding of listening skills.
- Sympathetic and mature.
- Inspires confidence.

Pass:

- Sound, caring attitude.
- Takes time. Listens well, explains well.
- Competent and logical.

Referred:

- Serious lack of ability to relate to patients or colleagues.
- Provokes anxiety or hostility.
- Patients would prefer to see someone else.

Commended

Pass

Referred

Applied Clinical Skills - Clinical Skills

Commended:

- Excellent ability to take a full history and examination and to express findings succinctly
- Well-developed ability to see and use important findings to reach correct diagnosis.

Pass:

- Usually complete orderly and systematic histories.
- Can elicit correct signs and recognise most significant findings.
- Orderly and logical approach to diagnosis.

Referred:

- Profound lack of ability to record and analyse a clinical problem.
- Unable to interpret and synthesise symptoms and signs.

Commended

Pass

Referred

Patient Case and Reflection on Professional Principles:

Commended:

- Clear, comprehensive, well ordered, succinct summary
- Mature insightful discussion of professionalism issues
- Identifies learning & further needs & ways of meeting them

Pass:

- Clear & comprehensive summary
- Clear & considered discussion
- Identifies learning & further needs

Referred:

- Poorly constructed summary
- Only biomedical aspects/ inadequate coverage of professionalism issues
- Unable to identify learning & further needs

Commended

Pass

Referred

Practice Based Project:

Commended:

- Choice of project relevant to team and contributes to practice
- Comprehensive description of working including aims, methodology and output
- Referenced fully
- Balanced contribution from each group member showing effective teamwork skills.

Pass:

- Good choice of topic demonstrating teamwork in primary care
- Good output with some explanation of how it was put together
- Contributions from each group member
- References provided

Referred:

- Poor understanding of the task with little or no consideration for how it demonstrates teamwork in primary care
- Poorly presented output
- Unable to demonstrate worked as a group
- Absent or inappropriate references

Commended

Pass

Referred

Significant Event Analysis:

Commended

Pass

Referred

Part 4:

Professionalism Attitude and Conduct Assessment Form

NOTE: A Professionalism Assessment Form must be completed for all students. Please inform the Administrative lead if there are concerns regarding professionalism.

Feedback should be given to every student about their professionalism during their placement and upon completion of this form.

1. If you are **unconcerned** about a student's professionalism, an overall assessment of **"Satisfactory"** may be given without marking "satisfactory" on every criterion.
2. If you are **concerned** about a student's professionalism, then **three or more "cause for concern" or "unsatisfactory" in any category** results in an overall assessment of **"Unsatisfactory"**.
3. **Always** decide and **mark** an overall "Satisfactory" or "Unsatisfactory" at the bottom of the form.
4. **Overall "Unsatisfactory" students are to be referred to their Academic Year Tutor.**
5. Please give **full** reasons for any "cause for concern" or "unsatisfactory" assessments in the "GP tutor' comments" box below.
6. The student should make any responses in the "Student's comments" box in the logbook

1. Honesty and integrity

SATISFACTORY CRITERIA: Always honest with patients, peers, staff and in professional work (presentations, documentation, communication)

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

2. Reliability and responsibility

SATISFACTORY CRITERIA: Reliable and conscientious. Punctual. Completes assigned tasks. Accepts responsibility for errors. Punctual. Completes assigned tasks. Accepts responsibility for errors.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

3. Respect for patients

SATISFACTORY CRITERIA: Consistently demonstrates respect for patients' autonomy and dignity. Maintains confidentiality at all times. Always appropriately dressed for clinical setting.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

4. Respect for others

5 SATISFACTORY CRITERIA: Shows respect for patients' relatives, other healthcare team professionals and members of staff.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

5. Attendance and approach to learning

SATISFACTORY CRITERIA: Full attendance, participation at seminars and other learning opportunities.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

6. Compassion and empathy

SSATISFACTORY CRITERIA: Listens attentively and responds humanely to patients' and relatives concerns.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

7. Communication and collaboration

SATISFACTORY CRITERIA: Works cooperatively and communicates effectively with patients and healthcare team members.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

8. Self-awareness and knowledge of limits

SATISFACTORY CRITERIA: Recognises need for guidance and supervision, aware of appropriate professional boundaries. Personal beliefs do not prejudice approach to patients.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

9. Altruism and advocacy

SATISFACTORY CRITERIA: Adheres to the best interests of patients.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

10. Health

SATISFACTORY CRITERIA: Does not allow his/her health or condition to put patients and others at risk.

Satisfactory

Cause for concern

Unsatisfactory

Unable to observe

Overall Professional Assessment

Satisfactory

Unsatisfactory

Part 5:

Overall assessment outcome for this placement

This is a global assessment for the GP5 placement. Students who are referred for the placement will be seen by the Academic Year Tutor.

Have you encouraged your student to complete their JISC evaluation survey for the placement?

Yes

No

Please indicate if this assessment has been discussed with the student

Yes

No

OVERALL PLACEMENT GRADE AWARDED

Commended:

- Completed all formative assessments and goes above and beyond to reflect to an excellent standard.
- Excellent knowledge base and communication skills.
- Engages with all primary care tasks to an excellent standard.
- Inspires confidence in patients and colleagues.
- Seen as an asset to the practice.

Pass:

- Formative assessments completed and reflected to a satisfactory standard.
- Competent in skills and attitudes to begin work as a FY1.
- Satisfactory engagement with practice activities.
- Is safe with patients.

Referred:

- Poor engagement with the formative assessments without extenuating circumstances.
- Requires significant improvement with clinical and communication skills.
- Inadequate knowledge base Lacks insight on own abilities.
- Concerns regarding patient safety.

COMMENDED

PASS

REFERRED

Tutor's comments

Please provide some written feedback for your student. This is really important as part of their development into clinicians.

Please comment on any favourable areas or any aspects of the student's performance that has given concern. The student should be asked to pay special attention to these and any factors which may have interfered with the learning of the student. The student's performance must be discussed personally.

Tutor's signature