

WPBA ePortfolio PDP guidance document 2016

What is the purpose of the PDP within the portfolio?

The PDP (Personal Development Plans) area in the portfolio is designed to ensure that trainees are able to demonstrate that they can

- assess their learning needs
- plan actions to meet these needs
- review their achievement of these, with supporting evidence and, as a result, demonstrate the completion of learning loops.

On-going assessment of learning needs and planning to address these is an essential part of preparing for the annual appraisal process, which leads to revalidation. As such it is an essential part of GP training and should be demonstrated and assessed within WPBA and the ePortfolio.

How does the PDP appear in the portfolio?

Within the portfolio there are initially four strands to the PDP

- Learning objective
- Target Date
- Action plan
- How will I know when it's achieved?

A date is added when the PDP is created and subsequently every time it is updated or amended a 'last updated' date changes.

An 'Is achieved' box and an 'Outcome (after PDP achieved)' box also appear.

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

Learning objective

- The more specific the learning objective, the easier it is to construct an action plan, agree a focused date by which to achieve this and to evaluate how it has been achieved

- Confidence on its own is very hard to measure and, therefore, we would recommend avoiding this term in your learning objectives
- Suggested words for learning objectives include - provide, learn, develop, deliver, manage, summarise, demonstrate, document and evaluate
- Appropriate examples
 - learn about acute eye conditions and demonstrate in log entries use of this knowledge and skills in assessing and managing them
 - demonstrate the ability to recognise the acutely unwell child and how to safely manage them
 - summarise my learning about management options for menorrhagia, and demonstrate applying these in clinical cases
 - learn about and identify resources for supporting patients and their relatives suffering from dementia
- Several short specific PDPs are better than an extensive one
- Inappropriate examples
 - Pass the AKT
 - Pass the CSA
 - Add more log entries

Passing the AKT and the CSA are national requirements for all trainees and so there is no benefit in adding these to the PDP.

Adding more log entries is not specific enough to show learning.

Target Date

This can be

- in the near future, short term, next few weeks, for example, for learning objectives for entries that involve e-learning or looking up information
- medium term, in the next six months, for attending courses and gaining experience of others managing conditions
- longer term, by end of ST3 year, for becoming confident and efficient with dealing with specific conditions

Action plans

- need to be specific and relevant to the objective and the time-frame set
- can have a variety of elements to them, for example
 - e-learning modules
 - sitting in, attending clinics
 - attending courses
 - looking up on the intranet / in a book
 - visiting social services
 - writing a practice protocol
 - writing patient information leaflets


How will I know when it's achieved?

- This is easier the more specific the learning objective
- Reflecting on the actions detailed above (action plans) in the learning log and recording the learning from these
- Reflections on clinical encounters and how your learning was applied

Examples of PDPs:

These are real examples taken with permission


PDP Details



Date created:	15/02/2016
Last updated:	17/06/2016
Learning Objectives:	OBSTETRIC EXAMINATION: to become confident in the examination of pregnant women, e.g. to determine symphysis-fundal height (SFH), lie and presentation and auscultate the fetal heart with a Sonicaid.
Target date:	07/06/2016
Action Plan:	Continue examining pregnant women and comparing my findings to those of more experienced members of staff or scans. Write up learning logs about obstetric examination.
How will I know when it's achieved?	I will have documented learning logs.
Is Achieved:	✓
Outcome (After PDP is achieved)	My learning logs indicate that I have examined several pregnant women during this placement (e.g. Lady 37/40 requesting induction of labour (IoL) 15.05.16, Pregnant lady with PV discharge 16.06.16). I have evidenced a CEPS on Obstetric examination 04.05.16, a mini-CEX on Examination of pregnant abdomen 14.05.16, and a CBD on Assessment including speculum examination of pregnant lady with PVB 17.03.16. I now feel more confident in examining pregnant women, although it can still be difficult to clinically differentiate a breech from a cephalic presentation (a Consultant Obstetrician taught me that a head is ballotable compared to a bottom!).

This PDP might be improved by instead of stating '*more confident*' it summarised the learning. A PDP needs to be SMART and it is difficult to measure confidence.

PDP Details



Date created:	10/09/2014
Last updated:	29/01/2015
Learning Objectives:	DEMENTIA 1) To develop knowledge and understanding of local community services for dementia (including support for carers) 2) To become more familiar with treatment of dementia (drugs commonly used and their side-effects) I believe this is an important learning objective because more people are suffering from dementia as the population ages. Also, management of patients with dementia requires more than drug treatment and modification of risk factors; it requires holistic assessment including capacity, vulnerability, safety, housing, social support, carers' needs etc.
Target date:	03/02/2015
Action Plan:	I will achieve these learning objectives via: 1) Learning log entries after seeing patients with dementia, or discussion with carers 2) I am aiming to have a tutorial with one of the GP's who looks after a local nursing home, and then write-up the tutorial 3) Elearning (e.g. Royal College of General Practitioners website, doctors.net, BMJ) 4) I will look into the possibility of spending 1 session with community Old Age Psychiatry or the Memory Clinic
How will I know when it's achieved?	I will document evidence of consultations, a tutorial, elearning and time spent with community services in my eportfolio, including reflection. Spending time with community services will particularly increase my knowledge and understanding of services. Elearning modules and consultations with patients/carers will increase my familiarity with common drugs.
Is Achieved:	✓
Outcome (After PDP is achieved)	1) I have written up several learning logs about consultations with patients with dementia and their carers (e.g. 04/09/14, 19/09/14, 15/12/14, 05/01/15, 21/01/15). I have also written up a learning log about falls, key safes and involving Social Services (26/10/14); although this patient did not have dementia, these issues are often relevant to patients who do. I have also recently seen a patient under stress because her husband has been diagnosed with dementia in his early 50's, and discussed local service provision with her, although I have not written this up in a learning log 2) I had a very useful tutorial on dementia (see learning log 13/11/14), in which we discussed issues such as advanced care planning and the needs of carers 3) I have done an elearning module on Management of Dementia in Primary Care (see learning log 21/01/15) 4) I spent 1 session at the Memory Clinic, and another at the Community Care of the Elderly Clinic (see learning logs 14/10/14 and 9/10/14)

This is long and complicated and may be better separated as two learning objectives.

PDP Details



Date created:	27/10/2015
Last updated:	17/12/2015
Learning Objectives:	To diagnose and manage someone with essential hypertension
Target date:	31/01/2016
Action Plan:	I will read the NICE guidelines about diagnosing hypertension I will see a patient who potentially has hypertension I will diagnose it I will implement a suitable treatment for their hypertension
How will I know when it's achieved?	I have seen a patient with a de novo presentation of hypertension, diagnosed and managed it I will make a log entry about it
Is Achieved:	✓
Outcome (After PDP is achieved)	I have made an entry on 7/12/15 evidencing completion of this PDP, very satisfying!

Although this is simple, it is an effective PDP entry.

PDP Details

Date:	18/02/2013
Learning Objectives:	To improve knowledge about substance abuse and expand skills picked up from managing inpatient detox patients during psychiatry attachment. Prepare myself for managing substance misuse patients in independent practice
Target date:	18/02/2013
Action Plan:	RCGP substance misuse certificate Manage practice patients with substance abuse. - (Time Scale: During remainder of ST3)
How will I know when it's achieved?	To attend and pass Substance misuse certificate. Manage patients during regular practice Attend teaching on alcohol misuse
Is Achieved:	✓
Outcome (After PDP is achieved)	Attended and attained RCGP substance Misuse certificate Part1 Attended the VTS teaching on EtOH misuse Managed several patients with alcohol and drug misuse in ST1 and ST3, including the clascal presentation who attended having lost his script before the weekend.

This is another good example of an identified learning need, which was addressed using a variety of sources. However, it seems to have been written retrospectively.

ESR-generated PDPs:

- As part of the ESR process, in addition to completing the self-assessment section, trainees will be required to create at least one PDP to cover their next review period or post
- If they already have created current PDPs, additional ones will not be required, but the ES will review all PDPs created in the last review period and may help edit to make them SMART or advise trainees to add further entries to cover missed or future learning needs, if appropriate
- Personal PDPs should continue to be created throughout the training post, and progress on those created in the last review assessed and recorded