

Guidance for Trainee Self Ratings

The aim of the self-ratings is to self-assess your progress against the RCGP competency word pictures (see RCGP website). In doing this you can guide your educational supervisor to the robust evidence that you have gathered in your portfolio.

What makes good and effective self-ratings

1. Analyse your progress since your last ESR
 - a. Review previous ESR action points
 - b. Review where you feel you are now
 - c. What have you achieved?
 - d. What remains to be developed?
2. Synthesize the evidence to support your rating against the word pictures
3. Comment on the evidence provided, **try not to describe individual pieces of evidence**, but comment on how you have addressed learning needs identified and what you have done about it – review your learning log entries and pdp.
4. Point to the evidence by tagging (3) and signposting additional evidence e.g.
5. Action plan areas for development, make them specific

Communication and Consultation Skills

I have discussed complex patient problems requiring acute and long term care in my CBDs (see 12/11/15; 23/11/15 and also LLE 23/10/15; 25/09/15. I have developed my skills in using ICE in multiple settings see COT 21/10/15; 24/11/15 and LLE 11/09/15; 14/10/15. I have made some progress in dealing with patients whose agenda is different to mine see COT 22/09/15 and LLE 13/09/15 but I realise that I still struggle with this. I have attended a negotiating skills and dealing with difficult conversations course 21/08/15 in an effort to gain further skills. I have now applied that knowledge when dealing with a difficult and angry patient (LLE 21/10/15 and 26/11/15)

You do this by

- Being open and honest about what is going well and what is not
- Critically analysing your progress, why are things going well or not
- Identification of learning needs and how you might address them in the next 6 months
- Little and often, try to do one or two self-ratings at a time rather than all 13

PITFALLS TO AVOID

- Leaving it all to the last minute
- Describing individual pieces of evidence
- Not tagging evidence
- Not utilising additional evidence if you have it in your TeP
- Describing only the positive evidence – remember the need for self-awareness