

# Advice on presentation of portfolio evidence

## Structure for submission of portfolio evidence

A copy of your CV

Please include a copy of your CV detailing a complete record of post-graduate study, including relevant membership/fellowship exams, research, teaching and employment to date.

It may be helpful to include:

- **Evidence of your recent personal development plans (PDP) or appraisal**
  - Copy of recent NHS appraisal within past 12 months (if applicable)
  - PDP relating to competencies
  - [Access the PDP guidance and template](#)
- **Evidence of continuing professional development**
  - Continuing professional development log and certificates
  - Please only include courses and reflections relevant to the competencies within the relevant specialty curriculum that have been undertaken in the last three years
  - [Access the CPD guidance and template](#)
- **Evidence of teaching, training and supervision including research activities (where applicable)**
  - Evidence related to formal training in teaching and training (eg courses undertaken)
  - Experience of teaching healthcare students/professionals including:
    - Curriculum and/ or programme development
    - Assessment of UG and PG examinations
    - Supervisory role in training
    - The frequency of the teaching should be clearly indicated
    - Formal feedback should be included where available
  - List of PhD projects and students that you have supervised (primary or secondary) to completion (include date, name of candidate and title of project).
  - List of master's degree projects and students supervised (primary or secondary) to completion (date name of candidate and title of project).
- **Quality improvement activities (including clinical audits and quality improvement projects) and service developments**
  - Title
  - Date
  - Trust and registration number
  - Lead or collaborator
  - Number of cycles
  - Summary of outcomes
  - Resultant change in practice or delivery
  - Implementation of change date

## Structure for submission of portfolio evidence

<p>Evidence of Specialist Training Programmes</p>	<ul style="list-style-type: none"> <li>• A certified copy of your specialist qualification.</li> <li>• Details of the entry criteria for the course which should include qualifications and training requirements.</li> <li>• A copy of the training course/programme syllabus or curriculum, specific to your training period<sup>1</sup>. This must be authenticated by the Dean, Head of School or Program Director of the educational Institute or hospital where the course was undertaken.</li> <li>• Details of the duration of training.</li> <li>• Details of training environment (hospital, primary care setting, university, country).</li> <li>• Details of how you were supervised including the names and qualifications of your supervisors.</li> <li>• Details of how you were assessed during your training eg, examinations, coursework etc. and the outcomes of those assessments.</li> <li>• Link to list of UK recognised qualifications.</li> </ul>
<p>Evidence of Academic or Research Work/Projects</p>	<ul style="list-style-type: none"> <li>• <b>Evidence of any postgraduate qualifications derived from academic or research work including:</b> <ul style="list-style-type: none"> <li>○ Certificates</li> <li>○ The title and an abstract of any thesis</li> <li>○ Authenticated copy of the syllabus</li> </ul> </li> <li>• <b>Details of research projects you have been involved in:</b> <ul style="list-style-type: none"> <li>○ Details of grants awarded</li> <li>○ Abstract of publications</li> <li>○ List of your PubMed cited publications including authors.</li> <li>○ List of cited non peer reviewed publications.</li> <li>○ Link to your research gate profile</li> <li>○ H Index and Orchid registration number</li> <li>○ Names and contact details of supervisors</li> <li>○ Ethics applications (date, title, and ethics panel)</li> </ul> </li> <li>• <b>Research presentations and invited lectures:</b> <ul style="list-style-type: none"> <li>○ Title of the presentation</li> <li>○ Forum name (local/regional/national/international)</li> <li>○ Poster or oral presentation</li> <li>○ Date</li> <li>○ Any feedback you received</li> </ul> </li> <li>• List of PHD projects and students you have supervised (primary or secondary) to completion (date name of candidate and title of project).</li> <li>• List of Masters degree projects and students supervised (primary or secondary) to completion (date name of candidate and title of project).</li> <li>• Outline of your clinical or other responsibilities and the ways in which these are deployed e.g., in specialised clinics or specialised laboratory or diagnostic services.</li> <li>• Ethics applications (date, title, and ethics panel).</li> </ul>

1. If the exact course curriculum/syllabus is not available, you will need to provide an authenticated copy of the current syllabus.

The university will need to provide an accompanying letter with the syllabus outlining the differences of the current syllabus and the one you studied.

## Structure for submission of portfolio evidence

Clinical Caseload  
Logbook

- The logbook should be broken down into sections, one for each post you have held.
- **Each section must be validated by your named trainer/teacher/clinical lead for that post, with the following included:**
  - Full name printed of person validating
  - Signature of person validating
  - Job title of person validating
  - Date
  - Stamped
  - Must say “this is a true and accurate record of the work carried out”
- **For each patient, the logbook should include (where applicable):**
  - Patient identifier (anonymised)
  - Age of patient at start of treatment
  - Your role (supervisor/main operator/assistant/observer)
  - Whether patient started treatment with you or whether they transferred to you during treatment (New (N) or Transferred (T))
  - Date patient first and last seen by you
  - Total number of visits with you
  - Status of patient when last seen by you e.g., in retention or transferred to another operator
  - Named supervisor
  - Brief treatment plan

## Guidance notes for completing your logbook

**Please make sure patient details are anonymised. If the GDC receives a logbook with these details not anonymised, the whole application will be returned.**

- **You may wish to use [eLogbook](#) which is currently used by some UK CCST trainees and is free to register for online.**
  - If you use eLogbook, please remember that you will need to download your log-book into a spreadsheet so that it can be validated as specified above.
  - It should be formatted so that it is easy to read and contains the information specified above.
  - Please note, ‘consolidation reports’ or ‘validation reports’ generated by eLog-book do not contain all the information outlined above.
- You should map your logbook activity to the Learning Outcomes set out in the relevant curriculum, using the summary information sheet provided on the GDC website.

### Structure for submission of portfolio evidence

Supervised Learning Events (SLE) and Work Based Assessments	Evidence of SLEs and WBAs	<ul style="list-style-type: none"> <li>• You should aim to include at least 30 SLEs or WBAs in your portfolio, using a range of different assessment modalities, such as the ones outlined below (the expected number may differ depending on the specialty you are applying for).</li> <li>• Your SLEs/WBAs will be assessed relative to the competency expected for CCST level and in line with Intercollegiate Surgical Curriculum Programme (ISCP) levels (where appropriate).</li> <li>• If applicable, you can submit the ISCP forms.</li> <li>• SLEs/WBAs must be validated by clinical trainers and should include details of how you were assessed during your training and the outcomes of these assessments.</li> <li>• Evidence must include (where relevant) date /role/ name of supervisor with signature for all SLEs/WBAs.</li> </ul>
	Evidence of peer review	<ul style="list-style-type: none"> <li>• You should understand the range of roles and expertise of team members to communicate effectively to achieve high quality service for patients.</li> <li>• Multi-Source Feedback (MSF) also known as “peer assessment” or “360° assessment”, is a method of assessing professional competence within a team-working environment and providing developmental feedback.</li> <li>• You should aim to include MSF, or ‘peer assessment’ or ‘360° assessment’ or a similar type of assessment done within the last 3 years.</li> </ul>
	Direct Observation of Procedural Skills (DOPS)	<ul style="list-style-type: none"> <li>• Direct Observation of Procedural Skills (DOPS) is an assessment tool used in the clinical setting to assess a clinical skill in the workplace. It involves an assessor observing you performing a practical procedure within the workplace e.g., real patient, real time and real place.</li> <li>• DOPS are applicable to short, diagnostic, and interventional procedures, or part procedures, which comprise relatively few steps.</li> <li>• They can assess the competence of a trainee to perform a procedure and provide feedback when learning a new procedure.</li> <li>• Each DOP should represent a different clinical problem covered by the curriculum and have come from a range of clinical settings.</li> <li>• You should aim to include at least 15 DOPS to demonstrate equivalence to CCST (this may vary between the different specialties).</li> </ul>
	Procedure Based Assessment (PBAs)	<ul style="list-style-type: none"> <li>• PBAs assess a trainee’s technical, operative, and professional skills in a range of specialty procedures or parts of procedures during routine surgical practice up to the level of certification.</li> <li>• PBAs provide a framework to assess practice and facilitate feedback to direct learning.</li> <li>• You should aim to include at least 15 PBAs to demonstrate equivalence to CCST (this may vary between specialties).</li> </ul>
	Case Based Discussions (CBD)	<ul style="list-style-type: none"> <li>• CBD uses the records and investigations of a case (for which the applicant has been personally responsible or involved in) as the basis for dialogue between the trainee and the assessor/clinical supervisor to explore the knowledge, judgement, and clinical reasoning of the applicant.</li> </ul>
	Clinical Evaluation Exercise (CEX)	<ul style="list-style-type: none"> <li>• The CEX is a consultation or discussion conducted by the applicant, which is observed and critiqued by a trainer/assessor. It is used for the assessment and feedback of a clinical consultation.</li> </ul>

### Structure for submission of portfolio evidence

Supervised Learning Events (SLE) and Work Based Assessments	Reflections	<ul style="list-style-type: none"> <li>• Written reflections of clinical encounters can be used to demonstrate the core competencies where they are relevant.</li> <li>• A reflective summary should include a discussion of how you apply your knowledge or have learned from your own practice. It is necessary to relate what you have learned directly to your practice.</li> <li>• <b>For useful guidance on reflective practice, see:</b> <ul style="list-style-type: none"> <li>o ISCP Reflective Log</li> <li>o CPD supporting documents</li> <li>o Ten key points on being a reflective practitioner - GMC</li> </ul> </li> </ul>
References		<p>At least two original reference letters from senior colleagues who are registered and practicing in the relevant specialty testifying to your knowledge and experience in that specialty.</p> <p><b>Please note character references will not be accepted as part of your application.</b></p>