Scoring Guidance – Reflective Practice

- *Evidence of participation in Educational review – how this has to be used for professional development*
- *Contribution to and understanding of risk management at a personal and NHS level*
- *Appropriate use of PDPs and how they have influenced personal development*
- *Maps assessment tools to evidence review and support professional development*
- *Demonstrates the use of feedback*

	1 Unsatisfactory	2 Weak	3 Typical	4 Very Good	5 Outstanding
Educational Appraisal	Unable to describe their use of appraisal or educational review and cannot identify how this has effected their professional development	⟷	Describes their use of appraisal or educational review and identifies how this has effected their professional development	⟷	Provides evidence of regular educational review or appraisal with clear outcomes from meetings and is able to give concise examples of how these reviews have effected their professional development
Risk Management	Unable to describe / or has limited understanding of, their engagement in reducing risk in the workplace. Cannot identify or has no insight into, personal Non Technical Skills (NTS)	⟷	Able to describe their role and engagement in clinical risk management. Has a basic understanding of a personal NTS.	⟷	Able to describe and evidence their engagement in reducing risk in the workplace (engages in Critical Incident reporting /meetings). Shows insight into the impact of their own NTS on the delivery of service in the NHS and how they have taken measures to mitigate recognised issues

	1 Unsatisfactory	2 Weak	3 Typical	4 Very Good	5 Outstanding
PDPs	Absent / limited evidence of appropriate PDPs both Curriculum and other outcomes. Cannot clearly relate content of a PDP to their own professional development.	⟷	Can account for the content of their Foundation Programme PDP/s - both Curriculum and Other outcomes. These should relate to the relevant foundation attachment.	⟷	Can account for the content of their Foundation Programme PDP/s - both Curriculum and Other outcomes. These should relate to the relevant foundation attachment but ideally they should also be able demonstrate how their PDP enables career planning and shows commitment to chosen specialty
Assessment tools	Limited in their description or unable to describe the use they have made of assessment tools, particularly how they used them to provide evidence of personal development.	⟷	Can describe their use of WPA's. Will have some evidence or is able to describe an example of how a WPA has changed their practice	⟷	Can describe their use of WPAs. Able to describe a minimum of 2 assessment tools with evidence of how they have used them for practice and personal development – eg. TAB/MSF, educational supervisors meetings and report, self audit, Mini-CEX, CBD, core procedures, developing the teacher assessment, reflective learning reports, e-portfolio
Feedback	Little or no evidence which is unconvincing that feedback has been used to effect behaviour change, advance career development or improve clinical outcome	⟷	Able to evidence an example of feedback that has led to a positive professional change	⟷	More than one decisive example of feedback which has resulted in a change in behaviour, advanced career development or improved clinical outcome