Portfolio Pathway Applicant Template

# Mapping your evidence to the CiPs – Paediatric Pathology

This document should be read in conjunction with the Paediatric Pathology SSG and the Paediatric Pathology curriculum.

If you are applying for the Portfolio Pathway for entry to the Specialist Register in Paediatric Pathology, please complete this document to list your evidence and map it to all relevant CiPs, and provide a commentary to describe how your evidence demonstrates that you have met each CiP. It must be submitted with your Portfolio Pathway application to the General Medical Council.

**Capabilities in Practice (CiPs)**

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| CiP | Generic or specialty | Description |
| CiP 1 | Generic | Able to function effectively within healthcare and other organisational and management systems to deliver consistent high-quality patient care. |
| CiP 2 | Generic | Able to work within ethical and legal frameworks across all aspects of clinical practice. |
| CiP 3 | Generic | Communicates effectively and is able to share decision making, while maintaining appropriate situational awareness, professional behaviour and professional judgement. |
| CiP 4 | Generic | Maintains patient safety at the forefront of clinical working. Can utilise quality improvement activity realistically within the constraints of the role. |
| CiP 5 | Generic | Able to contribute to and support research. |
| CiP 6 | Generic | Behaves as an educator in the context of the role and promotes educational culture. |
| CiP 7 | Generic | Able to self-appraise, learn and adapt. |
| CiP 8 | Specialty | Able to demonstrate leadership and management within the laboratory setting for the benefit of patient care. |
| CiP 9 | Specialty | Able to use laboratory and other services effectively in the investigation, diagnosis, and management of patients, relatives, and the deceased. |
| CiP 10 | Specialty | Able to manage and contribute to a multidisciplinary team effectively. |
| CiP 11 | Specialty | Able to take, manage and interpret pathological specimens accurately and safely, mindful of risks to self and others. |

**Mapping your evidence to the CiPs**

This is an example showing you how to map your evidence to the CiPs.

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|  | **Generic CiPs** | | | | | | | **Specialty CiPs** | | | |
| **Evidence** | **CiP 1** | **CiP 2** | **CiP 3** | **CiP 4** | **CiP 5** | **CiP 6** | **CiP 7** | **CiP 8** | **CiP 9** | **CiP 10** | **CiP 11** |
| Letters providing interpretive and clinical advice to a colleague. |  |  | X |  |  |  |  |  | X |  | X |
| Minutes from a lab quality meeting which I chaired. | X |  | X | X |  |  |  | X |  |  |  |

Please briefly describe your evidence below and indicate which generic and specialty specific CiPs each piece of evidence maps to. Please use the specialty specific guidance to guide your mapping. Please add a new row for each piece of evidence.

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|  | Generic CiPs | | | | | | | Specialty CiPs | | | |
| Evidence | CiP 1 | CiP 2 | CiP 3 | CiP 4 | CiP 5 | CiP 6 | CiP 7 | CiP 8 | CiP 9 | CiP 10 | CiP 11 |
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**Commentary**

This is an example showing you how you could write your commentary for a CiP.

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| **CiP** | **Commentary** |
| CiP 3 | Evidence to support this CiP can be drawn from comments on my communication skills and teamworking in multi-source feedback (MSF) provided by colleagues from a range of professional backgrounds who I have worked with recently. Similarly, two of the referees nominated to provide structured reports are colleagues who I have worked closely with and are sufficiently familiar with my professional practice to comment on this area of capability.  Further evidence towards this CiP is drawn from evidence of written communication including clinical correspondence with colleagues, a report of a quality improvement project completed by a team which I led, and a research publication that I was co-author of. Evidence of my spoken communication skills is provided in feedback from postgraduate trainees following small group teaching that I delivered and a teaching observation assessment completed by a consultant colleague for a lecture that I delivered to undergraduate students.  Evidence of effective multidisciplinary team working is provided in meeting minutes, particularly meetings which I have chaired in which it is clear that I ensured engagement of a range of colleagues from different professional backgrounds in the discussion. Chairing a laboratory quality meeting was the focus of a WPBA (using the evaluation of clinical event tool, ECE) which provides an assessment of my skill in completing this activity. These items of evidence are further supported by MSF comments, emails of appreciation from colleagues, and reflections that involved successful teamworking (reflection 2) and managing a difficult interprofessional situation that required negotiation skills (reflection 5). |

Please provide a commentary about how you have demonstrated that you have met the requirements of each CiP using the evidence that you have mapped to each CiP (above).

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| **CiP** | **Commentary** |
| CiP 1 |  |
| CiP 2 |  |
| CiP 3 |  |
| CiP 4 |  |
| CiP 5 |  |
| CiP 6 |  |
| CiP 7 |  |
| CiP 8 |  |
| CiP 9 |  |
| CiP 10 |  |
| CiP 11 |  |