

## A Short Guide to...Reviewing an e-portfolio

### Top Tips for Educational Supervisors

The student doctor's e-portfolio is a place for them to record and reflect on their clinical placement learning. It is also how workplace based evidence is gathered, and forms part of how student progression is assessed.

Your review of their e-portfolio acts not just as a check that their placement requirements have been met, but also offers an opportunity to support the student in reflecting on their learning and setting new goals. These top tips aim to help you and your student get the most out of your Educational Supervisor meetings.

#### Review of workplace based assessments

- **Do the range of cases reflect the whole of the placement?**
  - *e.g. Medicine A should cover a balance of cardiology and respiratory cases*
- **Are the assessors from a range of stages of training and professions?**
  - *Look for a range of doctors from FY1 (for DOPS) to Consultant or GP and other health care professionals such as nurses, ANPs, pharmacists - and a range of names*
- **Has the student reflected on their experiences such as attending clinics?**
  - *Instead of describing what happened, they should consider what they have learned*
  - *Discuss to help them identify future learning needs and how to meet them*
- **Has the student achieved the DOPS expected for their stage of training?**
  - *Look at the DOPS required during the whole year, how many placements the student has done so far and whether any DOPS are specific to a particular placement e.g. stoma care*

#### Review of placement aims

- **Have the minimum requirements been met?**
  - *If not please record this in your end of placement report and contact your Trust undergraduate team and the relevant Year Team at the University*
- **Has the student met their personal aims for the placement?**
  - *If so, discuss how they were achieved.*
  - *If not, explore why not and what opportunities may exist to meet these on future placements*

#### End of Placement Feedback

- **What has the student done particularly well?**
  - *Were there key achievements, or areas of progress during the placement block?*
  - *Be explicit about why and how the student did well; examples really help*
- **What areas should the student focus on for the future?**
  - *Include skills, behaviours and attributes that apply across all specialties*
  - *Consider non-clinical as well as clinical aspects*

## Final Assessment

Your student will have indicated in their workbook their attendance for each week of placement with you. Please discuss this with the student to understand whether or not they are likely to have met the minimum (80%) attendance requirement for the placement, and how any absence may have impacted on their development.

To complete the Placement Outcome rubric, consider how your student has met placement requirements, including requirements for DOPS, CPADs, OEs and their engagement, professionalism and global performance.

- **Has the student met the standards expected of them (*Satisfactory* or *Good*)?**
  - Compare their performance to the standard expected for **their** stage of training
  - If the student falls short in any area outlined in the assessment rubric, or they have clearly fallen short of the attendance requirement for the placement, they would not be meeting the expected standard.
- **Has the student exceeded expectations (*Excellent*)?**
  - Compare their performance to the standard expected for **their** stage of training.
  - This category should be reserved for students who stand out as exceptionally good overall during their placement
  - Review your feedback (above) to explain how they have exceeded expectations
- **Has the student failed to meet the standards and requires improvement (*Borderline* or *Unsatisfactory*)?**
  - Compare their performance to the standard expected for **their** stage of training
  - If you're not sure, speak to your placement undergraduate team or the Year Team at the University before completing this section. Knowing about students in need of support as early as possible allows us to give them the best possible chance of successfully completing their studies.
- **Have you a major concern about the student?**
  - Please contact your Trust undergraduate team and the Year Team as soon as possible so that the appropriate support can be put in place.

## Professionalism & Sharing Concerns

If you need to raise a concern about a student's professionalism, or about other aspects of a student's welfare or conduct, please follow the process outlined here:

<https://www.liverpool.ac.uk/medicine/liverpool-educators-online/contact-us/sharing-concerns/>.

Knowing about students you are concerned about as early as possible allows us to assess whether support is needed and gives the student the best possible chance of successfully completing their studies.

Contact this documents author, or the [School of Medicine Engagement team](#) [mednews@liverpool.ac.uk] if you find any digital content difficult or impossible to use, either directly or with an assistive technology such as a screen reader.

Contact details for all teams and individual staff can be found on the [School website](#). [www.liverpool.ac.uk/medicine/contact-us/email/].