**Memo**

**To : All Programme directors in the Oxford Deanery**

**Ref : “The excellent ePortfolio”**

 **Final call for Nominations**

**From : Simon Street**

 **Deanery Assessment Lead**

**April 2014**

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Once again I am circulating this memo as a reminder about the annual search for the best portfolios in the deanery (– now Health Education Thames Valley).

As a programme director you may feel that some of your trainees’ ePortfolios are good enough to deserve recognition and commendation by the Head of School.

We are sending out the Oxford Criteria again as the trainees approach the final phase of their training. The ARCP panel will be judging the best portfolios by these criteria on 6th May, (before the final sign off of the ST3s in June.)

**BACKGROUND**

From the outset the focus of WPBA in the MRCGP has been on the pass:fail line. This line has defied accurate definition and the average and excellent trainees have been preoccupied in just avoiding failure.

With well defined and widely accepted criteria for the excellent portfolio, trainers and trainees can aspire to being the best rather than simply avoiding failure. A move towards concise and well presented portfolios with ready access to relevant evidence will also be welcomed by your educational supervisors.

**Nominations must be submitted before the 30th April for two (but three for Bucks, as the biggest scheme) commendable portfolios from each training scheme**.

The ARCP panel will assess and judge the quality of the trainees’ ePortfolios using the Oxford Criteria. These are now the criteria used to decide on the Fraser Rose prize for the highest score, nationall, in the MRCGP.

The names of those trainees who best meet the criteria will be given to the Head of GP School for certificates of commendation and a prize which we will present at the faculty days in July.

**‘The Oxford Criteria’**

Evidence Base

1.1 Comprehensive curriculum coverage –

 Appropriate and sufficient linkage between learning events and the curriculum headings

1.2 Comprehensive competence coverage –

 Appropriate awareness and sufficient evidence to demonstrate quality in the trainee’s professional competences

1.3 Problem Based Learning –

 The entries will be rooted in personal clinical experience, with a reflective approach to learning from performance rather than observation

1.4 Theoretical Learning –

 The entries will be rooted in personal non-clinical experience, with a reflective approach to learning from performance as well as observation and reading

1.5 Psycho-Social approach –

 The content will demonstrate a broad based, holistic and ethical approach to clinical practice

1.6 Triangulation –

 Reference will be made to corroborating evidence in other sections of the portfolio

Educational skills

2.1 Self directed learning –

The portfolio will demonstrate the trainee’s personal organization and an ability to recognize learning needs and manage their own educational agenda

2.2 Personal development plan –

The trainee demonstrates a self awareness of their learning needs and sets varied and SMART targets in their PDP and completes their learning cycles

2.3 Educational Progress -

The trainee demonstrates insight and self-awareness and describes change and progress in their clinical behaviour and professional competences.

2.4 Positive approach to learning –

The trainee’s portfolio will demonstrate a curiosity and an enthusiasm for learning

Presentational skills

3.1 Editorial style –

The portfolio will be comprehensive but remain uncluttered and succinct

3.2 Accessible -

In preparation for periodic reports, the Educational Supervisor will be given clear sign posts towards the pertinent evidence to demonstrate progress

3.3 Portfolio Entries -

Entries will be made on a regular basis and be of consistently high standard to match the guidance for reflective practice presented by the RCGP WPBA group