University of Exeter

# Critiquing a Portfolio Entry - Workshop

5th Oct 2022

Term 3 Year 1 (Jan 22 10J21 cohort)

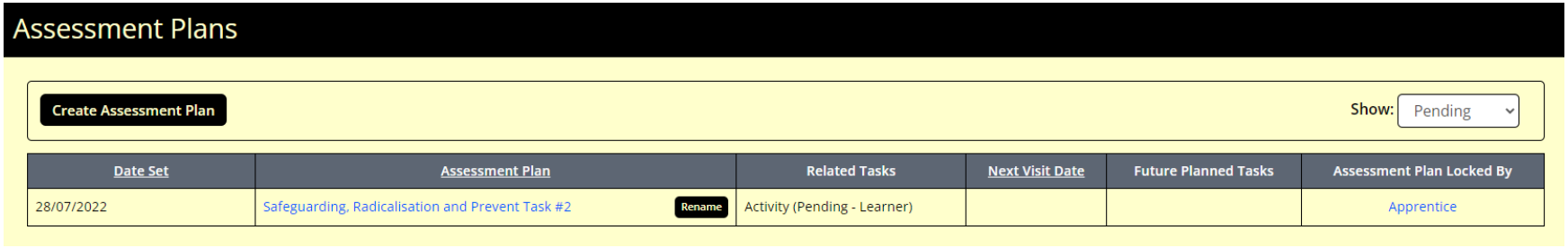
Academic Mentor Team:
Dr. Avon Huxor
Dr. Sophie Cowie

# Agenda

- Housekeeping – what do I need to do right now?
- Guidance documents and sessions
- Critiquing a Portfolio entry – Activity

# Housekeeping

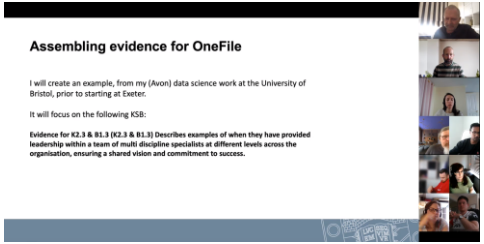
- Update your OTJ on OneFile **every week.**
- Ensure you have completed all outstanding tasks – see Prevent #2 currently set.



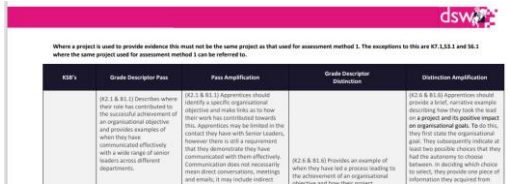

- You should all have attempted a portfolio entry by now.

# Guidance on Portfolio Entries

- See the slides from “Tracking KSBs” session run by us 4th May 22
  - Recording of this session is here
- The portfolio evidence guide contains information on what a portfolio entry should look like.
- When putting your portfolio entry together you must also use the Amplification guidance document.
- Information about your End-Point Assessment is in the DSW Toolkit.




Four Principles of Assessment



# Other Sessions and Guidance from the last 9 months

Level 7 Research Scientist overview – 2nd Mar 22

- Level 7 Research Scientist Apprenticeship
  - End Point Assessment terms
  - Assessment Method 1
  - Assessment Method 2
  - End Point Assessment Schedule
- Professional Practice 1 and 2
- Your Off-the-Job record
- Understanding the Apprenticeship Information
  - KSB amplification document from DSW

Interpreting Research Scientist apprenticeship criteria – 13th Apr 22

- Interpreting the KSB
- Command verbs
- Breakout rooms – Padlet activity

Portfolio Evidence Writing 20th Apr 22

- Portfolio Evidence Guide
- Components of portfolio evidence
- Types of Evidence
- Anecdotal / Context / Reflective
- Work Product
- Witness Testimony
- STAR technique

# RAG Rate KSBs before Tripartite this Term

As explained by Avon in the KSB Tracking session

1) Download the RAG rating spreadsheet.
2) Open on the **Assessment method 2** sheet.
3) RAG rate your competence (*column F*) and make notes on potential evidence. Focus on the Pass criteria (*column D*).
4) **Share** the RAG rating with your Workplace Mentor and arrange to go through it together.

1 – 4 must be done **before your tripartite** this term.

# Aim for Activity

The aim today is for you to understand something about the process by which Sophie and I review your OneFile portfolio submissions

- Why is this important?
  - We have to check that the submissions are appropriate enough to go to Gateway
  - We are not the assessors of the apprenticeship (they work for DSW), but we feel that we have some idea of how they work, so if you put yourself in out shoes you may (hopefully)

- So, I will submit (to you) a mock portfolio submission for you to review as if you were an academic mentor

# Instructions

I will first describe briefly my old work at the University of Bristol

You will then look at a submission I might have made for a few KSBs

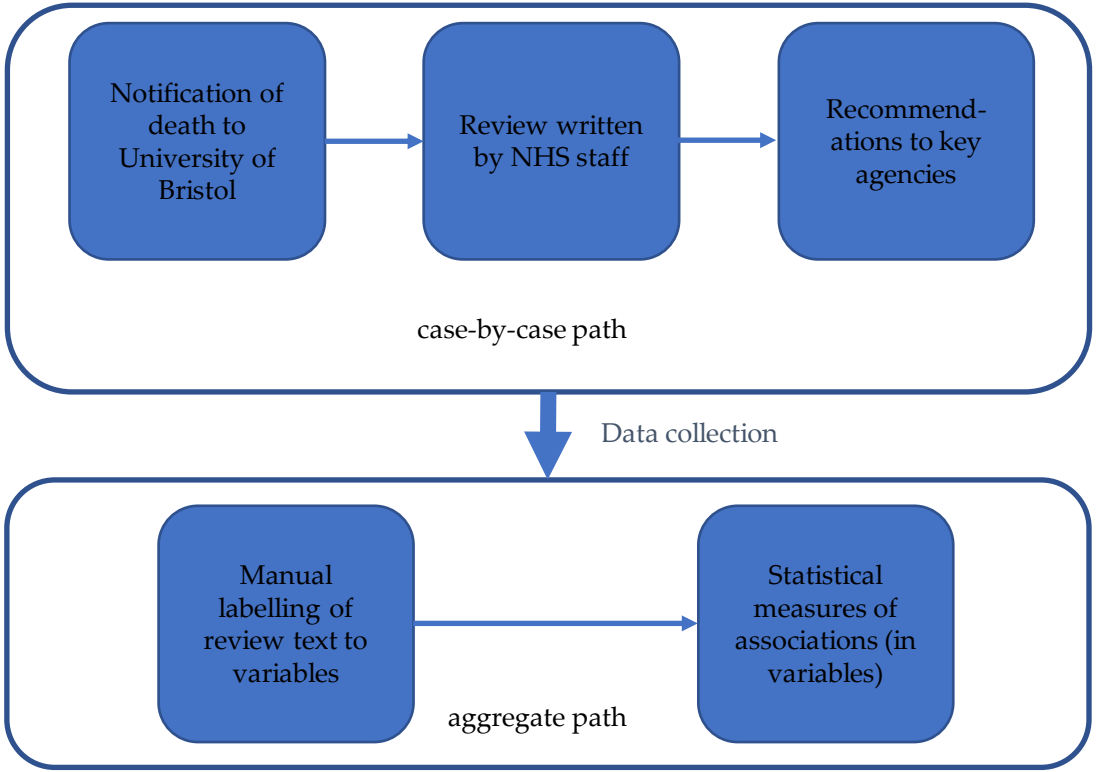
You will then suggest how I should rewrite my submission to:

- better meet the criteria in these KSBs
- be more efficient to read (as we mentors and the DSW assessor only have so much time)
- what might you ask me to help clarify the evidence?

# LeDeR: Learning from Death Reviews

University of Exeter

- A bit about the application domain
- LeDeR is one of a few national ***Learning from Death*** reviews
- Aims to investigate factors that lead to a difference of more than 20 years in the lifetimes of people with a learning disability.
- The results will lead to changes in NHS and social-care policy



# Activity

Please have the documents attached to the meeting invite to hand for this activity.

Look at the mock submission, which comprises:

- a Word doc ‘narrative’ (Evidencing_example_V1)
- an attached academic poster (huxor_EBI_poster)
- an attached project proposal for funding (AHuxor_JGI_seed_corn_call2019_20_FINAL)

# Activity

Then in your groups:

List the changes (if any) that I should make to make the submission acceptable.

One person in the group either annotate the .pdf or write down suggested improvements

Consider:

- Do I actually address the criteria of the KSBs that I claim?
- Is the evidence clearly presented and signposted?

# The submitted docs

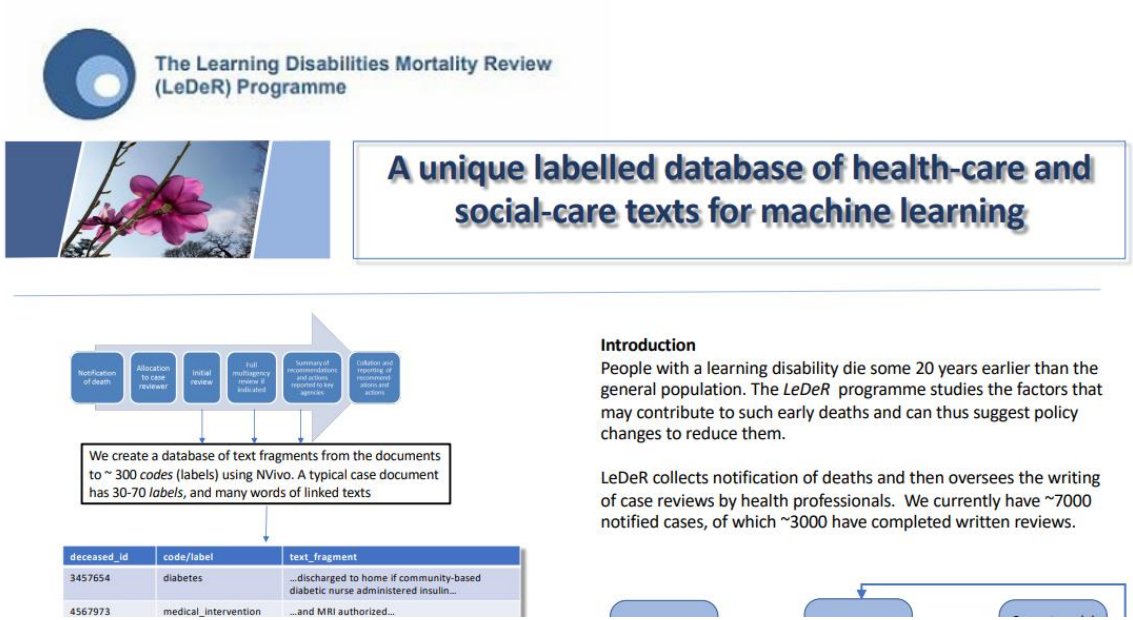
## Evidencing_example_V1

**Evidence for: (K2.1 & B1.1), (K2.2 & B1.2) and (K2.3 & B1.3)**

I was involved in a large project while working on the LeDeR programme. It started when I met a couple of people from the Medical School at a Uni meeting. Emma and Eleanor were working on similar data to mine but had not used machine learning. We got on well, and I suggested that I may be able to help them out if they send me some of there data. I showed leadership here, seeing where we could help each other, and offering to get things started. I worked with them on their data for a while, and (funny enough) got better results that I did

# The submitted docs

## huxor_EBI_poster



The Learning Disabilities Mortality Review (LeDeR) Programme

**A unique labelled database of health-care and social-care texts for machine learning**

Notification of death | Allocation to case reviewer | Initial review | Full multiagency review if indicated | Summary of recommendations and actions reported to key agencies | Collation and reporting of recommendations and actions

We create a database of text fragments from the documents to ~ 300 *codes* (labels) using NVivo. A typical case document has 30-70 *labels*, and many words of linked texts

| deceased_id | code/label | text_fragment |
|---|---|---|
| 3457654 | diabetes | ...discharged to home if community-based diabetic nurse administered insulin... |
| 4567973 | medical_intervention | ...and MRI authorized... |

**Introduction**

People with a learning disability die some 20 years earlier than the general population. The *LeDeR* programme studies the factors that may contribute to such early deaths and can thus suggest policy changes to reduce them.

LeDeR collects notification of deaths and then oversees the writing of case reviews by health professionals. We currently have ~7000 notified cases, of which ~3000 have completed written reviews.

# The submitted docs

## AHuxor_JGI_seed_corn_call2019_20_FINAL

JGI-AD-43v1

**Jean Golding Institute – Seed corn funding Application Form**

| Title (max 20 Words) |
| --- |
| Elements of free text used in decision making: an exemplar from death reviews in prostate cancer and learning disabilities. |

| | |
| --- | --- |
| Start Date: | 1st February 2020 |
| Duration: | Feb-June 2020 |

# The KSBs claimed

- ( K2.1 & B1.1) Describes where their role has contributed to the successful achievement of an organisational objective, and provides examples of when they have communicated effectively with a wide range of senior leaders across different departments.

- (K2.2 & B1.2) Demonstrates examples of advanced mixed media communication, such as presentations, report writing (technical and non-technical) negotiation and influencing.

- (K2.3 & B1.3) Describes examples of when they have provided leadership within a team of multi discipline specialists at different levels across the organisation, ensuring a shared vision and commitment to success.

# Time Up

Let's go around the groups and get feedback

# A better version

We will now look at a version of evidence that we think is better.
You may still find issues, of course.
See file in chat.