



For practical learning, the digital portfolio is the guidance and assessment tool through which the student demonstrates the learning process and competencies.

The student journey forms the basis of your practical learning portfolio. The student should use it consistently throughout the practical learning period. In addition, the student collects evidence materials to demonstrate their competence to support development in the student journey. The frameworks for evidence provide additional guidance.

Building a digital portfolio

The student will create the folder structure below in their Fontys OneDrive for each practical learning period and share it with the work field expert(s) and the lecturers involved.

- 1 - Student journey
- 2 - Lifelong learning
- 3 - PLG Educational Products
- 4 - Other evidence

For efficient assessment of the portfolio, the student ensures that above each piece of evidence the **format for evidence** is included, where feedback from the field of work and the lecturer can be placed.

Frameworks and quality of evidence

A product/report created by the student does not in itself constitute evidence. It becomes evidence when it properly relates to roles and competencies, and when it includes:

1. a description of the student's own actions and results in occupational situations;
2. substantiation from the three pillars of evidence-based practice (EBP); experience and expertise professionals (including the student themselves), patient experiences and science;
3. feedback on the product/report by experts and fellow students using the competencies as an assessment framework;
4. student's reflection on the learning process, including reflection on feedback received and processing thereof;
5. written justification of how the product/report contributes to the achievement of competencies.

The evidence collected should at least include:

- **Reporting of the 'student journey'**, in which the growth process of the student's personal and professional development is demonstrated and substantiated by means of a plea (self-assessment);
- **Products from Lifelong Learning and PLG education** during practical learning.
- **Evidence from learning questions.** For example:
 - Case histories; for example, in the form of a critical occupational situation or a shadow assignment
 - The student focuses on a care recipient and describes all the related processes (start, for example, with illness, clinical reasoning and nursing plan)
 - The student then describes their own actions in the processes surrounding that care recipient.
These may include talking to the care recipient and their family (communicator), providing nursing treatments or ADL care (caregiver), consulting with other disciplines and sharing resulting information with colleagues (collaboration partner and organiser), and deploying interventions to prevent the care recipient from deteriorating (caregiver and health advocate), etc.
 - Reflection: deep reflection on one's own abilities and feelings is expected
 - Professional product that the student already creates during daily practice: e.g. an anamnesis that the student takes, a referral that the student writes, preparation for a multidisciplinary consultation, care plan, etc.

During the progress interviews, concrete agreements are made about the desired evidence materials, in joint agreement between student, work supervisor and practical learning lecturer.

Students are free to choose the form in which to present this evidence. This can be done in writing or through a pitch, presentation or in a creative way. The student must justify the relevance of this evidence. For example, by linking it to the CanMEDS roles.

The evidence in the portfolio meets the **VRAAKT criteria**:

Criterion	Explanation
Variation	The evidence is different in type and concerns different practical situations.
Relevance	The evidence says something about mastery of behaviour; one or more competencies or roles can be demonstrated by the evidence. The evidence is provided with feedback.
Authenticity	The evidence really belongs to the student and none of the feedback from supervisors/peers has been adapted. The evidence reflects the student's experience and expertise; this may also be demonstrated by a combination of the various pieces of evidence.
Topicality value	The evidence relates to the student's experience and mastery at the time of assessment. So, the evidence comes from the relevant practical learning period. From work placement and/or PL education.

Quality and quantity	<p>Regarding <u>quantity</u>, a limited amount of evidence of <u>quality</u> is required. This encourages students to reflect on their best practices.</p> <p>Evidence is powerful when it includes a mixture of action, reflection and EBP.</p> <p>The student is mindful of the privacy of care recipients, loved ones and professionals; does not use names or uses fictitious names.</p>
Accessibility	<p>The evidence and portfolio are legible and well organised. The official documents are used for reporting the student journey and the supporting evidence documents.</p>

Assessment criteria

Whether a student meets the final behaviour appropriate to the practical learning period is assessed on the basis of a portfolio in which the student demonstrates their development and competencies. The desired level is described in the **competency charts**. In these, profiles per practical learning period – from the **ZelCom model** – are included that more generally describe the desired behaviour of the student, the degree of complexity of the context and the guidance of the work field expert. In addition, behavioural indicators have been formulated, per CanMEDS role and competency, that provide direction for the expected level. These final behaviours are also formulated so that the student should function increasingly independently in increasingly complex situations. From a holistic view of assessment, students can and may be stronger in some roles than others, as long as they perform adequately overall.

The behaviours described for PL1, 2 and 3 are assessed with attained (at expected level) or not attained (below expected level). The final behaviour described in the competencies for PL4, is assessed on a 10-point scale.

Decision

Based on the above assessment criteria, a decision is made at the end of each practical learning period as to whether the student is functioning at or below the expected level, with a particular focus on the student's long-term personal and professional development. This assessment is based on the demonstrable learning process completed in the student journey and the evidence provided in the student's portfolio, feedback and advisory assessment from the field of work, and observations made by the lecturer(s) during PL education and learning circles, and progress interviews.

In preparation for the decision moment, the student justifies in a plea whether, how and why the level of the relevant practical learning period has been attained and with what evidence this can be demonstrated. The plea can be in writing using the Decision Moment form in the student journey or by other creative means. The student shares their preparation with their work supervisor(s) and lecturer to allow them to prepare as well. The plea is orally explained by the student during the decision moment. The work field expert provides feedback and a recommendation on the assessment and records it in the student journey.

The student describes the feedback, feed up and feed forward discussed in the decision moment reporting form and asks the work supervisor(s) to approve the report. The student then uploads their student journey and underlying evidence (optionally using the 'Document for evidence' on Stagepleinzorg) in GradeWork and informs the practical learning lecturer that the assessment can be finalised.

If the work supervisor believes that the student has demonstrated the required final behaviour in practice, but the portfolio does not contain sufficient evidence for this, the opportunity may be offered to complete the portfolio. The agreements made in this regard are recorded by the student in the student journey. Afterwards the student again submits the student journey and attachments, after which the final decision follows.