

How to be well prepared for the CEP Reflective Portfolio

1. Complete the workshop learning cards promptly.

They are designed to take about 10 minutes of your time. The purpose of them is to help you consolidate your learning from each workshop, and to think about how you could apply it in your own situation.

2. Make a record of all the teaching you do.

You can use the SEFCE Teaching Log on our website, or make your own record. Remember that the term 'teaching' encompasses all educational activities, not only 'classroom' type activities such as tutorials or lectures. You may, for example, teach clinically in theatre or in a community setting; you may be a Named Clinical Supervisor and meet trainees weekly for supervision sessions; you may be involved in the design of MBChB modules or specialty curricula; you may participate in a peer education or CPD group. The purpose of making a teaching log is primarily to help you identify all the educational activities that you are involved in, because there will probably be more than you think! It will also help guide you in choosing what to reflect on in the portfolio. Please include your teaching log as an appendix and make reference to it where relevant.

3. Get feedback from your learners.

Think about how you are currently getting feedback from your students, trainees or other learners. Decide what you think your feedback is telling you. You can use anything you like, eg paper / online evaluation forms. We particularly recommend using some of the 'Classroom Assessment Techniques' discussed in the 'Planning and Evaluating Your Teaching' workshop, (eg 'traffic lights'; 'one minute papers').

4. Have your Teaching Observation and Feedback session.

Make sure you have this *before* you start writing your portfolio. Remember to complete the 'self-reflection' section at the end of it: the questions in this section will particularly help you with Part 2 of the portfolio.