

Portfolios

PURPOSE

A well-constructed portfolio offers you the opportunity to produce evidence of having achieved the learning outcomes of a module. These include knowledge, understanding, the skills of critical reflection and reflexivity, and the ability to make appropriate connections between theological study, practice and experience. Portfolios are most commonly associated with work, placement or context-based learning, but not exclusively so. Portfolios comprise a number of different assessment tasks, some or all of which are usually set by the module tutor.

CONTENT

A portfolio is a structured collection of pieces of work produced over a period of time designed to support and document learning and development towards the learning outcomes of a module. You are encouraged to undertake the various tasks to be included in the portfolio at appropriate points during the module, rather than completing them all at the end of the module. It is good practice to include dates of completion in the various pieces of work that you do for your portfolio to build up a developmental picture of your learning. If you choose to add or edit a piece after it was originally written, then make a note of that date too.

Because portfolios are more complex pieces of work, a well-organised portfolio will be easier to navigate for your marker – and therefore more positively received. The table below suggests a good way of organising your portfolio.

1. Cover sheet

2. List of contents

3. Table mapping contents to module learning outcomes

All the learning outcomes of the module should be evidenced in the portfolio.

4. Summative reflection

Identifying key issues in your learning and development.

The word count should be specified by the tutor

5. Pieces of work that demonstrate attainment of the module learning outcomes

Evidence will normally comprise a number of components, generally including different kinds of tasks from the list of assessment methods:

- written assignment
- oral presentation
- group project
- written theological reflection
- resources for others
- practical skills assessment
- reflective journal
- book review
- literature review
- project output
- placement or visit report

You may include a range of media (photographs, presentations, video clips) in your pieces of

work.

The word count includes only material written by you, the student. Where an institution chooses to include a supervisor's report as required evidence, clearly this does not contribute to the overall word count.

6. Bibliography

This will be appropriate for at least some of the pieces of work (see the guidelines for the relevant methods of assessment).

7. Appendices

Examples of material for appendices could include:

- sermon feedback forms
- survey results
- daily reflective learning journal entries
- statistics
- verbatim accounts of anecdotal evidence

8. Length of the Portfolio

The overall maximum word length for the portfolio is always specified. Within this the tutor may specify expectations for the length of sections of the portfolio, and should always do so for the summative reflection (at least 500 words).

The word count only applies to material written by the student. It also does not include any material included in appendices. However, as in the case of any assignment, the marker cannot give credit for material in appendices, though may refer to this in order better to understand what the student includes in the main body of the portfolio. So material which is primary evidence towards the student's fulfilment of the learning outcomes for the module must be included in the main body of the portfolio, not as an appendix, even if it is not written by the student themselves (for example, a supervisor's report), but it still is not included in the word count.

Where material included in the portfolio is not straightforwardly a written assignment such as an essay or a reflection, the following word length equivalences apply:

- i) in the case of an oral presentation (e.g. a sermon) or material for this (e.g. a sermon text or notes) a 15 minute presentation is always regarded as equivalent to 1000 words, no matter what the student submits. So a recording of a 15 minute sermon, or the complete text for this sermon (likely to be around 2200 words), or notes for this (whatever their length) all count as the equivalent of 1000 words.
- ii) in the case of material for a practical skill (e.g. liturgy, Bible study leader's notes) the material for a 30 minute practical skill exercise is always regarded as equivalent to 1000 words, no matter what the student submits. So, for example, the service sheet for a 45 minute service is regarded as the equivalent of 1500 words, no matter how many words it contains.

WHAT WE ARE LOOKING FOR

First and foremost, we are looking to see how your portfolio demonstrates that you have met the learning outcomes of the Module Outline. Individual components will evidence aspects of the knowledge and skill required. For the portfolio as a whole, we are looking for evidence that you are

- engaging in continuous and active (theological) reflection in relation to your studies and the context to which you are relating
 - learning from your experience and practice as well as from your studies
 - clear about, and fulfilling, the learning outcomes and aims of the module
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TECHNICAL MATTERS

For the tutor:

- Clear guidelines are crucial to the effectiveness of the portfolio as a learning and assessment tool. Students should be given clear information about the number and size of component tasks. It may be helpful to suggest a timetable for when they should be completed within the module.

For the student:

- Remember to look up and heed the guidelines for the appropriate methods of assessment that you include in your portfolio.
 - Finally, remember that the overarching purpose of the portfolio is to give an account of the learning that you are experiencing in your workplace, placement or context.
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MARKING CRITERIA

Although the appropriate Assessment Criteria for each of the pieces of work in the portfolio will apply, the portfolio is marked as a whole, not as a collection of weighted pieces. This means that each piece does not receive a separate mark – although you may well receive feedback on and indicative grading of individual pieces – and it makes it possible to take into account the content of a supervisor’s report. In addition to considering the quality of individual pieces in the portfolio, the marker will be looking for an overall assessment of the following features of the portfolio:

Appropriate mapping of evidence to learning outcomes:	Does your work demonstrate a thorough and accurate understanding of the learning outcomes of the module and of the nature and quality of evidence needed to demonstrate that you have achieved them?
Critical reflection on practice:	Have you reflected effectively and consistently on your practice and/or, where appropriate, that of others?
Critical theological reflection on practice and experience:	Does your work show your ability to think critically and theologically about experience and practice?
Clearly signposted structure:	Is your portfolio clearly and helpfully signposted and organised?

The standards by which your work will be graded are described in the **Assessment Criteria for Portfolios** for the level of your module.

APPENDIX 1: Sample Portfolios

Example 1: L4-20 Foundations for Ministry and Worship in Context

Evidence	1. Summative reflection	All, esp. KS 4	1,000 words
	2. Essay on relation between worship and spirituality in student’s denomination	SSK 1, 2 KS 1, 3	2,000 words
	3. Service sheet for service planned and led by student, including annotations explaining choice and indicating which sections led by the student	SSK 1 SSS 1 KS 3	1,500 words
	4. Reflection on a pastoral encounter	KS 1, 4 SSS 1, 2	1,500 words
	5. Supervisor’s report evidencing aspects of student’s development in these areas and his/her learning through supervision.	SSS 1 KS 2, 3, 4	
Appendices	1. Extracts from student’s learning journal. 2. Feedback forms from members of		

	congregation relating to the worship service led by the student.		
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Example 2: L7-20 Education and the Learning Church

Evidence	1. Summative reflection	All, esp. KS 3	500 words
	2. Written critical reflection on a Christian education programme designed and led by the student	SSK 1, 2 SSS 2 KS 1	3,000 words
	3. Leader's materials from a session of the education programme	SSS1 KS2	1 hour session, equivalent to 2,000 words
	4. Comparative book review.	SSK 2, 3 KS1	2,500 words
	5. Supervisor's report relating to the education programme.	SSS 1, 2 KS 2	
Appendices	1. Other materials relating to the education programme, e.g. promotional materials, plans for other sessions		
	2. Feedback forms from students taught through the programme.		