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		Issue Date	5 Jan 2022
	<u>Subject</u> EEEM – Training Portfolio Review	Review Date	31 Dec 2024
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Hong Kong College of Emergency Medicine

EEEM Training Portfolio Review

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1	1 July 2017
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Distribution List	Training & Examination Subcommittee Chairman and Vice-chairman, Training Supervisors, Trainers, Trainees, EEEM Chief Examiner, Training Portfolio Review Panel Master

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Training Portfolio Review Session

Applicable to all candidates sitting for Exit Examination in Emergency Medicine (EEEM) from 2018 onwards

Training Portfolio Review

Background

Training Portfolio Review serves as a formative part of Exit Examination in Emergency Medicine (EEEM) assessment. It evaluates candidates' experiences throughout the pathway of emergency medicine training.

Portfolio “A purposeful collection of a trainee’s work that illustrates efforts, progress and achievements in one or more areas over time. The collection must include trainee participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of trainee self-reflection.” (Carol Meyer 1991)

Objectives:

- a. Let candidates have an opportunity to self-reflect on their own work, learning process and growth in various areas.**
- b. Allow the college to identify gaps and potential area of improvement in current training curriculum, training infrastructure and delivery.**

Logistics:

1. Training Portfolio Review is regarded as part of the Exit Examination in Emergency Medicine and would be held within the same timeframe of oral examination.
2. The content of the Training Portfolio Review presentation should provide a holistic view of the candidate’s learning in one’s training pathway.
3. Mandatory topics include
 - a. List and elaborate on three training exposures (e.g. rotation, training course, project, coaching by mentor(s) etc.) that the candidate considers most useful during his/her A&E training period.
 - b. List two areas of potential improvement in the training programs.
 - c. **A heartfelt reflection on periods of difficulty and under-achievement (if any), such as failure to fulfill training or examination requirement at certain junctures. One should share on how to have overcome the shortcomings.**
4. Optional topics include: EM related training and working experiences outside A&E vicinity, teaching experience, contribution to HKCEM or HKSEMS, lessons learnt in the process of research and department projects, and candidate’s future career trajectory.
5. Presentation Arrangements:
 - a. Candidates are required to submit a portfolio in both PowerPoint and doc/pdf format for presentation before a deadline set by the EEEM Chief Examiner.
 - b. Candidates are required to update his e-Portfolio together with their EEEM application.
 - c. The maximum number of slides for PowerPoint is 20 and the number of words for doc or pdf files is limited to 1,000.

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- d. Logbook (if still in use) will be made available for the session. Necessary audio visual aids for the presentation will be provided.
 - e. Portfolio review will be done by a panel of two EEEM examiners
 - f. Suggested time allowed for the presentation would be 8 mins.
 - g. Suggested time allowed for Q&A would be 8 mins. Panel members are welcomed to give formative comments during the Q&A session.
 - h. Time for panel discussion and writing remarks is around 4 mins
 - i. Panel members can refer to the assessment sheet to write their remarks (appendix 1).
6. Given that “Training Portfolio Review” does not involve standard question setting and marking, no scoring will be given. Performance in this session will not be counted into the examination scores.
 7. However a candidate will fail himself in the EEEM by not attending this session or not submitting the necessary documents.
 8. During post examination adjudication for distinction or borderline candidates, comments from panel members on candidates’ performance will be taken into account in decision making.
 9. Comments from panel members / candidates on College training programme and training provision will be considered by Education Committee and Training Supervisors for future training improvement.

References:

1. Paulson F.L., P.R. Paulson and C.A. Meyer. 1991. What makes a portfolio a portfolio? Educational Leadership. February.
2. Portfolio Assessment: A literature review; Philip Smyth. English Centre The University of Hong Kong.
3. Portfolio-based learning and assessment in medical education. Maggie Challis. Medical Teacher Vol 21, No4, 1999. Page 370 to 386
4. [Philippa Butler, et al. A Review Of The Literature On Portfolios And Electronic Portfolios. Massey University College of Education, New Zealand.](#)

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Appendix 1

Training Portfolio Review Assessment Sheet

	Remarks
1. Structured To what extent is the candidate's portfolio organized and representative for the purpose that it is intended?	
2. Representative: To what extent is the candidate's portfolio represents the scope of one's work concisely and selectively?	
3. Evidence-based To what extent the candidate's portfolio includes evidence that back up the accomplishment?	
4. Self-reflection What is the depth that the trainee has self-reflected on the own exposure during the training period?	
5. Responsiveness: To what extent were the candidate answers appropriate to the follow-up questions?	
Other remarks	
Overall impression	