5. In-course Assessments

From Phase 2 onwards, students have to undertake some assessment of their clinical performance during clinical attachments. These take the form of mini-CEX and observed long cases. Students are able to document their grades for their personal records and this will be important to show their educational supervisors at the start of their F1 period.

6. Achievements and Memos

The e-portfolio also provides a facility for students to record personal memos and achievements. This data will be used in a proposed Curriculum Vitae construction project.

Other Functionality

Students are able to print out a hardcopy of their e-portfolio.

Minerva and e-Portfolio

Minerva is the University of Sheffield’s Medical School’s Managed Learning Environment. It is a web-based database-driven central resource for students and staff fulfilling many functions relating to the delivery and management of the undergraduate medical curriculum.

The e-portfolio, which is a part of Minerva, is a collection of student assignments, grades of competence and professional behaviours, reflections and clinical activity (CALOM) [Clinical Activity Log on Minerva] which students maintain throughout the course and into post-graduate medical education.

Contact

Minerva is developed and supported by the Academic Unit of Medical Education at the University of Sheffield.

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Access Minerva at: http://www.minerva.shef.ac.uk
Key e-Portfolio Functionality

1. Grades

This is the section of the e-portfolio where all the Student Selected Component (SSC) marks are recorded, as well as end of year grades and grades received whilst on clinical attachment.

2. Assignments

The students are encouraged to upload their SSC assignments to their portfolio together with other relevant assignments.

3. CALOM

The CALOM (Clinical Activity Log on Minerva) section allows students to record the patient histories, their perceived confidence in performing particular physical examinations and the procedural skills they undertake during their clinical attachments. By doing this it provides a valuable record of their clinical experience when they start as a junior doctor.

3.1. History Taking

The core curriculum at the University of Sheffield revolves around 92 core clinical problems. To record a history the student clicks on a problem and is then presented with a list of index cases associated with that problem. The student then enters the key points of their reflection: when they took the history, any difficulties they encountered, what they learned, and what they still need to learn. As many entries can be made as required, each entry is date-stamped, and entries can be removed at any time.

3.2. Physical and Mental State Examinations

The system/body zones listed in this section have been identified by the General Medical Council as being the key skills that the student should be proficient in when they graduate. The student is able to record their confidence level, and again this is date-stamped.

3.3. Procedural Skills Log

These are recorded in much the same way as the history taking. The student can use the reflection box to add their learning achievements, further learning needs and details of their experiences.

4. Reflections

As well as reflecting on the specific tasks seen in CALOM, students have to reflect on other activities. These are marked at specific points throughout the course. An example of such a reflection would be a Patient Encounter. Again, students upload the document to their e-portfolio.