



**Vocational education process in European tutoring for immersion trainees in the mental health sector**

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**Professional development portfolio: a tool for reflection, accompaniment and evaluation**

**Handbook for trainees and tutors**

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As trainees and tutors, you have joined the VETmh TuTo+ Erasmus programme, a training that notably entails three immersion traineeships abroad.

Several tools and mechanisms are offered to accompany this experience and make it possible to extract the greatest professional benefit, on both the individual and collective levels.

**The accompaniment by a tutor, training of the tutors and the creation of a professional development portfolio** form part of these resources.

This document was designed to give you general information on the place given to the production of a **portfolio** in the training programme, as well as the outlines of its construction.



## 1. Principle of an accompaniment and an evaluation through the creation of a professional development portfolio

*Experiences to be lived, processed, integrated...*

The traineeship is an occasion for learning by lived experience. However, immersion in and of itself does not necessarily guarantee - or optimise - learning. Immersion is a necessary but not sufficient ingredient of professional development.

This lived experience becomes formative when it undergoes cognitive appropriation: it is processed and incorporated into the repertoire of professional resources. *“Experience does not generate competence all on its own. Immersion is not enough: the traineeship is merely an opportunity for the student to have experiences that will permit him to construct his experience and his professional identity. For an experience to become a source of learning, the subject in situ must put his modes of cognitive functioning and perception to work. That is how training becomes experiential: it is unique and engages the subject in his entirety. But this way of putting experience to work is not possible without the otherness of the environment. Tutoring is one of the supports of this otherness. It acts as a support in action, with the aid of nearby professionals, to make it possible for the student to find the regulators of his action. It acts also as a support for the reflection on the action in order to permit the student to become more aware and to capitalise on his knowledge derived from experience. We thus have to give the students the capacity to be critical and constructive vis-à-vis their practice, to ‘think their thought’.”* (Menaut, 2013: 34).

Within the framework of this project, **the accompaniment by a tutor** is one of the methods chosen to actualise the potential of traineeship experience. This method is based on **the creation of a portfolio**, as a coherent system that is complementary to the approach for analysing the practices and their integration into a trajectory of professional development.

Indeed, the constitution of a portfolio makes it possible to achieve the project’s training objectives, inasmuch as a **portfolio** engages: *“(1) a reflective learning perspective, i.e. the development in the students of transversal skills such as self-evaluation and understanding his own learning processes and methods; (2) an experiential perspective on learning, i.e. the highlighting and valorisation of all his learning experiences, whether they are explicit or implicit. In a portfolio, the student is led to describe his experiences and then analyse them; (3) an autonomy and empowerment of the student vis-à-vis his own learning process”* (Berthiaume and Daele, 2010).

The constitution of a portfolio thus makes it possible to **reflect on his experience**, and offers **occasions for formative interactions** with the tutor concerning questions that the trainee may have. Moreover, the portfolio constitutes a way **to organise the coherence of the lived experiences**, to construct the progression from one stage of the project to the next.



This constructive and creative individual production therefore goes beyond the framework of the inventory of activities, the collection of documents and a vocation to adopt a reflective personal approach and self-assessment. It enables the trainee to use his different forms of professional knowledge, combine them and thus have a plural reading of situations encountered.

The constitution of a **portfolio** is also intended to permit those who intervene in the (3-year) training programme to coordinate their interventions. The **portfolio** is also a tool that can be used to facilitate the sharing of experiences with peers.

The **portfolio**, through the very process of its elaboration, thus supports the learning; at the end of the traineeship, as objectivised production, it also constitutes a record of this learning and permits, if need be, certification that certain skills have been developed. The demanded **portfolio** is intended for monitoring the training programme and experiences as well as for capitalising on the elements of acquired skills.

To make a European legibility possible, the training programme and the related production will be attributed a total of 6 ECTS credits. As an evolving legibility tool, the portfolio can help to constitute an accredited prior learning (APL) file.

Even if the complete **portfolio** is only submitted to the evaluators at the end of the process, the tutor is the guarantor of the progressive accumulation over the course of the three years of all the expected productions.



## 2. The portfolio in practice

The final portfolio is presented in the form of a typed written file. The portfolio contains documents of various kinds:

- **Productions** written and selected throughout the training programme.
- **Traces of targeted activities** performed during the course of traineeships.
- **Metacognitive comments** on the steps taken and activities performed: *“What did I learn via this activity, this encounter? How can I integrate this into my professional practice? Into the remainder of my training?”*. These comments are made progressively, **as one goes along**, they are enriched by interactions with the tutor and the learners receive formative feedback on their comments.
- An **integrating, summary text** on the “connecting thread” and on the learning process. The latter is done more **towards the end** of the training programme.

The work must be meticulously drafted (correctly typed, proper use of abbreviations, etc.). It can include illustrations (diagrams, tables, photos, etc.), but they must be judiciously chosen and must be referenced in accordance with the bibliography rules and the applicable rules on reproduction rights. Any photos taken at the traineeship sites must first have formed the object of a written authorisation from the director of the site and from the patients. Respect of professional secrecy and confidentiality are essential work requirements.

The bibliographical references, whatever the nature of the source or the medium of the reference (paper, magnetic, printed, digital, audio, visual, etc.), will be clearly cited.



**To be regarded as admissible for a deliberation permitting credits to be granted, the portfolio must include all of the following elements:**

<b>Production 1</b>	<b>Statement of intent</b>
<b>Deadline: For the first meeting with the tutor</b>	<b>Approximate volume: 3 pages</b>
<p>This production develops the questions, the project of the trainee that justifies the mobility. What are the aspects of practice for which a training need is expressed? What are the objectives of the project? This production presents the hoped-for benefits or effects of training, for the trainee and/or for his working team and/or for his institution. What aspects of the personal and collective professional practice would be improved as a result? What would be the visible repercussions for the beneficiaries? Etc.</p> <p>The content of this production is discussed with the tutor, who validates it.</p>	

<b>Production 2</b>	<b>Summary of the literature and contextual searches in preparation for traineeship 1</b>
<b>Deadline: Prior to departing for traineeship 1</b>	<b>Approximate volume: 1 page</b>
<p>This production presents the actions taken by the trainee to familiarise himself with the cultural and organisational context of his first traineeship as well as the references of the professional and scientific readings that have nourished his thinking.</p> <p>The content of this production is discussed with the tutor, who validates it.</p>	

<b>Production 3</b>	<b>Expectations and objectives of traineeship 1</b>
<b>Deadline: Prior to departing for traineeship 1</b>	<b>Approximate volume: 2 pages</b>
<p>This production develops the objectives pursued by the trainee during traineeship 1. What aspects does he wish to observe? Who are the people he wishes to meet? What are the questions generated by his advance research and reading? Etc.</p> <p>The content of this production is discussed with the tutor, who validates it. <i>This document is sent by the trainee to the traineeship 1 host site before the start of the traineeship.</i></p>	

<b>Production 4</b>	<b>Key findings report of traineeship 1</b>
<b>Deadline: Upon returning from traineeship 1</b>	<b>Approximate volume: 2 pages</b>
<p>This production recounts the challenging elements of traineeship that the trainee regards as having been fruitful for his thinking, his progress: what are the new links, uncertainties, perplexities, etc., born of the confrontation of his questions with the observations and encounters?</p> <p>The content of this production is discussed with the tutor. If the traineeship site so wishes, an ORAL report can be made to it.</p>	



<b>Production 5</b>	<b>Summary of the literature and contextual searches in preparation for traineeship 2</b>
<b>Deadline: Prior to departing for traineeship 2</b>	<b>Approximate volume: 1 page</b>
<p>This production presents the actions taken by the trainee to become familiar with the cultural and organisational context of his second traineeship as well as the references of the professional and scientific readings that have nourished his thinking. The content of this production is discussed with the tutor, who validates it.</p>	

<b>Production 6</b>	<b>Expectations and objectives of traineeship 2</b>
<b>Deadline: Prior to departing for traineeship 2</b>	<b>Approximate volume: 2 pages</b>
<p>This production develops the objectives pursued by the trainee during traineeship 2. What aspects does he wish to observe? Who are the people he wishes to meet? What are the questions generated by his advance research and reading? Etc. These objectives and expectations are also formulated in connection with the reflections and analyses deriving from the first traineeship. The content of this production is discussed with the tutor, who validates it. <i>This document is sent to the traineeship 2 host site prior to the start of the traineeship.</i></p>	

<b>Production 7</b>	<b>Key findings report of traineeship 2</b>
<b>Deadline: Upon returning from traineeship 2</b>	<b>Approximate volume: 2 pages</b>
<p>This production recounts the challenging elements of his traineeship that he regards as having been fruitful for his thinking, his progress: what are the new links, uncertainties, perplexities, etc. born of the confrontation of his questions with the observations and encounters? The content of this production is discussed with the tutor. If the traineeship site so wishes, an ORAL report can be made to it.</p>	

<b>Production 8</b>	<b>Summary of the literature and contextual searches in preparation for traineeship 3</b>
<b>Deadline: prior to departing for traineeship 3</b>	<b>Approximate volume: 1 page</b>
<p>This production presents the actions taken by the trainee to become familiar with the cultural and organisational context of his third traineeship as well as the references of the professional and scientific readings that have nourished his thinking. The content of this production is discussed with the tutor, who validates it.</p>	



<b>Production 9</b>	<b>Expectations and objectives of traineeship 3</b>
<b>Deadline: prior to departing for traineeship 3</b>	<b>Approximate volume: 2 pages</b>
<p>This production develops the objectives pursued by the trainee during traineeship 3. What aspects does he wish to observe? Who are the people he wishes to meet? What are the questions generated by his advance research and reading? Etc.</p> <p>These objectives and expectations are also formulated in connection with the reflections and analyses deriving from the first two traineeships.</p> <p>The content of this production is discussed with the tutor, who validates it. <i>This document is sent to the traineeship 3 host site prior to the start of the traineeship.</i></p>	

<b>Production 10</b>	<b>Key findings report of traineeship 3</b>
<b>Deadline: upon returning from traineeship 3</b>	<b>Approximate volume: 2 pages</b>
<p>This production recounts the challenging elements of his traineeship that the trainee regards as having been fruitful for his thinking, his progress: what are the new links, uncertainties, perplexities, etc. born of the confrontation of his questions with the observations and encounters?</p> <p>The content of this production is discussed with the tutor. If the traineeship site so wishes, an ORAL report can be made to it.</p>	

<b>Production 11</b>	<b>Reflective analysis of the training programme</b>
<b>Deadline: date see submission of the training programme</b>	<b>Approximate volume: 5 pages</b>
<p>This production recounts the stages of the trainee's thinking and professional development <b>over the course of the three years</b>. It identifies the training effects of the different traineeships and actions in light of the starting questions and interrogations: what new knowledge and skills were developed? In what professional situations can they be reinvested? This is the <b>integrating "connecting thread"</b> that gives coherence to the general thematic reflection. The content of this production is discussed with the tutor, who validates it.</p>	

<b>Production 12</b>	<b>Address book</b>
<p>This production lists all of the useful and relevant professional contacts made within the context of the project. Each entry in the address book presents the contact details as well as the area(s) of interest of this link. Visiting cards collected during the course of the traineeships can be placed ad hoc in plasticised pages, in the folder.</p>	

<b>Production 13</b>	<b>List of resources</b>
<p>This production summarises all of the relevant sources exploited by the trainee throughout his training programme. They may be structured thematically.</p>	







<b>Production 14</b>	<b>Article or publication (or multimedia production)</b>
<b>Deadline:</b>	<b>Approximate volume: 5 pages</b>
This production presents one of the aspects of the project's added value, addressed to a non-specialised public (dissemination).	



### 3. Evaluation

The **Portfolio** as well as the **Quadripartite Traineeship Agreement** signed by all parties must reach Mr Jocelyn Deloyer by 15 March 2021.

The Portfolio must be drafted in either English or French, at your option. In case of difficulty, you can ask the national coordinator to provide you with a translation.

Please send the documents by e-mail, in a single **pdf** file identified as **yourfirstname.yourlastname.tutoVETmh20182021**, to the following e-mail address:

[jocelyn.deloyer@fracarita.org](mailto:jocelyn.deloyer@fracarita.org)

**AND** by post, in a single printed and bound document:

Mr Jocelyn DELOYER  
Centre Neuropsychiatrique Saint-Martin, Rue Saint-Hubert, 84,  
B-5100 Dave – Belgium

We recommend that you use a registered letter.

The ECTS credits will be awarded by the University of Arad, Romania.

**The evaluation criteria are the following:**

**Compliance:** The activities foreseen by the training programme were performed (three traineeships, submission of the portfolio in accordance with the deadlines, etc.).

**Content:**

The portfolio contains the 14 expected productions (cf. instructions). The structure of the portfolio corresponds to the instructions.

**Description of the activities conducted and the questions**

The portfolio presents consistent and enlightening elements of description of the activities performed (readings, meetings, etc.). The portfolio highlights numerous, varied, relevant actions that made it possible to interact with the traineeship sites.

**Analysis of the traineeship experiences**

The portfolio presents the reflective analysis of the traineeships, the contributions of the significant actions and activities in the training programme (What were their objectives, the questions? What was learned? Put into question? How were new knowledge and skills constructed? Etc.). The links established are relevant.

**Progress and dissemination**

The portfolio pinpoints where the trainee is situated in his training process and, if necessary, the stages that he still wishes go through. It identifies the development of professional skills and the contexts or projects in which they can be reinvested.



### **Clinical and scientific validity**

The content presented in the portfolio's documents fulfils the conditions of a professional reflection and practice that are valid and based in the field of mental health or psychiatry.

### **Information management**

The portfolio presents the information in a nuanced and non-reductive manner. The productions specify the sources of the information. The trainee maintains a critical distance vis-à-vis the sources. The information is cross-checked; one goes beyond stereotyped or superficial information. A clear distinction is made between factual information and opinions.



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