

# ASP Portfolio Expectations Outline

## Purpose of the OneFile Portfolio

The OneFile portfolio is the formal mechanism by which trainees demonstrate achievement of the knowledge, skills, behaviours, and professional competencies defined by the National School of Healthcare Science.

**All portfolio expectations, evidence standards, assessment formats, and quality thresholds are stipulated nationally. Local departments, trainers, and assessors provide support and guidance, but the definitive requirements are set by the National School.**

Trainees are therefore expected to regularly consult the National School curriculum library to ensure that all submissions meet current national requirements.

## Core Principles for Portfolio Submissions

Across *all* modules and training activities, portfolio submissions must:

- Be clearly mapped to national curriculum learning outcomes
- Demonstrate appropriate depth and quality, not just task completion
- Include critical reflection, not purely descriptive accounts
- Show integration of theory and clinical practice
- Demonstrate professional behaviour, safety, and patient-centred care
- Explicitly address any evidence requirements and considerations listed for the activity

Each training activity and work-based assessment within the curriculum specifies:

- Required evidence types
- Expected knowledge and skills
- Mandatory considerations (e.g. governance, safety, communication, professionalism)

These details are provided within each module page on the National School curriculum library and must be followed.

## Separation of Evidence Types (National Requirement)

The National School makes a clear distinction between portfolio workplace assessments and evidence of activity submissions (commonly referred to as *competencies*). These evidence types serve different assessment purposes and must not be used interchangeably.

### Portfolio Workplace Assessments

Examples include (but are not limited to):

- Case-Based Discussions (CBDs)
- Direct Observation of Procedural Skills (DOPS)
- Observed Clinical Events (OCEs)

These assessments are designed to:

- Assess performance at a specific point in time
- Demonstrate clinical reasoning, decision-making, and professional judgement
- Be assessor-led and formally observed

**Portfolio workplace assessments must not be used as evidence for “evidence of activity” submissions.**

## Evidence of Activity Submissions (Competencies)

Evidence of activity submissions are designed to:

- Demonstrate breadth and depth of clinical exposure
- Evidence ongoing development over time
- Show repeated engagement with routine service delivery
- Be mapped directly to activity-based learning outcomes within the curriculum

Examples may include (where appropriate):

- Logs of clinical activity with reflective commentary
- Summaries of repeated procedures or investigations
- Anonymised supporting documentation

**Evidence of activity submissions must not be used as evidence towards portfolio workplace assessments** such as CBDs, DOPS, or OCEs.

## Key Principle

Although learning from clinical practice and workplace assessments may overlap, the same piece of evidence cannot be used to satisfy both assessment types.

Trainees must ensure that:

- Evidence is submitted in the correct portfolio section
- Submissions align with the specific purpose of the assessment
- National guidance is followed rather than local custom or assumption

## Evidence Quality Expectations (National Criteria)

Acceptable evidence types are defined within the curriculum and may include (where specified):

- Reflective accounts linked explicitly to learning outcomes
- Case-based reflections (separate from formal CBDs)
- Logs of clinical activity with reflective commentary
- Anonymised reports or supporting documentation
- Supervisor feedback and assessor sign-off

Evidence must clearly demonstrate how and why learning outcomes have been achieved.

Volume alone is not sufficient without appropriate reflection and linkage to outcomes.

## GI Physiology Curriculum Modules

The following modules define the nationally mandated curriculum content and portfolio requirements for GI Physiology trainees. Each module page provides a detailed breakdown of training activities, assessments, evidence requirements, and considerations.

### Introductory Module

- **Introduction to GI Physiology (S-GI-R1)**  
<https://curriculumlibrary.nshcs.org.uk/stp/module/S-GI-R1/>

### Lower GI Physiology Modules

- **Lower GI Physiology 1 (S-GI-S1)**  
<https://curriculumlibrary.nshcs.org.uk/stp/module/S-GI-S1/>

- **Lower GI Physiology 2 (S-GI-S3)**  
<https://curriculumlibrary.nshcs.org.uk/stp/module/S-GI-S3/>

#### **Upper GI Physiology Modules**

- **Upper GI Physiology 1 (S-GI-S2)**  
<https://curriculumlibrary.nshcs.org.uk/stp/module/S-GI-S2/>
- **Upper GI Physiology 2 (S-GI-S4)**  
<https://curriculumlibrary.nshcs.org.uk/stp/module/S-GI-S4/>

## **Trainee Responsibilities**

Trainees are expected to:

- Review each module page in full before submitting evidence
- Ensure submissions meet the nationally specified criteria
- Seek clarification early if unsure whether requirements have been met
- Request unlocking of submissions (via their trainer) if revisions are required to meet national standards