SUBJECT DATASHEET

Portfolio

BMEGT52S221

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Portfolio

ID (subject code)	BMEGT52S221

Type of subject
Contact lessons

Course types and lessons

Type	*Lessons*
Lecture	0
Practice	40
Laboratory	0

Type of assessment
mid-term grade

Number of credits
10

Subject Coordinator

Name	*Position*	*Contact details*
Dr. Répáczki Rita	assistant professor	repaczki.rita@gtk.bme.hu

Educational organisational unit for the subject
Department of Ergonomics and Psychology

Subject website
www.erg.bme.hu

Language of the subject
magyar - HU

Curricular role of the subject, recommended number of terms
Programme: **Organizational and business coaching psychologist postgraduate specialization programme**
Subject Role: **Compulsory**
Recommended semester: **3**

Direct prerequisites

Strong	None
Weak	None
Parallel	None
Exclusion	None

Validity of the Subject Description
580950/7/2025 registration number. Valid from: 2025.10.29.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

As a result of the course, prepare the portfolio necessary to complete the coach and coaching psychologist training. To be able to prepare and critically process the works included in the portfolio (papers to be submitted, essays, study diaries, case reports) in such a way that it proves the existence and coherent integration of the theoretical knowledge, practical competencies, approach and, last but not least, ethical attitude acquired during the training.

Academic results

Knowledge

1. Know the purpose, steps and evaluation criteria of portfolio creation.
2. Know the competency profiles of the coach and coaching psychologist.
3. Know the importance and challenges of professional identity work.

Skills

1. Able to prepare the integrative and creative development work related to his own work.
2. Able to critically evaluate and process your own professional experience.
3. Able to solve problems, solve solutions, carry out practical work, evaluate results.
4. Able to analyze the experience gained.
5. Able to summarize and evaluate their activities during the training, as well as the related self-reflection and self-evaluation.

Attitude

1. Accepts, understands and represents the complexity of psychological phenomena.
2. Know and adhere to the boundaries of professional competence.
3. Open to expanding knowledge related to your field.
4. Open and motivated to apply the knowledge gained.
5. Collaborate with the instructor and fellow students in expanding knowledge.

Independence and responsibility

1. Expects and applies new knowledge.
2. Takes an active part in the process of acquiring knowledge.
3. Solve individual and group tasks responsibly and independently.
4. Collaborates with fellow students in group work.
5. Use a systemic approach in their thinking.

Teaching methodology

Lectures, individual and group consultations.

Materials supporting learning

- Kötelező irodalom: Kiadott órai anyagok. Ajánlott irodalom: Bachkirova, T. & Smith, C. (2015). From competencies to capabilities in the assessment and accreditation of coaches. International Journal of Evidence Based Coaching and Mentoring. 13. 123-140. Bartram, D., & Roe, R. A. (2005). Definition and Assessment of Competences in the Context of the European Diploma in Psychology. European psychologist, 10(2), 93-102. Bird, T., 1990. The school teachers portfolio: An essay on possibilities. In Millman, J. & Hammond, L.,(Eds.), The New Handbookof Teacher Evaluation: Assessing Elementary and Secondary School Teachers. 2nd Edn., Newbury Park, CA: Sage. pp: 241-256. Falus Iván – Kimmel Magdolna (2003): A portfólió. Gondolat Kiadói Kör, ELTE BTK Neveléstudományi Intézet, Budapest. Hungarian Association for Coaching Psychology (2021). Certification Process of HACP - ISCP Certified Coaching Psychologist. Belső Kiadány. Nguyen, M. B. (2021). Portfolio Assessment as a Tool for promoting reflection in Teacher Education: A Literature Review. VNU Journal of Foreign Studies, 37(4). Smith, K., & Tillema, H. (2007). Use of criteria in assessing teaching portfolios: Judgemental practices in summative evaluation. Scandinavian Journal of Educational Research, 51(1), 103-117. Lai, Y. L., & McDowall, A. (2014). A systematic review (SR) of coaching psychology: Focusing on the attributes of effectivecoaching psychologists. International Coaching Psychology Review, 9(2), 118-134. Lai, Y. L. (2014). Enhancing evidence-based coaching through the development of a coaching psychology competency framework: Focus on the coaching relationship. University of Surrey (United Kingdom). Vandaveer, Vicki & Lowman, Rodney & Pearlman, Kenneth & Brannick, Joan. (2016). A practice analysis of coaching psychology: Toward a foundational competency model. Consulting Psychology Journal: Practice and Research. 68. 118-142.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése a beadott portfólió alapján történik.

Performance assessment methods

Elemzés és integráló dolgozat (esszé) elkészítése: A képzés során elkészülő szakmai és önreflektív anyagok önálló, kritikai szemléletű áttekintése és értékelése, majd mindezen eredmények koherens dolgozattá integrálása. A dolgozat magában foglalja a hallgató képzés során elkészülő aktivitásait, azok értékelését, és a hozzá kapcsolódó önreflexiót és önértékelést. A hallgató feladata, hogy a képzés során elkészülő gyakorlati munkáit egy komplex portfólióvá integrálja, melyet szakmai önreflexióval egészít ki.

Percentage of performance assessments, conducted during the study period, within the rating

- **Összegző tanulmányi teljesítményértékelés (Dolgozat, önreflektív)**: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	86–95%
Good	75–85%
Satisfactory	65–74%
Pass	50–64%
Fail	50%

Retake and late completion

1. Az összegző tanulmányi teljesítményértékelés a pótlási időszakban – első alkalommal – díjmentesen pótolható vagy javítható.

Coursework required for the completion of the subject

Részvétel a kontakt tanórákon	20
Részvétel a konzultációkon	20
Portfólió elkészítése	260
összesen	300

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 13.10.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

The aim of the course is to enable participants to understand the function, structure, and evaluation criteria of a professional portfolio, as well as to acquire methods of reflective self-assessment and self-development. The training supports the identity formation of candidates
in coaching psychology, the development of professional self-awareness, and the documentation and demonstration of their professional growth. Upon completing the course, participants will understand the role of the portfolio in shaping and assessing professional identity, will be able to document and present their own professional development, will consciously apply the tools of self-reflection, will be able to formulate a personal development plan, will identify and interpret their competencies based on the competency model, and will approach their profession with an ethical, self-reflective, and professional attitude.

1 The concept and role of the portfolio

2 The portfolio as a tool for documenting professional development and competencies.

3 Functions of the portfolio: reflection, evidence, demonstration of developmental trajectory.

4 Its role in competency-based assessment.

5 5. A személyes fejlődési terv (PFT) szerepe. A fejlődési szükségletek azonosítása. Célkitű-zés, időkeretek, eszközök és önmonitorozás. A PFT integrációja az esszébe

6 The structure and mandatory elements of the portfolio

7 Document components: case studies, reports/records, feedback, reflective materials.

8 Summarized presentation of practical work.

9 Alignment with the competency model of the coaching psychologist profession.

Additional lecturers

Approval and validity of subject requirements