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The Pocket Portfolio

Workplace Based Assessment in Medicine

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Overview

- Why an E-portfolio?
- Background & Context
- Development
- Current Situation & Demonstration
- Lessons Learnt
- Discussion
- Future
- Final Thoughts

Why an E-portfolio?

- Develop reflective practitioners
- Increase quality and quantity of feedback
- Monitor placement activity
- Evidence of competency
- Administrative efficiency
- Reduce paper use

Background

- TEL academic posts (June 2013)
- New medical curriculum (Sept 2014)
- NHS/GMC developments
- Numerous e-portfolio options
- School, NHS Trusts, student requirements

Context

- Money, technical support, time
- Mobile devices (BYOD)
- Paper logbook model - sign off
- NHS internet access
- Curriculum 2014 content

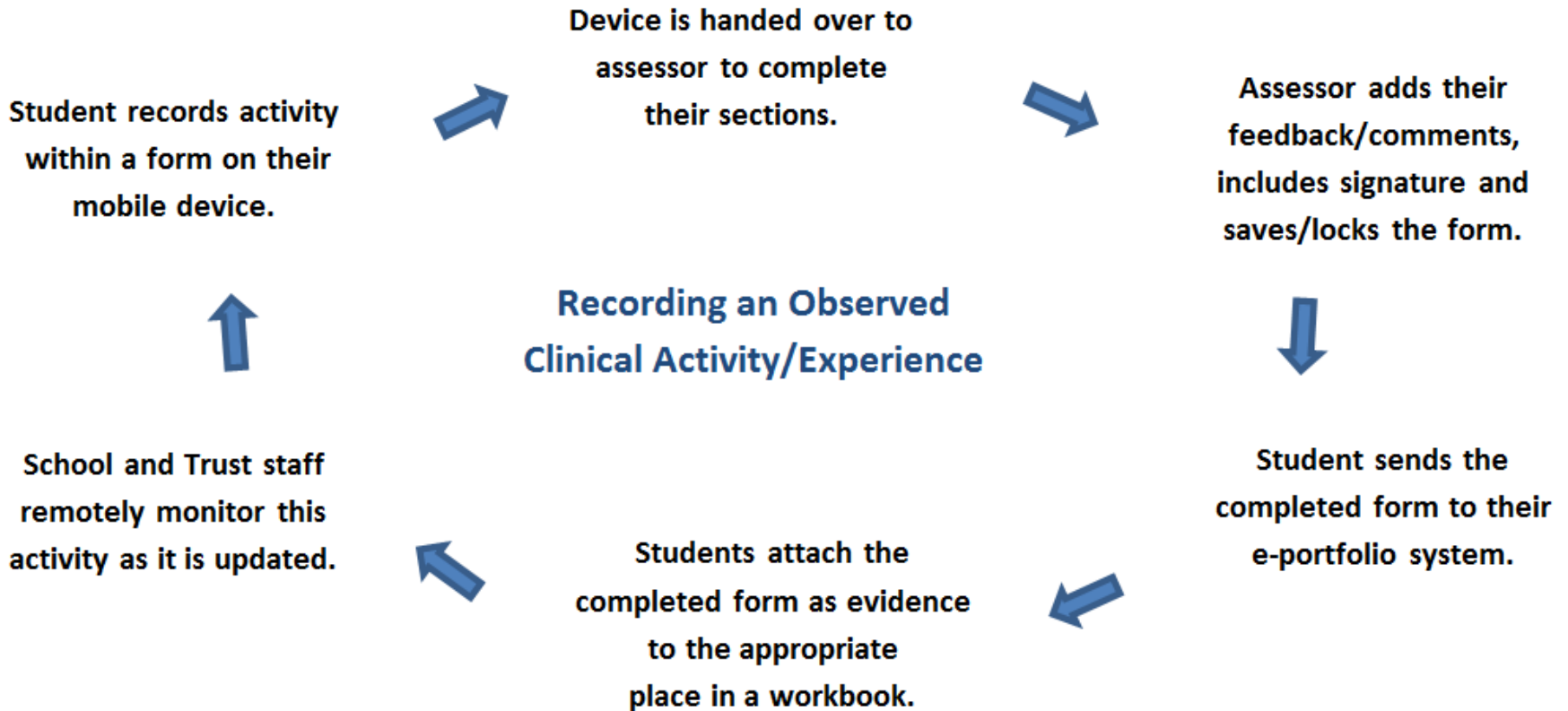
Development

- Online templates/workbooks scrapped
- Offline process – Adobe Reader app/pdf forms
- PebblePad possibilities
- Consistent structure
- Workbooks – keeping it simple
- Staff use
- VLE integration and enrolment

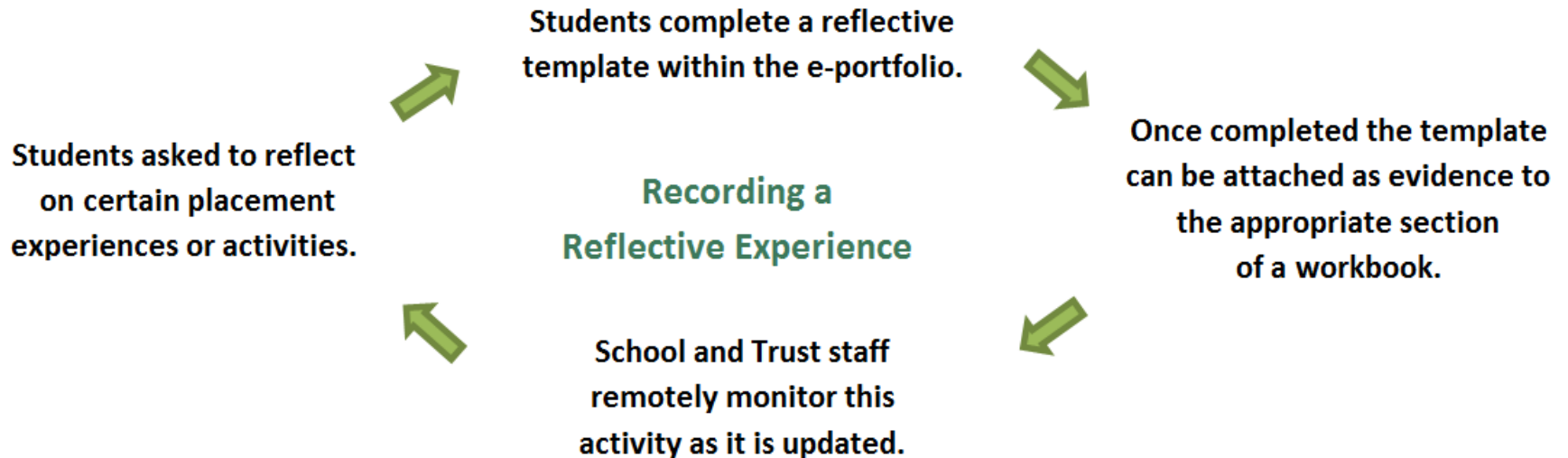
Current Situation

- User feedback (staff – student)
- NHS involvement
- E-portfolio administrator post
- Full curriculum coverage
- Years 1 – 5 involved
(approx. 1,500 students 200 staff)
- Offline and online synchronisation

Clinical Activity



Reflective Experience



Demonstration

- Online workbooks
- Offline forms
- Reflective templates
- Assignments
- Reports

Lessons Learnt

- Clarity of purpose
- Time required for students and staff
- Simple structure mapped to timetable
- Dedicated support- student IT skills?
- Effective vs popular
- Flexibility vs consistency
- Personal mobile devices
- Formative *and* summative

Discussion

- Is there a tension between assessment and personal development?
- How do you assess e-portfolio activity for large student groups?
- Can you have a learner centred e-portfolio in competency based education?
- How do you engage external staff in the e-portfolio process?

Future

- Year 1 – 5 personal reflective portfolio
- NHS placement feedback
- QA monitoring
- Customised offline content
- Academic advisor development
- All assessment in e-portfolio
- HEAR integration

Final Thoughts

- Simple structure clearly communicated
- Clarity of purpose
- Summative assessment elements
- Offline option essential
- Personal mobile device model
- Recognition of excellence
- Staff engagement crucial
- Keep on going!



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