

A) Assessment of Interprofessional Competence

Designing a Portfolio

Portfolios are widely used as learning and assessment tools. They have been widely used in all health and social care education. Many other disciplines e.g. sciences also include similar tools as case logs, or logbooks. Most scholars agree that a Portfolio should contain some evidence of reflection.

Why use a Portfolio for IPE assessment

Portfolios are:

- Well recognised methods of collecting individual evidence on learning
- Enable and encourage student centred learning
- Professional bodies welcome the use of these assessment tools
- They interface with learning throughout a career as professional practitioner. The majority of professionals working in public service are now expected to keep a log of their professional development and fitness to practice
- They develop skills of reflection and educational theorists have explained the benefits of reflection for deep learning e.g. Dewey (1938) and Schön (1983).
- Thinking about (reflection on action) practice observed, undertaken or simulated remain the core of any professional career
- Offers academics insights into how students across different professions view their learning along the interprofessional curriculum.

Note of Caution: The greatest value of a Portfolio is for personal development. They have been under-researched as a tool for assessment. Used in IPE with additional assessment e.g. case studies, essays, examination questions and OSCE's they do offer insights into students learning journeys. Reading these Portfolios offers IPE leaders greater insights into what it means to become a truly interprofessional practitioner.

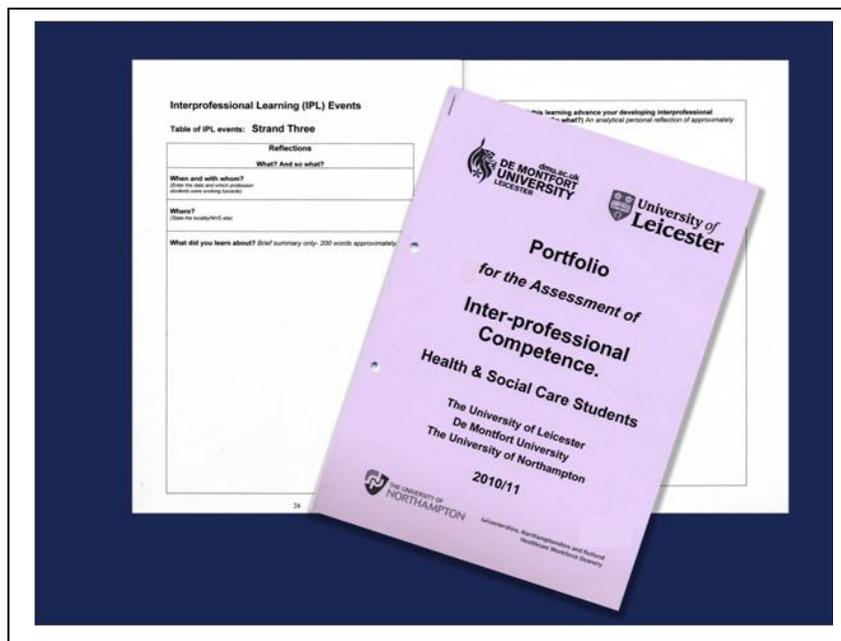
References

Dewey, J. (1938) *Experience and education*. New York: Collier.

Schön, D. *The Reflective Practitioner*, New York: Basic Books. 1983.

Our Portfolio

Our local IPE Portfolio was developed over away days with a range of academics representing local professional education. The distinctive features were an agreed colour code which was adopted for all aspects of our IPE programme. The colour lilac is now easily recognised as the IPE Portfolio.



Each faculty agree how and when it will be marked but in most instances they are collected periodically throughout training and marked. Some schools have used peer and self-assessment for some stages of the assessment process. It remains important that students do receive feedback

during their training and receive a final mark with additional feedback.

Sections

- a) Describes when and where students should expect to be participating in IPE
- b) Gives guidance on reflective writing
- c) Offers guidance on marking criteria
- d) Offers guidance on word limits with space for recording personal in-puts and for the reflections.