

# Preparing for Practice – The Undergraduate Portfolio

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# Introduction

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- ▶ The Dearing Report into Higher Education<sup>1</sup>
  - ▶ Individuals need to develop new capabilities and manage their own development and learning throughout life
  - ▶ Recommended a Progress File to enable students to monitor, build and reflect upon their own personal development
- ▶ Progress files, or portfolios, are widely used in pharmacy, medicine and nursing

1. Dearing R. (1997). Great Britain National Committee of inquiry into higher education. In *Higher Education in the Learning society: Report of the National Committee*. London: National Committee of Inquiry into Higher Education.

# Introduction

- ▶ The views of MPharm students on their experience of portfolio based learning have been assessed.<sup>2</sup>
- ▶ The content of final year MPharm students' portfolios have also been reviewed.<sup>3</sup>
- ▶ The pre-registration year is based around reflection and CPD
- ▶ Does completion of an undergraduate portfolio provide skills transferable to the pre-registration year?

2. Ashcroft DM, Hall J. Pharmacy students' attitudes and views about portfolio-based learning: A questionnaire survey. *Pharmacy Education* 2006; **6**(1): 1 – 5.

3. Ashcroft DM, Hall J. Using portfolios to learn about prescribing: Qualitative insights into students' experiences. *Pharmacy Education* 2006; **6**(2): 91 – 95.

# Method

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- ▶ Quantitative study
- ▶ A 14 item pre-piloted postal questionnaire was sent to all pre-registration students who had graduated from Aston University in 2006.
- ▶ A reminder letter was sent to non-responders one week following the original return date.
- ▶ Aston University ethical committee approval was obtained for the study

# Method

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- ▶ Respondents were invited to:
  - ▶ Identify whether their undergraduate portfolio was used as a source of evidence of current competency
  - ▶ Rank their strength of agreement regarding how well the portfolio prepared respondents for completing the pre-reg portfolio of evidence
  - ▶ Rank their strength of agreement regarding how well the undergraduate portfolio prepared respondents for working through the CPD cycle
  - ▶ Describe the most and least useful aspects of completing the undergraduate portfolio

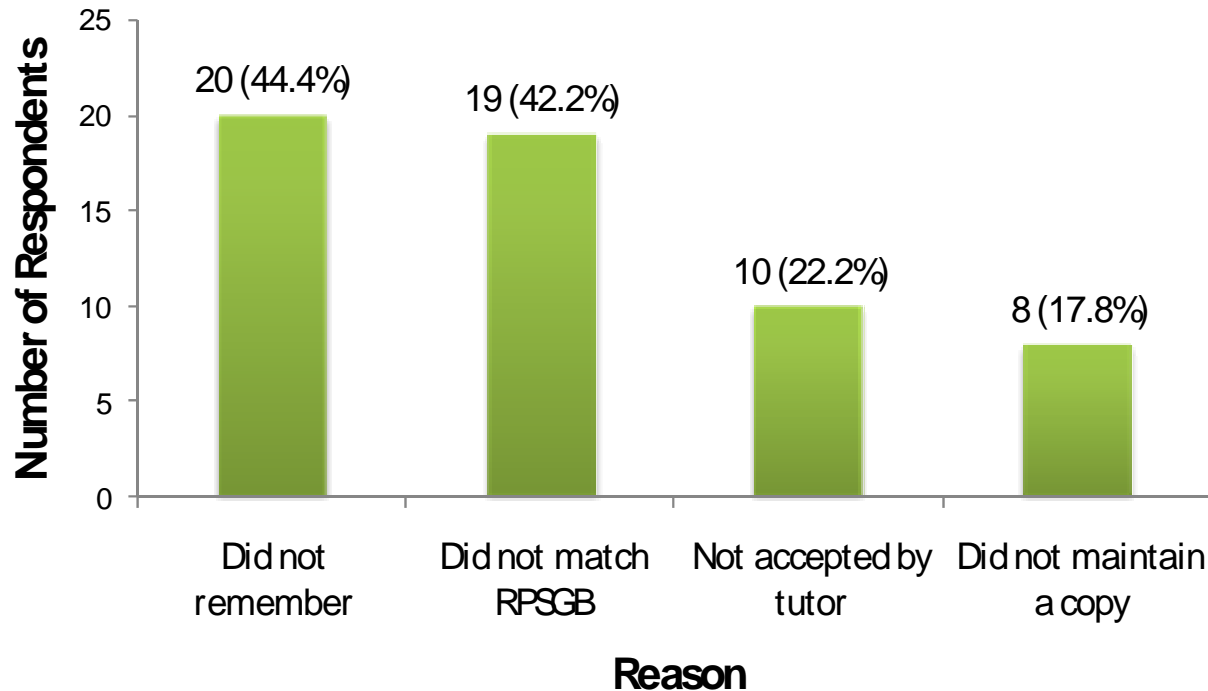
# Demographic Details

- ▶ Response rate 50/126 (39.7%) of which 46 (36.5%) were complete and analysed

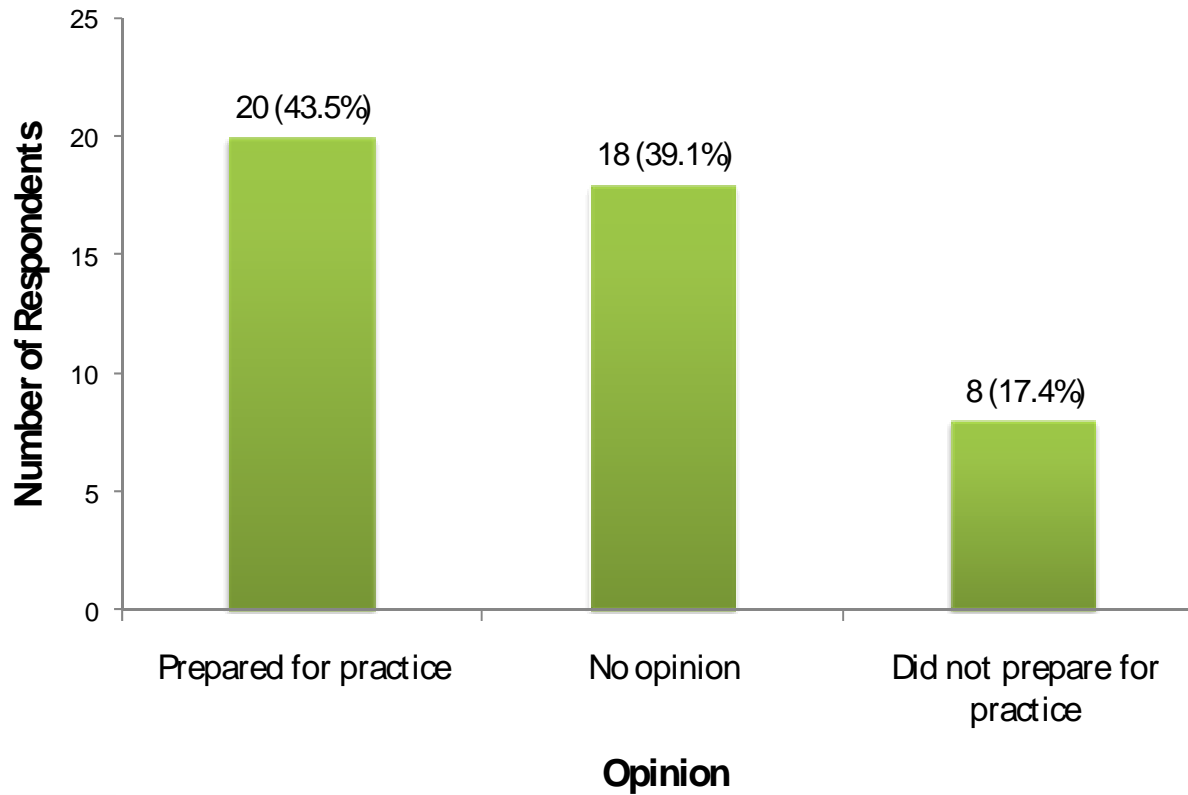
<b>Gender</b>	<b>Number (n = 46)</b>
Male	17 (37.0%)
Female	29 (63.0%)
<b>Age</b>	<b>Number (n = 46)</b>
21 – 30 years	44 (95.7%)
31 – 40 years	1 (2.2%)
41 – 50 years	1 (2.2%)
<b>Sector of Profession</b>	<b>Number (n = 46)</b>
Predominantly Community Pharmacy	33 (71.7%)
Predominantly Hospital Pharmacy	13 (28.3%)

# Evidence of Current Competency

- ▶ Forty-five (97.8%) respondents did **NOT** use the portfolio as evidence of current competency.



# Preparation for the Pre-Registration Year



# The Value of Learning About CPD

<b>Aspect of CPD</b>	<b>Useful/ Very Useful</b>	<b>Of Little Use/ Of No Use</b>
<b>Reflecting on Practice</b>	26 (56.5%)	20 (43.5%)
<b>Planning a Learning Strategy</b>	25 (54.3%)	21 (45.7%)
<b>Developing an Action Plan</b>	24 (52.2%)	22 (47.8%)
<b>Evaluation of Own Performance</b>	30 (65.2%)	16 (34.8%)

# Student Perceptions of Portfolio Development

- ▶ The **most** useful aspects of the portfolio identified by students were:
  - ▶ Reflection 9/22 (40.9%)
  - ▶ Portfolio production 11/22 (50.0%)
- ▶ The **least** useful aspects of the portfolio identified by students were:
  - ▶ Little feedback 8/23 (34.8%)
  - ▶ Time consuming 7/23 (30.4%)

# Is the portfolio worthwhile?

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- ▶ Taking into account their current experience, 38 (82.6%) respondents considered the undergraduate portfolio a worthwhile exercise.
  - ▶ Preparation for the pre-reg year (19, 50.0%)
  - ▶ Preparation for CPD and reflective practice (15, 39.5%)

# Discussion / Conclusion

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- ▶ The undergraduate portfolio is generally not used to determine an initial level of competence at the start of the pre-reg year
- ▶ Less than half believed the undergraduate portfolio prepared them for completing the pre-reg portfolio of evidence
- ▶ The undergraduate portfolio appears to help prepare students for each aspect of the CPD cycle
- ▶ Taking in to account their experiences thus far, most students believed the undergraduate portfolio was a worthwhile exercise.
- ▶ Further work is needed to identify why a significant number of students did not appear to be able to transfer their skills developed through completing an undergraduate portfolio in to practice.



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