

Summary Portfolio

Purpose: Portfolios were used to facilitate professional development and provide evidence of self-directed learning.¹

Method: Portfolios were completed by 32 volunteer general practitioners in the United Kingdom who wished to obtain postgraduate educational certification. Required portfolio items and the criteria by which they were judged are below.

<i>Portfolio Items</i>	<i>Criteria for Assessing Portfolio</i>
1. Written learning plan -learning objectives -methods for meeting objectives -application of new learning to practice -number of objectives met	*presence of clear and specific learning objectives *consistency between objectives and educational activities (methods) *paper evidence of application of learning to practice
2. Written list of critical incidents (events or actions related to patient care that resulted in either positive or negative outcomes)	*discusses extent to which objectives met *completion of a learning cycle (evidence of all of the above) *inclusion of critical incidents
3. Revised learning plan prompted by critical incidents -revised learning objectives -revised methods for meeting objectives, if needed -application of additional learning to practice	*presence of new learning plan based on critical incidents *discusses extent to which new objectives met *demonstrates understanding of learning process *at least 15 hours of learning activities recorded
4. Written self-appraisal of learning	
5. Number of hours spent in self-directed learning activities	
6. Evidence of learning in health promotion, disease management, and service provision	
7. Description of other types of educational activities	

Reference

1. Mathers NJ, Challis MC, Howe AC, Field NJ. Portfolios in continuing medical education - effective and efficient? *Med Educ* 1999;33:521-30.