3D Assessing competence in developing professionals: implementing a new Portfolio-based assessment system at the School of Veterinary Medicine

Presenters: Thomas J Anderson, and Zamantha Marshall, Veterinary Medicine

Co-authors: Jennifer Hammond and Andrew Bell, Veterinary Medicine

Professional degree programmes are accredited based on their ability to develop "day one competencies" (RCVS 2006). Yet, modern day professionals need to be ready to engage in lifelong learning to ensure they are equally prepared for the challenges of a changing world. The School of Veterinary medicine has recently introduced a new BVMS Curriculum which aims "To support individual personal and professional development to produce confident, adaptable, reflective individuals who have a clear understanding of the roles and responsibilities of the Veterinary Professional". A key component of the new Curriculum is an assessment scheme designed to promote and support professional development.

We describe the design and implementation of the Professional Portfolio which is completed in all 5 years of the Programme, and forms part of the summative course assessment at key transitions within the Programme (end of 2nd, 4th and 5th Year). An e-Portfolio format makes use of the **Universities'** Mahara platform and provides scope for flexibility and creativity allowing students to gather and present the evidence that they have met the intended learning outcomes of the Programme.

As well as incorporating principles of constructive alignment, the assessment scheme also promotes reflection on feedback. Provision of clear assessment criteria and opportunities for students to engage with these criteria are consistent with student centred approaches to assessment.

Several key components of the Portfolio will be discussed, specifically:

• A "Cause for concern system" (developed as part of LTDF funded project) which focuses on identification and remediation of episodes of underperformance;
• Directly Observed Procedural Skills (DOPS) assessment of practical competencies;
• Approaches to assessment of evidence and reflection in student Portfolios

The presentation will describe vertical integration of the Portfolio into a programme of assessment during the 2013/14 academic year where 220 student Portfolios were assessed, and reflect on successes and challenges in summative Portfolio assessment.

References

RCVS, R.C. of V.S., 2006. Day and Year One Competencies - RCVS. Day One Competencies. Available at: http://www.rcvs.org.uk/document-library/day-and-year-one-competences/ [Accessed August 31, 2012].