1.1   *Creating a Professional Portfolio*

SMS Code	LT713001	*Directed Learning hours*	20
Level	7	*Workplace or Practical Learning hours*	Nil
Credits	5	*Self Directed Learning hours*	30
Prerequisites	Nil	*Total Learning Hours*	50
NQF Unit standards assessed in this course: N/A			
*This course approved in another Programme Yes / **No*** *Name of other Programme:*			

Aims

To facilitate reflective learning processes, and engage participants in activities related to the purpose, content and development of a professional portfolio.

To support participants to plan a professional portfolio according to co-negotiated criteria specific to their professional practice.

To assist participants to develop a professional portfolio to support reflective practice.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. critically explore the purpose of a professional portfolio, possible content, and the methods available for creating a record of reflective practice;

2. consider the influence of organisational policies and compliance on self-ownership of the content and structure of a professional portfolio;

3. identify the purpose of an individual professional portfolio for recording experiences related to practice, and engage in planning and designing the portfolio;

4. engage with reflective learning theory to develop and articulate your learning and teaching philosophy congruent with current educational practice, (or other relevant professional philosophy and practice);

5. reflect on, and record the ways in which a professional portfolio could be used to inform and support reflective practice, e.g., performance review, personal growth and professional development processes.

Indicative Content

1. Purposes for developing a professional portfolio, and the reasons for maintaining a record of reflective practice.

2. Design and plan the structure and content of a professional portfolio. Explore a variety of examples in different formats.

3. Investigate methods of constructing a paper based or digital professional portfolio and methods for presenting content. For example, layout, use of colour, metaphor, converting documents for digital use, functionality of proprietary platforms, e.g., Mahara, or software, e.g., word processing and presentation tools, web-based technologies, e.g. weblogs and wikis.

4. Gather and collate content for an individual portfolio , e.g, self-authored documents, handbooks and study guides; course descriptions including aims and objectives; curriculum development work; problem based learning cases; learning and teaching strategies; assessment activities and analysis of findings; learner evaluations; quality assurance reports; written commentary from observed teaching observations; multi-media developments, learning objects, publications (i.e., journal articles, book chapters, books).

5. Consider and explore influences that impact on teaching (or other professional) practice and provide context to the evidence in a portfolio, such as but not limited to: job description, curriculum vitae, academic reviews, strategic plans, programme accreditation, performance review, personal plan/professional development, workload/workload policies, requirements of external bodies.

6. Gather and collate self-evaluative commentaries relevant for inclusion in the portfolio, e.g., critical incident analysis, reflective review, feedback from teaching observations, course or curriculum development, learning sequence development, individual or collaborative reflective journals, design of self-assessment forms, professional development plans, research findings, reports, projects.

7. Explore reflective writing and critiquing processes to enhance reflective and experiential learning.

Assessment

Assessment Activity	Weighting	Learning Outcomes
Reflection (written) on learning and teaching philosophy (or other relevant professional philosophy and practice), and the ways in which a professional portfolio could be used to inform and support your reflective practice.	20%	1, 4, 5.
Design a plan for a professional portfolio, and articulate the purpose, structure and content to be included. Gather peer feedback on your plan and begin construction on an initial portfolio.	80%	1, 2, 3

Note: Literacy and/or numeracy assessed within current assessment tasks are mapped against Learning Progressions.