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The Challenges & Potential of PDP for Health Professional Learners

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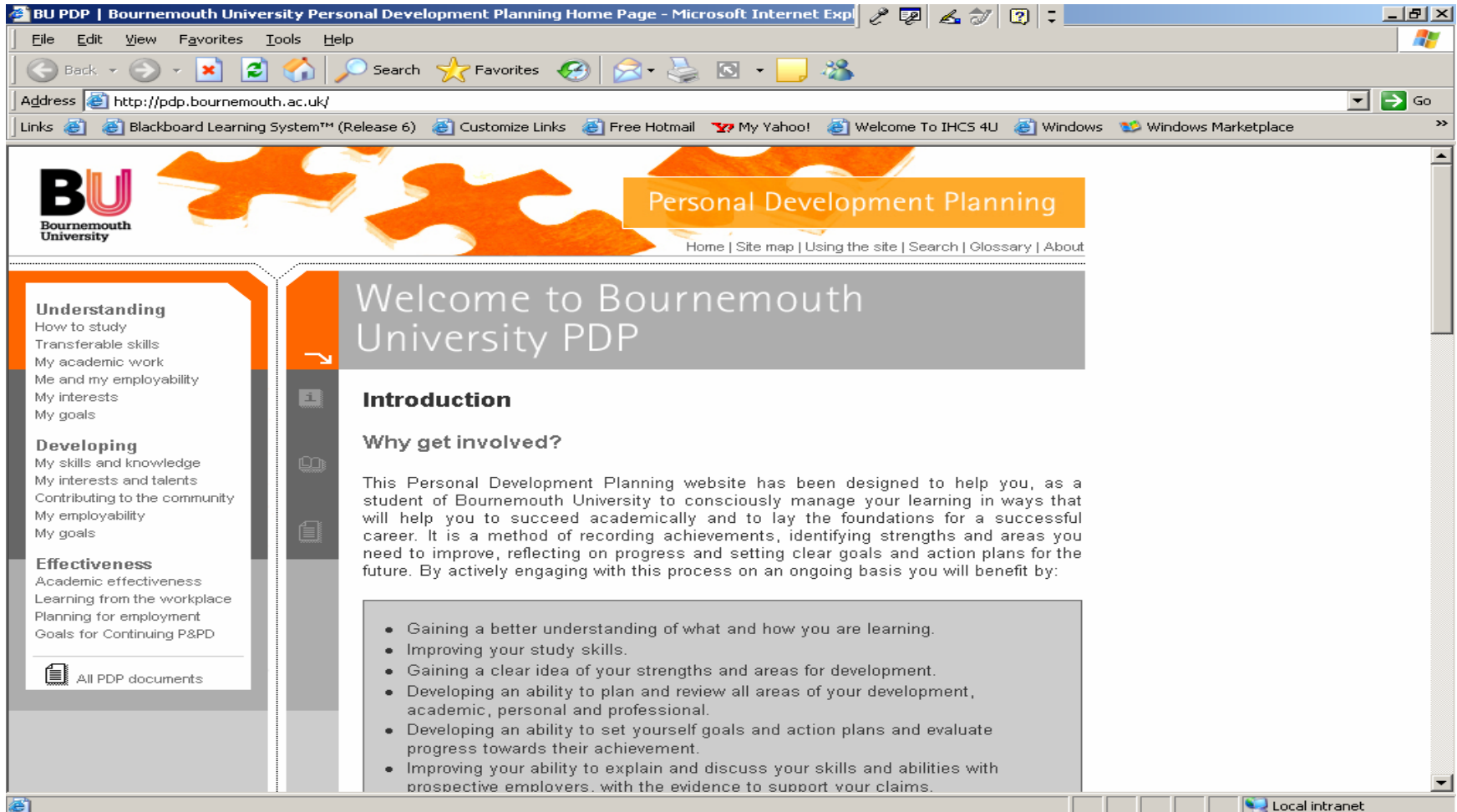
Overview

- Context: drivers for PDP in health profession education
- Potential of PDP in
 - undergraduate pre-registration education
 - CPD for qualified practitioners
- Challenges of PDP in crowded curricula and busy professional lives
- On-going developments in PDP and links to "PDP for Cross-Institutional Lifelong Learning" project

- Government policy in education and higher education
- Statutory body requirements
 - Nursing and Midwifery Council (NMC)
 - Health Professions Council (HPC)
 - General Medical Council (GMC)
- NHS policy

Professional and statutory body requirements

- Nursing and Midwifery Council (NMC) and Health Professions Council
 - Portfolio including practice ‘competencies’
 - Post-registration CPD portfolio mandatory for periodic re-registration
- General Medical Council
 - LLL features in undergraduate curricula
 - PRHO competencies profile



The screenshot shows a Microsoft Internet Explorer browser window displaying the BU PDP website. The browser's address bar shows the URL <http://pdp.bournemouth.ac.uk/>. The website header features the BU logo and the title "Personal Development Planning". A navigation menu includes links for Home, Site map, Using the site, Search, Glossary, and About. The main content area is titled "Welcome to Bournemouth University PDP" and includes an "Introduction" section with the heading "Why get involved?". The text explains that the website is designed to help students manage their learning and achieve their goals. A list of benefits is provided, including gaining a better understanding of learning, improving study skills, and developing the ability to set goals and action plans. A sidebar on the left contains a menu with categories: Understanding, Developing, and Effectiveness, each with sub-links. At the bottom of the sidebar is a link for "All PDP documents". The browser's taskbar at the bottom shows the "Local intranet" icon.



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NHS policy

- NHS Knowledge and Skills Framework
 - Skills escalator
 - Clinical careers
- NHS IT policy

- Mandatory part of the undergraduate pre-registration curricula
- Opportunity for on-going skills development
- Life-long learning attributes should enhance preparedness for CPD and portfolio management as a registered practitioner



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Issues

- Common undergraduate learning unit: Personal and Academic Development
- Integration of work-based and campus-based learning
- Portfolio as means of assessment
- Inter-professional teacher education

- Competing demands within over-full curricula
- Avoiding repetition
 - Demands of different ‘masters’
 - Different technical solutions
- Possible limitations of e-portfolio in this subject area
- Motivation for registered practitioners

- Statutory bodies moving at different speeds
- Independence of employers and differing portfolio requirement policies
- ‘Attractiveness’ of e-solutions
 - Mobile clinical e-portfolio (Garrett & Jackson 2006)
 - E-portfolio nursing & medical learner feedback (Murray et al 2006)

Aim 2: Explore attitudes to and engagement with PDP and e-portfolios for lifelong learning by health care professionals in both academic and practice settings in the SW region

- Limited pilot of Blackboard e-portfolio with allied health professional students
- Evaluation of employed health professionals' attitudes to PDP for LLL in Salisbury NHS Foundation Trust



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References

- Garrett, B.M. & Jackson, C. 2006. A mobile clinical e-portfolio for nursing and medical students, using wireless personal digital assistants (PDAs). *Nurse education in practice*. 6, 6, 339-346
- Murray, C et al. 2006. User perspectives on the pedagogical differences between electronic and paper portfolios. *Networked learning. Symposium 02*.

Thanks. Any questions?

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