



CPD - Continuing Development, Assessment and Validation of Competencies

ePortfolio Hong Kong

19-20 March 2007



**Objective 2010
ePortfolio for all**

EMPOWERING INDIVIDUALS
FOR A LEARNING SOCIETY

- Developing and valuing personal and social capital
- Transforming individual and organisational learning
- Supporting lifelong and lifewide learning
- Enhancing accessibility and social inclusion
- Managing knowledge in the knowledge economy

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CPD: a new approach needed

- ▶ Questioning of quality of education and training and its relevance to 21st century workers
 - academic diploma dominance
 - Key skills gaps
 - ◆ *Literacy among college graduates declined between 1992 and 2003, with less than one-third of all graduates at the highest “proficient” level in 2003*
 - Resources and investment focused solely on formal education
 - Inappropriate assessment systems (“life is not a multiple-choice question”)
- ▶ ‘Portfolio careers’
 - mobility of workforce through choice or necessity
- ▶ Demand for transparency of competencies / qualifications
- ▶ New methods of recognition & accreditation
 - APL, APE, outcome-based assessment
 - Valuing all forms of learning - formal, non-formal, informal
 - Communities of practices - learning communities



What have you learnt lately?

- **Formally?**
- **Non-formally?**
- **Informally?**

CPD and learning

- ▶ CPD should be an organic approach to learning:
 - Managing personal development and career path
 - Looking for and recognising naturally occurring learning opportunities
 - ◆ producing relevant results
 - Using naturally occurring assessment opportunities
 - ◆ prompting reflective thinking on one's own activity – self-assessment
 - ◆ encouraging feedback from others – peer/manager/client assessment
- ▶ Technology transforms CPD
 - Electronic portfolio: allows multiple presentations from a personal digital repository
 - Learning communities: a network of peers and mentors; sharing knowledge



Continuing Professional Development

From diagnosis to assessment

- ▶ I consult a statement of competencies for my professional sector
- ▶ I carry out an analysis of where I am now and where I want to go
- ▶ I link the contents of the competency statement to evidence of my professional activity
- ▶ I produce a reflective statement in which I describe what I have learned and how this has had an impact on my organisation/ environment
- ▶ I ask for feedback from my colleagues and peers.
- ▶ I obtain a validation of my CPD to maintain/advance my status in my professional body

CPD in the medical sector

- ▶ The Royal College of Nursing (UK) – largest professional union of nursing staff in the world (350,000 members)
 - Creation of learning portal to assist members to develop ePortfolios to:
 - ◆ Demonstrate competence
 - ◆ Keep up to date with current issues in area of practice
 - ◆ Obtain re-registration
 - ◆ Continue professional development
 - Portfolios contain reflective diaries, case histories, critical incidents and independent testimonials
 - Seen as key step in efforts to encourage lifelong learning and support nurses to deliver better patient care
- ▶ In professional medicine, increasing demands for reflective clinical practice, and skills and attitudes appropriate to audit, appraisal and professional revalidation: initiatives in the UK, Canada, the Netherlands
- ▶ Other medical professionals involved in eP initiatives: dentists, veterinary surgeons, pharmacists, radiographers

Teacher Continuing Education



Welcome

CAPTURING CHANGE



Change: A Tale of Two Portfolios
Elizabeth F. Barkley, Music Professor
Foothill College, Los Altos, California

Welcome

Change is movement – evanescent, fleeting, delicate, powerful. In these two electronic course portfolios, I attempt to capture changes in a general education course titled *Musics of Multicultural America*. The first portfolio analyzes the course's transformation from disaster to success. The second uses travel as a metaphor to document my search for the intersections between teaching goals and actual outcomes.

Thank you!

serge.ravet@eportfolio.eu

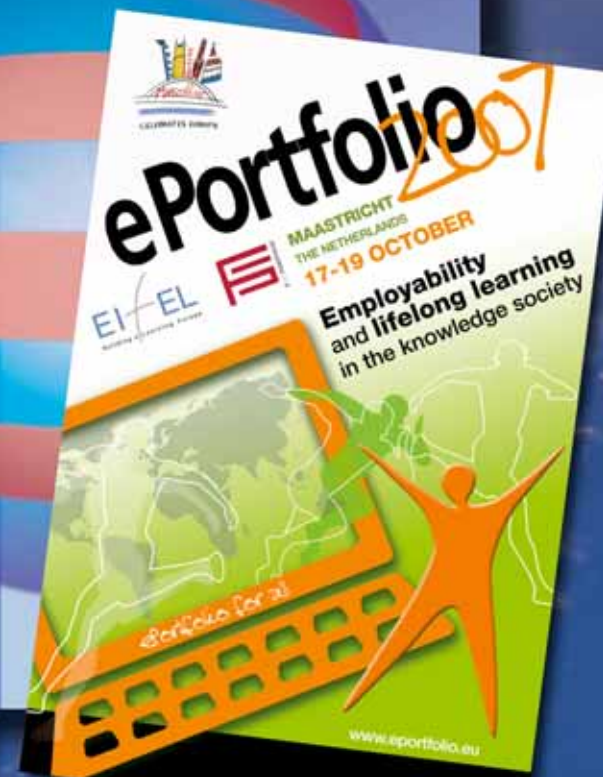


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