

CASE STUDY

ePortfolio to support professional development during experiential learning placements: Guided by students-as-partners theory, enabled through students-as-partners practice

***Cicely Roche**, School of Pharmacy and Pharmaceutical Sciences, and Centre for Academic Practice, Trinity College Dublin, Ireland.

Laine Abria, School of Pharmacy and Pharmaceutical Sciences, Trinity College Dublin, Ireland.

Orna Farrell, Institute of Education, Dublin City University, Ireland.

Jonathan Johnston, Centre for Academic Practice, Trinity College Dublin, Ireland.

Tracy Penny Light, Capilano University, Vancouver, Canada.

Alex McKibben, School of Pharmacy and Biomolecular Sciences, RCSI, University of Medicine & Health Sciences, Dublin, Ireland.

Aisling Reast, RCSI, University of Medicine & Health Sciences, Dublin, Ireland.

Kathleen Blake Yancey, Florida State University (Emerita), USA.

Contact: roheci@tcd.ie

ABSTRACT

This case study applies a students-as-partners focus to the use of ePortfolio concepts during experiential learning placements. In describing our project and as evident here, in referring to ePortfolio in the singular, we cite it as an abstract concept, while the plural reference marks practice, in this study taking the form of student-generated instances of ePortfolio use, in particular as detailed in the ePortfolios experiences of two final-year students on experiential placement in a pharmacy programme. These two students used their ePortfolio to document and reflect critically on their experiential placements, showcasing their own student-generated ePortfolios at a symposium co-hosted by student partners, their placement preceptor, and other mentors. This student co-developed case study summarises key findings, including how the use of ePortfolio can support learner agency, and outlines recommendations for further incorporating ePortfolio use in experiential learning contexts. While grounded in the context of an undergraduate pharmacy programme, much of the study will resonate with colleagues based in

other disciplines aligned with competency frameworks. The staff-student collaborative approach explored in this case study is likely of interest to students, educators, preceptors, tutors, mentors, and others developing curricula with an ePortfolio component.

KEYWORDS

ePortfolio, experiential learning, student agency/autonomy, students as partners, professional development

An ethos of students as partners (SaP) in higher education envisages students and staff as active collaborators in teaching and learning enhancement and aspires to partnered learning communities in higher education (Mercer-Mapstone et al., 2017; Pauli et al., 2016; Matthews, 2016). Such an ethos informs this case study, which documents and reflects on the partnership approach taken to support the use of ePortfolio in the context of an experiential learning/professional practice placement in a healthcare education programme. As described more fully below, an e-Portfolio is an electronic collection of diverse artifacts demonstrating learning and reflected upon by the ePortfolio creator (Yancey, 2019).

We propose in this case study that the use of ePortfolio has much to offer in terms of supporting students as partners in developing expertise in three contexts: as ePortfolio practitioners, as emerging experts, and as future professionals. During the experiential placement used as stimulus material for this case study, students became autonomous creators and reflective critics of ePortfolio practice as they used ePortfolios to document their academic and professional development across the placement in relation to a competency framework (in this case, relating to their future practice as pharmacists [Pharmaceutical Society of Ireland, 2013]). We see this use of ePortfolio as being closely aligned to and as a natural extension of the SaP movement, both by acknowledging and extending the need to meet students where they are and recognizing growing student expertise in areas beyond simply “being” students. Healey and colleagues (2016), describing partnership as “a way of doing things, rather than an outcome in itself” (9), emphasise that partnership requires students be given a significant amount of autonomy, independence, and choice during the learning process. Likewise, Edwards et al. (2015) emphasize the value of student-created curriculum for supporting student agency. The use of ePortfolio—both as a process-driven living ensemble of artifacts and as a digital home for student-generated artifacts demonstrating their learning—provides students with a unique “making” space where they can exercise and articulate such agency, autonomy, and independence (Yancey, 2013, 2019; Penny Light et al., 2012).

We first outline the background to this study, highlighting where and why we see ePortfolio practice as a key factor driving student learning and development in the overall context of experiential learning placements. We sketch out challenges relating to the choice of “housing” , or selecting an appropriate venue for ePortfolio, and link these challenges to the specifics of the placement context discussed here. We clarify the particular features of the competency framework within which our case study is grounded before moving into a wider discussion of where and how ePortfolio use in a SaP context can benefit experiential placements (Roche et al., 2019; Kolb & Kolb, 2017; Pharmaceutical Society of Ireland, 2013; Roche, C., Abria, L., Farrell, O., Johnston, J., Penny Light, T., McKibben, A., Reast, A., & Yancey, K. B. (2023). 166 “ePortfolio to support professional development during experiential learning placements: Guided by students-as-partners theory, enabled through students-as-partners practice” *International Journal for Students as Partners*, 7(2). <https://doi.org/10.15173/ijasp.v7i2.5096>

see also Appendix 1 and Appendix 2). We conclude this contribution to the ongoing conversation around students-as-partners practice by amplifying student voices, providing student partners with a platform to disseminate their experiences of documenting and showcasing their achievements on professional placement via ePortfolio with the aim of reaching beyond institutional and national contexts.

Through this case study, we seek to spotlight and share key messages connected to ePortfolio use relating to professional placement contexts from the student perspective. Student partners strongly acknowledge the impact on their development of being recognized for their growing expertise. We suggest these student perspectives provide useful insight into partnership dynamics in the context of professional preparation programmes and provide a useful departure point for future SaP work in comparable contexts.

We also outline recommendations to staff as to why/how further incorporation of ePortfolio may be beneficial in the context of experiential educational placements. Our key findings from the study can be best be summarised as follows:

- ePortfolio practice both supports and requires learner agency.
- ePortfolio showcase events can be highly motivating for all partners.
- Students benefit from learning ePortfolio theory before putting it into practice.
- Meaningful partnership is resource and time intensive for all partners.

BACKGROUND AND CONTEXT: EXPERIENTIAL LEARNING AS A FEATURE OF PROFESSIONAL PREPARATION PROGRAMMES

Experiential learning theory underpins placement-related curricula in a range of disciplines from healthcare to education and beyond. Active reflection linked to experiential learning can be supported through prompts during preparation for and supported reflection after “action” related to placement, in pursuit of “integration of action and reflection and experience and concept” (Kolb & Kolb, 2017, p. 14).

Our case study emerges from one such experiential placement in the context of a healthcare professional programme (pharmacy) in the Republic of Ireland (Roche et al., 2019). Three universities deliver pharmacy degree programmes in this jurisdiction, with each institution independently responsible for its own programme. Autonomy in programme delivery is nonetheless aligned to external requirements as students completing any of these programmes are eligible for professional registration following the award of an MPharm degree. Profession-specific regulators such as the Pharmaceutical Society of Ireland (PSI) therefore have legislative oversight of programme accreditation (PSI, 2014). PSI requirements relate, for example, to timing and duration of experiential learning placements (placements), preceptor (professional mentor) training, the approval of training establishments, and the assessment and validity of assessments across settings (PSI, 2019, 2017, 2014). In the context of programme-level curriculum design, this is achieved through consonance with the PSI’s Core Competency Framework for Pharmacists (CCF) in place at the time of this case study, which delineates 25 competencies arranged into six domains of practice (PSI, 2013; see also Appendix 1). We relate our case study to the particulars of the PSI CCF, yet the outputs and process discussed here are likely of interest to colleagues working in a range of healthcare and other contexts linked to similar competency frameworks and with external regulatory bodies.

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Two experiential learning placements are mandatory in these programmes, one in Year 4 of the programme and one in Year 5. While the placement in Year 5 must be completed in a clinical setting, the Year 4 placement may be completed in non-clinical settings, including in pharmaceutical companies, regulatory bodies, and role-emerging contexts (PSI, 2014). This case study is linked to a novel interpretation of the term “role-emerging” in relating the experiential placement to the pharmacist’s role in healthcare education.

Students on experiential learning placements (in pharmacy) are frequently allocated a practice-based (professional) mentor to support their development in professional behaviours in addition to receiving guidance from a preceptor representing the institutional programme team responsible for confirming progression and degree awards. This design is intended to ensure that no student can be awarded the degree without demonstrating appropriate expertise in professional practice, personal skills development, and organisation and management skills domains (Roche et al., 2019; see also Appendix 1). To achieve sign-off of students as successfully completing their Year 4 experiential learning placements in the context of the PSI framework, a preceptor must rate placement students as “mostly demonstrating” desired and relevant behaviours (see Table 1, Level 3 and Appendix 2).

Table 1. Competency assessment ratings (Year 4, 2021; standard is at level 3).

LEVEL	RATING	DEFINITION
1	Rarely	Very rarely meets the standard expected. No logical thought process appears to apply.
2	Sometimes	Much more haphazard than “mostly.”
3	Mostly	Implies standard practice usually with occasional lapses.
4	Consistently	Demonstrates the expected standard practice with rare lapses.

Two students from two different institutions were accepted into this novel role-emerging experiential placement. Formal mentorship arrangements for the placement were clarified between the pharmacist preceptor and an educational developer working within a university centre for teaching and learning. Agreement was reached between preceptor and professional mentor on how best to enable successful completion of the experiential placement through engagement with educational research, theory, and practice. The student placement brief included the completion of an online module on education theory and methods, engagement in teaching and learning-related activities with particular emphasis on professional identity formation, and an explicit directive to consider and focus on the role of technology in supporting teaching, learning, and assessment. Students were supported to engage concepts relating to ePortfolio, community of Inquiry, and reflection. Reflective journal prompts within the online education module were adapted to stimulate consideration of behaviours related to the placement competency assessment (CA) when completing journal entries and developing artifacts (Appendix 2). Student partners were also tasked with the collaborative development and review of multimedia resources throughout their placement, many of which went on to be showcased as artifacts within individual ePortfolios. The culminating activity for this practicum, a major symposium event funded by Ireland’s National Forum for Teaching and Learning, was organized and co-hosted

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by the student partners (Roche et al., 2021; National Forum, 2021; see also Appendix 3). Student partners shared ePortfolios they had created and engaged in dialogue about their experiences researching and creating ePortfolios. In addition, the student partners made observations about the value of ePortfolios to them and outlined recommendations for future efforts in this area.

EPORTFOLIO PRACTICE & PREPARING FUTURE PROFESSIONALS FOR EPORTFOLIO USE

ePortfolios afford individuals a venue where they can document and/or showcase integrated learning targeted to a specific audience (Yancey, 2013, 2019). The use of ePortfolio to promote learning and document student experience during practicum placements is a common purpose of ePortfolio practice in higher education (Yancey, 2019; Farrell & Seery, 2019; Penny Light et al., 2012). Using ePortfolio to document learning from experience between and across academic, workplace, and community learning contexts in a manner that can support assessment and award of higher education degrees can be a complex and time-consuming process (Yancey, 2019; Penny Light et al., 2012).

Successfully integrating ePortfolio into placement curricula requires intentional development of student and staff ePortfolio literacy, institution-wide support, and engagement with key stakeholders in higher education (Yancey, 2019; Pauli et al., 2016; Edwards et al., 2015; Penny Light et al., 2012). A future focus on professional portfolio management and commitment to reflecting on experience aligns directly with preparation for future practice as a pharmacist and the statutory requirement to maintain an ePortfolio (Kolb & Kolb, 2017; Kennedy et al., 2019; PSI, 2015). Demonstrating ongoing engagement in professional development and evidencing up-to-date professional knowledge via portfolio for appraisal, however, are concepts with reach beyond the pharmacy context and, as such, the use of ePortfolio more widely to support experiential placement learning is likely worth broader consideration. Both students articulated that, as they would have to keep an ePortfolio as a professional responsibility when registered as pharmacists, they appreciated developing one as part of the undergraduate curriculum, reflecting their integration of the concept that ePortfolio evolves over time (Yancey, 2019; Penny Light et al., 2012).

A key challenge faced by student partners was in the selection of a venue to “house” reflective ePortfolios, with much discussion around the nature of audience for the portfolio. Accessibility across platforms and to professionals in and outside of university environments were key features identified by student partners, likely linked to deep reflection on which artifacts should be selected and placed within the framework of an ePortfolio. This was also clearly articulated by a student partner: “in my case, I hope [this portfolio] will track my PIF [professional identity formation] over time, starting with the placement” (Alex).

Student partners in the context of this placement repeatedly emphasised their preference for being able “to do things my way,” an approach they believed the ePortfolio supported. They also confirmed that the “ePortfolio [has value to them] as a formative tool—even if it could also be used for summative assessment” (Laine). The formative nature of their showcase did not deter student commitment as “you are showcasing to the community from whom you’ve taken your learnings [and that] has a high level of accountability attached to it” (Alex). Professional approaches were also expressed in relation to the impact of the remote learning context on peer support and peer learning communities: “I really needed to take responsibility for my own learning. . . the need to do things for myself” (Laine). These differing approaches to the same task afford mentors and

preceptor the opportunity to recognize that any given task can be variously interpreted (Wolfersberger, 2013), which itself then provides for opportunities for academic staff to “think about how life-long learning and life-wide learning might play important, fundamental, influential roles in an UG [undergraduate] programme that is intended to foster reflective practice” (Roche et al., 2021).

Different underpinning traditions, notably constructivist views of student learning over time and behaviourist approaches underpinning competency-based assessments, have resulted in a wide range of ideologies and assessment approaches relating to the use of ePortfolio in higher education (Farrell, 2020; Farrell & Seery, 2019; Penny Light et al., 2012). For staff, the use of ePortfolio can be used to strengthen links between learning and assessment processes in higher education (Yancey, 2013, 2019; Penny Light et al., 2012). Looking beyond professional education to professional practice, placing a strict “shape” on the ePortfolio to be developed by pharmacy placement students might offer an authentic opportunity for assessment relating to future professional duty and ePortfolio maintenance. At the same time, however, placing strict requirements around the presentation of an ePortfolio may risk constraining student autonomy and freedom of choice (Yancey, 2019; Penny Light, 2016) and compromising SaP values. Acknowledging the affordances of ePortfolio practice in terms of student ownership through personalisation can create opportunities to strengthen a SaP ethos in learning and assessment.

EPORTFOLIO DEVELOPMENT AND SHIFTING PERSPECTIVES ON STUDENT PARTNERSHIP

Student partners went on to present their own student-generated ePortfolios at a symposium as stimulus materials for discussions around their own growing expertise in ePortfolio practice. We suggest partner perspectives provide useful insight into partnership dynamics in the context of this placement and provide a useful departure point for future SaP work in similar contexts.

As might be expected given the inherent need in SaP experiences for clarity and shared understanding between partners (Johnston & Ryan, 2022), interactions between staff and students relating to the placement were frequent and highly iterative: regular check-ins between students and mentors, an acknowledgement of student partnership in the application process for funding to support a symposium, the negotiation of the symposium format, and shared decision-making relating to the dissemination of findings all underscored a commitment to partnership on all sides.

A focus on educational theory, research, and practice was prioritised during the first part of the placement, feeding into the development of individual ePortfolios and preparing student partners to engage with external experts and additional mentors. This both served to accelerate student partners’ understanding and experience of shared learning and collaborative feedback/feedforward in this context (Kolb & Kolb, 2017), while also providing a trace of their development in and across the placement. This iterative and predominantly autonomous explore-reflect-review-explore cycle informed student personal and academic development in relation to the professional behaviours required by the CCF, culminating in the organisation and running of a student-led symposium. This symposium event acted as a capstone showcase of their learning and development through this aspect of their placement.

Student partner experiences of ePortfolio in practice (as both “lived experience” of creating ePortfolios for the symposium and in relation to their scholarly exploration of ePortfolio principles) were profiled as panel appearances alongside expert voices during the symposium event (Roche et al., 2021; see also Appendix 3). Student awareness of key challenges underpinning ePortfolio approaches (e.g., platform selection, external visibility, accessibility, documentability, “assessability”) echoed many of the expert voices amplified through the event (National Forum, 2021). Through engaging in the symposium, student partners were supported to value and recognize their growth in expertise in ePortfolio practice as well as more broadly across a range of education-focused domains.

Involving student partners at every stage of the symposium from funding application to organisation to co-presenting created additional opportunities for experiential learning and for developmental interactions—and emphasised to student partners that they are/were understood as partners in learning in reality, not just in rhetoric. This prompted one mentor to suggest that “this [student experience] is more like a [graduate student] experience—being part of the academic community, co-publishing, and having an opportunity to experience academic culture.” Perhaps this deep partnership reveals previously hidden challenges to integrating SaP approaches into everyday practice, particularly where academics’ expectations around undergraduate engagement and access to academic communities and cultures have not previously been articulated or, indeed, challenged.

CONCLUSIONS AND RECOMMENDATIONS

Our case study emerges from an experiential learning placement aligned to the regulatory needs of integrated pharmacy undergraduate programmes in Ireland. We suggest, however, that the principles of SaP practice relating to ePortfolio use in supporting experiential placements here may well be relevant to other professional preparation programme contexts. How best to enable this at scale certainly merits further exploration.

Student partners clearly articulated the merit of “doing” ePortfolio to document their placement while also developing their own expertise in advance of connecting and engaging with expert communities: “[it] would be like doing a laboratory without the pre-lab—we needed the induction to ePortfolio to benefit from engagement with the mentors” (Laine). Ownership, agency, and personalisation were identified as key features of desirable ePortfolio practice by students. One student partner queried whether their collaboration “was ‘successful’ given that Laine and [she] have emerged with differing outputs” (Alex), enabling learner-driven discussion around process-vs-product approaches in assessment. All of these features can be readily connected to principles of academic integrity, recognizing that “the more personal it is, the harder it is to ‘borrow’ ideas” and advocating for a “showcase event (including) personal presentation (Alex).” Student partner personalisation of their ePortfolio was also reflected in their presentations at the showcase symposium event: one partner expressed that they “see this ePortfolio as setting me up for the future” (Alex), whereas the other partner articulated the impact of ePortfolio as “thinking about myself as being a lifelong learner right now” (Laine).

Student reflection can provide valuable inputs informing future practice. When answering a question posed during the symposium, “If there was one thing (about ePortfolio/from your placement) you would encourage educators to implement, what

would it be?,” student partners responded with the following recommendations for educator practice.

Firstly, student partners articulated the need for “the explicit opportunity for reflection,” emphasising that students must be supported in how to write reflectively and provided opportunity to practise doing so and actively cautioning against inadvertently driving “performative learning” by disincentivising longitudinal development. Secondly, student partners feel strongly that students benefit from tangible outputs. Having an ePortfolio to take away—and use—can both act as a significant motivator to drive reflection as well as create an opportunity to use ePortfolios as stimulus material for interviews, future applications, and also for self-evaluation.

We have attempted through this case study to highlight benefits and implications of ePortfolio use relating to experiential learning placements in the context of students-as-partners practice. Our intent has been to signal the impact on student partners of ePortfolio practice in supporting the longitudinal development of three kinds of expertise and in supporting students to develop confidence in those growing expertises, including in professionalism. We suggest these student perspectives provide useful insight into partnership dynamics in the context of ePortfolio-based professional preparation programmes and are likely to provide a useful departure point for future SaP work in this area.

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<https://www.teachingandlearning.ie/event/eportfolios-for-experiential-learning-guided-by-theory-cultivated-by-students/>

NOTE ON CONTRIBUTOR/S

Cicely Roche is an Associate Professor of Pharmacy Practice, and an Education Fellow, Trinity College Dublin, Ireland and specialises in professionalism and ethics teaching, learning and assessment.

Laine Abria is a fifth year student of the Masters in Pharmacy Programme School of Pharmacy and Pharmaceutical Sciences, Trinity College Dublin, Ireland.

Orna Farrell is an Associate Professor of Digital Education Institute of Education, Dublin City University, Ireland.

Jonathan Johnston is an educational developer based in the Centre for Academic Practice at Trinity College Dublin specialising in assessment/feedback and inclusive curriculum design/delivery.

Tracy Penny Light is Dean (Arts and Sciences) at Capilano University, Vancouver, Canada and President of the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL) and specializes in ePortfolio pedagogies and implementation, curriculum design, and academic leadership.

Alex McKibben is a fifth year student of the Masters in Pharmacy Programme at the School of Pharmacy and Biomolecular Sciences, RCSI, University of Medicine & Health Sciences, Dublin, Ireland.

Aisling Reast is the Head of the Quality Enhancement Offices at RCSI, University of Medicine & Health Sciences, Dublin, Ireland. At the time of the symposium, she was the Registrar at Hibernia College, a higher education institution specialising in the delivery of blended learning programmes.

Kathleen Blake Yancey is Kellogg Hunt Professor and Distinguished Research Professor Emerita at Florida State University, USA, specializing in writing studies and in ePortfolio theory and practice.

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APPENDIX 1

Core Competency Framework (CCF) for Pharmacists in Ireland (PSI, 2013)

DOMAIN	COMPETENCY
1. Professional practice	Practises “patient-centred” care Practises professionally Practises legally Practises ethically Engages in appropriate continuing professional development
2. Personal skills	Leadership skills Decision-making skills Team working skills Communication skills
3. Supply of medicines	Manufactures and compounds medicines Manages the medicines supply chain Reviews and dispenses medicines accurately
4. Safe and rational use of medicines	Patient consultation skills Patient counselling skills Reviews and manages patient medicines Identifies and manages medication safety issues Provides medicines information and education
5. Public health	Population health Health promotion Research skills
6. Organisation and management skills	Self-management skills Workplace management skills Human resources management skills Financial management skills Quality assurance

APPENDIX 2

CCF Behaviours aligned with Year 4 competency assessment (preceptors) and online modules (PSI, 2013).

CCF BEHAVIOURS ALIGNED WITH YEAR 4 ONLINE MODULES
PROFESSIONAL PRACTICE MODULE
1.1 Practices “patient-centred” care
1.1.1 Demonstrates a “patient-centred” approach to practice
1.1.2 Ensures patient safety and quality are at the centre of the pharmacy practice
1.2 Practices professionally
1.2.2 Demonstrates awareness of the position of trust in which the profession is held and practises in a manner that upholds that trust
1.2.3 Treats others with sensitivity, empathy, respect, and dignity
1.2.4 Takes responsibility for their own actions and for patient care
1.2.7 Recognises their scope of practice and the extent of their current competency and expertise and works accordingly

1.2.8 Maintains a consistently high standard of work
1.3 Practices legally
1.3.2 Understands and applies the requirements of both Irish and European pharmacy and medicines law
1.3.3 Demonstrates an awareness of other legislation relevant to their practice setting including, as appropriate, data protection law, health and safety law, employment law, consumer law, equality law, and intellectual property rights
1.3.4 Demonstrates an understanding of the requirements of the regulatory framework to authorise a medicinal product including the quality, safety, and efficacy requirements
1.4 Practices ethically
1.4.1 Understands their obligations under the principles of the statutory Code of Conduct for Pharmacists and acts accordingly
1.4.2 Makes and justifies decisions in a manner that reflects the statutory Code of Conduct for pharmacists and pharmacy and medicines law
1.4.3 Recognises ethical dilemmas in practice scenarios and reasons through dilemmas in a structured manner
1.5 Engages in appropriate continuing professional development (CPD)
1.5.1 Understands and accepts the importance of life-long learning for pharmacists
1.5.2 Demonstrates the ability to critically reflect on their own practice and skills, to identify learning and development needs
1.5.3 Takes personal responsibility for engaging in CPD and achieving learning and professional development goals
1.5.4 Identifies and undertakes appropriate learning activities and programmes that meet identified learning needs
PERSONAL SKILLS MODULE
2.1 Leadership skills
2.1.1 Inspires confidence and applies assertiveness skills as appropriate
2.1.2 Leads by example by acting to ensure patient safety and quality within the pharmacy environment
2.1.3 Builds credibility and portrays the profession in a positive light by being professional and well informed
2.2 Decision-making skills
2.2.2 Makes decisions and solves problems in a timely manner
2.2.3 Gathers information from a number of reliable sources and people to enable them to make well-founded decisions
2.2.4 Communicates decisions comprehensively including the rationale behind decisions
2.2.5 Ensures that relevant professional, ethical, and patient safety factors are fully considered in decisions into which they have an input
2.2.6 Distinguishes between important and unimportant issues
2.2.7 Demonstrates an attention to detail and accuracy in decision-making
2.2.8 Recognises when it is appropriate to seek advice from experienced colleagues, refer decisions to a higher level of authority, or to include other colleagues in the decision

Roche, C., Abria, L., Farrell, O., Johnston, J., Penny Light, T., McKibben, A., Reast, A., & Yancey, K. B. (2023). 177
 “ePortfolio to support professional development during experiential learning placements: Guided by students-as-partners theory, enabled through students-as-partners practice” *International Journal for Students as Partners*, 7(2). <https://doi.org/10.15173/ijasp.v7i2.5096>

2.3 Team working skills
2.3.1 Recognises the value and structure of the pharmacy team and of a multiprofessional team
2.3.5 Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines
2.4 Communication skills
2.4.1 Uses effective verbal, non-verbal, listening, and written communication skills to communicate clearly, precisely, and appropriately
2.4.3 Uses appropriate language and checks understanding
2.4.4 Demonstrates respect, cultural awareness, sensitivity, and empathy when communicating
2.4.5 Demonstrates influencing and negotiation skills to resolve conflicts and problems
ORGANISATION AND MANAGEMENT SKILLS MODULE
6.1 Self-management skills
6.1.1 Demonstrates organisation and efficiency in carrying out their work
6.1.2 Ensures their work time and processes are appropriately planned and managed
6.1.3 Demonstrates the ability to prioritise work appropriately
6.1.4 Takes responsibility as appropriate in the workplace
6.1.5 Demonstrates awareness of the responsibility of their position
6.1.6 Ensures punctuality and reliability
6.1.7 Reflects on and demonstrates learning from critical incidents
6.2 Workplace management skills
6.2.1 Demonstrates an understanding of the principles of organisation and management
6.2.2 Works effectively with the documented procedures and policies within the workplace
6.2.3 Understands their role in the organisational structure and works effectively within the management structure of the organisation
6.2.5 Addresses and manages day-to-day management issues as required in their position of responsibility
6.3 Human resources management skills
6.3.3 Engages with systems and procedures for performance management
6.3.4 Supports and contributes to staff training and continuing professional development
6.5 Quality assurance
6.5.1 Recognises quality as a core principle of medicines management and healthcare provision
6.5.2 Understands the role of policies and procedures in the organisational structure and in the provision of healthcare
6.5.3 Contributes to the development, implementation, maintenance, and training of staff on standard operating procedures, as appropriate to their level of responsibility
6.5.4 Contributes to regular audit activities and reports and acts upon findings

APPENDIX 3

Symposium (9th Nov 2021): Session titles, learning outcomes, and links to recordings

https://www.tcd.ie/CAPSL/professional-development/workshops/events2122/eportfolios_for_experiential_learning.php

TIME	SESSION TITLES, LEARNING OUTCOMES, SPEAKERS, AND LINKS TO RECORDINGS
2:00	Welcome, National Forum overview, and session outline. Dr Cicely Roche and colleagues in TCD Academic practice.
2:10	Session 1 Title: "ePortfolio-as-Curriculum: Models and Practices for Developing Students' ePortfolio Literacy." LO1: Participants will be able to define ePortfolio, identify different ePortfolio models, and contextualize design within the ePortfolio context. Prof Kathleen Yancey (FSU). Q&A with Prof Kathleen Yancey followed. Link to Yancey recording: https://www.youtube.com/watch?v=PHEyjdQh2_o
2.55	Session 2 Title: "Quality Assurance of ePortfolio Assessment." LO2: Participants will have explored the application of quality principles to the design of ePortfolio assessment. Aisling Reast, Registrar (Hibernia College) Link to Reast recording: https://www.youtube.com/watch?v=wjLYk5TycjE
3.25	Session 3 Title: "Documenting Learning with ePortfolios." LO3: Participants will be able to identify opportunities for generating evidence of professional identity development in ePortfolio. Prof Tracy Penny Light (StGU). Q&A with Prof Tracy Penny Light followed. Link to Penny Light recording: https://www.youtube.com/watch?v=afHEVHK2gfc
4.10	Session 4 Title: "Explorations into Student-Centered ePortfolio Development During Experiential Placement: Work in Progress!" LO4: Participants will have gained insight into the "lived" student experience of exploring ePortfolio for experiential learning at the midpoint of their experiential learning placement. Laine Abria and Alex McKibben. Q&A followed. Link to Laine Abria presentation recording: https://www.youtube.com/watch?v=LFP1LSBpJig Link to Alex McKibben presentation recording: https://www.youtube.com/watch?v=3cty_ILuoZ8 Prof Kathleen Yancey response to Laine and Alex's presentations: https://www.youtube.com/watch?v=Jj69He59z10 Laine response to Q&A: https://www.youtube.com/watch?v=xQt3C2PUcs0 Alex response to Q&A: https://www.youtube.com/watch?v=41IU4MvB_yQ

4.25	Session 5 Title: "Student perspectives on learning with an ePortfolio." LO5: Participants will have gained an insight into student perspectives on learning with an ePortfolio. Dr Orna Farrell. Link to Farrell recording: https://www.youtube.com/watch?v=z--qigxSECg
4.50	Closing comments