8FF Posters: Integration / Portfolios

#8FF01 (135761)
Perception of faculty and students regarding integrated curriculum in Alexandria medical school, Egypt

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Background: In 2009, Alexandria medical school responded to the needs of reforming its pre-clinical educational program by shifting its traditional discipline-based undergraduate curriculum to become more integrated. This new integrated curriculum (IC) included 19 systems-based integrated modules taught over Pre-clinical phase. Taking into consideration the importance of program evaluations, this study aimed to explore the perceptions of the key stakeholders from faculty and students toward various aspects of the integrated curriculum.

Summary of Work: The study was a mixed methods design using both quantitative and qualitative data collection tools. A five-point Likert structured questionnaire was administrated to 300 undergraduate students who completed their pre-clinical phase and 80 faculty members. Both faculty and students' surveys assessed whether IC achieved its aim or not, the implementation process of IC and the newly introduced instructional methods. Additionally, the faculty survey aimed to elicit their perception towards the change process. Open-ended questions were also included to gain a deeper insight regarding faculty and students' suggestions to improve IC.

Summary of Results: The study showed that Staff satisfaction levels were significantly higher than that of the students regarding Concept and utility of integrated curriculum and new instructional methods (63% vs. 54%), Integrated modules structure and organization (60% vs. 54%) and Assessment methods (51% vs. 45%). Faculty attitudes towards change management were the least valued (43%). Students' satisfaction with the teaching staff was also acceptable/marginal (58%).

Discussion: Study findings revealed a considerable congruence among both groups regarding their perceptions of both the strengths and the shortcomings in the aim and implementation issues of IC. The overall level of satisfaction of faculty and students in Alexandria medical school regarding IC was less than one reported from similar studies that assessed perceptions towards integrated curriculum in different schools around the world.

Conclusion: Continuous evaluation of the IC is essential to ensure its quality and overcome challenges in its implementation which affected the overall satisfaction of both faculty and students.

Take Home Messages: The findings of this study showed that change process was not well-accepted by both faculty and students. Therefore, involving them in the process of curriculum evaluation and decision making would be a valid way to help faculty and students feel more empowered.

#8FF02 (135393)
Pre-Clinical Skills: A competency-based assessment integrated course implemented early in the pre-clinical curriculum to prepare second-year medical students prior to entering clinical settings

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Background: In most preclinical courses laboratory practices are carried out, but the degree of acquisition of related skills is not usually subject to evaluation, or have little impact on the final score. While the acquisition of clinical competences has traditionally still been assessed mainly on the final courses.

Summary of Work: A Preclinical Skills course was designed to overcome the disadvantages of the traditional teaching methods. To help students to conceptualise rather than memorise and encouraging them to integrate basic science concepts and principles into future clinical practice.

Summary of Results: Since 2009-2010 about 130 students from second-year of Medicine performed this course while being enrolled in parallel in core-contents courses on Physiology, Anatomy and Histology. Students trained in small groups, discuss case studies, and learn to elaborate reports in Radiological Anatomy seminars, physiology and virtual microscopy laboratories. An integrated formative assessment included: 1. A clinical scenario that serves as the basis for developing 30 multiple choice questions (five are associated with the interpretation of medical images). 2. A tour of 10 stations to evaluate the acquisition of essential clinical skills. i.e., performing a Cardiopulmonary resuscitation, a Heimlich maneuver, writing a histologic report.

Discussion: This competence-based course to train preclinical medical students ensures that they can appropriately deal with the next stage of their training, work placements in health care institutions. The preclinical competences evaluated and their assessment methods emerge from previous review...
works and a framework of quality assurance references from AQU-Catalunya.

**Conclusion:** Students recognize the usefulness of applying basic medical sciences knowledge in clinical case studies or even earlier allowing to respond adequately to medical emergencies that might happen in their everyday life.

**Take Home Messages:** Give him good methods and a proper point of view, and all the other things will be added as his experience grows” (Sir William Osler 1849-1919).

#8FF03 (136083)
Do undergraduate medical students who learn through integrated teaching achieve better learning outcomes?

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**Background:** There is increasing use of the integration of basic science and clinical concepts in undergraduate medical education. Teaching strategies such as problem based learning, case based learning, multidisciplinary teaching sessions and simulation based teaching are used to deliver integrated teaching. Little is known about whether these integrated teaching strategies lead to better knowledge and skill levels for these students. A systematic review was performed to assess the learning outcomes measured in integration studies and whether an integrated teaching approach lead to students achieving better learning outcomes.

**Summary of Work:** MedLine, EmBase, Web of Knowledge, ERIC, ASSIA and PsychInfo were searched for relevant empirical studies published between 2000-2014. Studies describing integrated teaching/curricula for undergraduate medical students were included. The bibliographies of included papers were also searched for relevant studies. Integrated teaching and its effectiveness were classified using existing frameworks and the quality of studies was assessed using a validated instrument.

**Summary of Results:** Ninety two studies were included in the review. Integrated teaching was found to have a positive effect in 77% of the studies. However, only 51% of the studies had outcome measures which assessed knowledge or skills gained after the integration. Many studies (49%) only assessed student satisfaction or self-reported knowledge gain as outcome measures.

**Discussion:** The studies in this review indicate that integrated teaching is an effective method to use for medical education. However, the way many of the studies have been assessed for effectiveness does not provide reliable data on knowledge and skills gained by students as a result of this teaching intervention.

**Conclusion:** Future integration studies should be designed to include assessed outcome measures which can clearly indicate whether integration is an effective teaching method for undergraduate medicine.

**Take Home Messages:** Integration studies should be designed to include clear outcome measures which can be assessed to allow for proper evaluation of the teaching technique.

#8FF04 (134258)
A combination of system-based infections and infectious disease images effectively links between preclinical to clinical and long-term memory

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**Background:** Medical microbiology course with numerous contents detailing correlations between clinical symptoms and infectious diseases is very difficult to memorize and comprehend. The implementation of teaching and learning approach was applied aiming to effectively link between preclinical to clinical and long-term memory using a combination of system-based infections and infectious disease images as a picture is worth a thousand words, thus making crucial points briefer and more highlighted.

**Summary of Work:** Third-year medical students with former knowledge of infectious diseases were recruited to this study. The impact on their learning was judged through pre- and post-test quizzes, and their satisfaction on improved and effective learning was evaluated through a questionnaire. Particularly, learners’ attitudes were graded by a five-point Likert scale (from 5 strongly agree to 1 strongly disagree). Questionnaire was circulated to acquire their feedback towards the effectiveness of this methodology.

**Summary of Results:** With regard to test scores for learning performance, 1) the mean post-test scores were statistically higher than pre-test scores in all students. A total of 111 third-year medical students (62%) completed the pre- and the post-test. The average score increased significantly from 54.96 ± s.d. 13.69 to 77.25 ± s.d. 11.15 (p< 0.001) as analyzed using paired-t-test.; 2) Overall teaching satisfaction was fell within the range of 4 agree to 5 strongly agree.

**Discussion:** The learning methodology implemented in this study should be considered to apply for new generations’ education. Nevertheless, only quizzes, not other evaluation methods, were used to judge the learning performance in this study.

**Conclusion:** A significant impact on learning between the mean pre- and post-test scores was found. Questionnaire results showed most students expressed positive attitude with enjoyed learning.

**Take Home Messages:** Integrative approach to teaching and learning efficiently connects between preclinical to clinical studies, thus enhancing students’ long-term memory.
Characterization of Brazilian Medical Schools with regard to Curriculum Integration

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**Background:** Aiming to attend DCN 2014 to encourage curriculum integration, different strategies have been adopted in Brazil, based on methodologies such as ‘problematization’, PBL (Problem Based Learning), CBL (Case Based Learning) and Back-to-Basic Science.

**Summary of Work:** 23 teachers were interviewed and 07 focal groups were undertaken with a total of 60 students from 04 medical schools. Interviews and focal groups discussions were recorded and transcribed in their entirety.

**Summary of Results:** In one school during the first four semesters there are modules to discuss in small groups clinical cases from primary health care, followed by a questionnaire with 10 questions elaborated by professors. In the second school, modules from the 1st to the 4th grades consisted of basic content were created, aiming to basic-clinical integration and integrative axes to teaching-primary health care. Curriculum integration of basic-clinical content occurs through case discussion experienced in primary health care, specialised ambulatory or in hospitals under preceptor supervision. In other school, curriculum integration is developed in tutorial sessions, with discussions in small groups of real cases experienced in the community and through fictional cases elaborated and supervised by teachers. In the fourth school, students participate in discussions regarding relevant topics faced in the community by the students and then projects are proposed. Project results are presented and discussed in seminars.

**Discussion:** To ensure that the combination of basic sciences with clinical practice might generate benefits of true integration to students.

**Conclusion:** ‘Problematization’ and other strategies are adopted in Brazilian Medical Schools to promote basic-clinical integration according DCN 2014.

**Take Home Messages:** Four models illustrate the use of different strategies aiming to the basic-clinical integration in Brazil.

Horizontal integration in basic sciences in Kerman University of medical sciences, Iran: Medical students’ viewpoint

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**Background:** The integration of medical education as one of the new issues in educational planning of medical universities has been introduced and in some universities is running. In this study, students' viewpoint in Kerman University of Medical Sciences (KUMS), Iran, toward horizontal integration of basic science courses was assessed.

**Summary of Work:** This cross-sectional study carried out on 144 fourth and fifth year medical students of KUMS. They were selected using census method. Data collected using a questionnaire contained demographic data, 26 questions about different aspects of horizontal integration program in basic sciences and 2 questions about students' satisfaction with the program. The range of viewpoint and satisfaction scores were 0 to 104 and 0 to 5, respectively. Data analyzed by SPSS 19.

**Summary of Results:** The majority of participants 83(57.6%) were female. The mean of their viewpoint and satisfaction scores were 58.44 ± 10.61 and 3.2± 0.2 respectively. This score had no statistically significant difference according age, gender and entrance year and grade point average (GPA). Only students’ satisfaction had a significant direct correlation with GPA.

**Discussion:** our study revealed medical students had virtually positive viewpoint toward new educational method. However, besides relative satisfaction they feel confused and concerned. So, revision of new program seems logical and reasonable.

**Conclusion:** it is our duty to review the program and try to remove the bugs.

**Take Home Messages:** it is essential for our educational system to review the new program and try to remove its bugs.
An integrated course on the essential concepts of disease and treatment: longitudinal findings on acceptability and retention of disciplinary knowledge

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Background: There is a wide interest in the integration and concurrent teaching of basic science subjects in undergraduate medical curricula. “Biopathology and Introduction to therapeutics” (BPT) is a 24-week course in year 3 of the 6-year program of the University of Minho, integrating Genetics, Immunology, Microbiology, Pharmacology and Pathology, with 12 years of experience. Here, we aimed to evaluate student success and acceptability of BPT.

Summary of Work: We present the academic performance and acceptability of 5 student cohorts. Acceptability was evaluated by i. anonymous questionnaires delivered 2–4 weeks upon the conclusion of BPT, on student views on the course; ii. identified questionnaires delivered by the end of year 3 (5 months later), which collected self-perceptions of disciplinary knowledge retention (as part of an ongoing longitudinal study). The same questionnaires were used for all cohorts.

Summary of Results: Average response rates were 74% and 79% for i. and ii., respectively. A mean of 80.4% of students rated BPT course as “excellent”. The final academic performances were consistent over the years (mean of 12.9, scale of 0-20) and the mean percentage of failure was 10.6%. The percentage of students who considered that their level of satisfaction of year 3 as “satisfactory” or “very satisfactory” was 84.9%. The percentage of students who considered to have a “good” or “excellent” level of preparation on Genetics, Immunology, Microbiology, Pharmacology and Pathology, was 49.5%, 72.4%, 71.9%, 66.7%, 54.3%, respectively.

Discussion: The success rates of the students were good and consistent over the years. The self-rated level of satisfaction and perception of preparedness on the different disciplines was overall very positive, supporting the horizontal integration model.

Conclusion: The organizational and pedagogical approaches of the BPT course achieved high acceptability by students and resulted in very positive outcomes.

Take Home Messages: The overall coherency of this work’s longitudinal data suggests that BPT is a successful pedagogical approach.

Reflective writing in e-portfolio: conceptions from the post-graduate year 1 (PGY1) trainees

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Background: Reflection is often initiated by a sense of unease in learners when they realize their knowledge is incomplete or inaccurate. It enables them to take their learning to a deeper level and have a definite outcome. Reflection appears to be intimately related to learning, yet the literature that links reflection to learning is lacking in detail. Medical ethics, care quality, personal development, and significant event analysis are typical components of reflective writing reports in e-portfolios. This study examines postgraduate trainees’ (PGYs’) experiences of reflective writing.

Summary of Work: During Aug 2014 and Jul 2015, 71 of 119 PGY trainees at a single hospital in Taiwan participated in a questionnaire and qualitative interview following completion of the reflective writing reports. The questionnaire comprised 11 questions about reflective writing (responses used a 5-point Likert scale). Qualitative data are being thematically analyzed.

Summary of Results: Scores from questionnaire items ranged from 3.01±1.03 to 3.60±0.85, indicating trainees “slightly agree” their learning improved following reports. According to the questionnaires, “personal development report” appeared to be the least favorite due to the frequent repetitiveness and lack of instruction. “Significant event analysis” provided specific learning objectives and was acknowledged by most trainees. Preliminary results from the interview showed: (1) Poor perception of reflective writing; (2) Unsure of future performance benefits; (3) Feedback from clinical teachers affects reflection; (4) Confusion regarding what reflective writing comprises.

Discussion: Most trainees considered reflective writing reports as “casual reports”. To improve the learning effect of reflective writing, well-designed guidance is required. Understanding the theoretical framework and mechanism of reflection is important in improving the effect.

Conclusion: Instructions, structured format, and teachers’ feedbacks may emphasize the role and effect of reflection. Further study should be arranged.

Take Home Messages: Learning through reflection requires appropriate guidance.
#8FF09 (135008)
Teaching portfolio and resource redesign for seamless usability

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Background: A faculty online ‘Teaching Hub’ already existed but analytics data showed it was under-utilised. Staff reported it did not address their primary need for quick access to relevant teaching resources in digestible bites of best practice information to guide teaching skills development. As well, an accompanying online teaching portfolio linked to the ‘Hub’ was not flexibly structured.

Summary of Work: Two learning designers worked in partnership with the Associate Dean, Academic to redesign both resources. Feedback was sought from key staff about the existing resource and their future teaching needs. Existing materials were edited and updated in line with feedback; software specific information was refined to improve portfolio usability.

Summary of Results: The redesign process resulted in the development of two aligned online resources. The Faculty ‘Everything Teaching’ website (https://www.coursebuilder.cad.auckland.ac.nz/flexicourses/3228/publish/) brings together a complex array of resources and best practice information available to staff to support their teaching and further their teaching careers. The online Faculty Teaching Portfolio designed around University policy, performance standards and criteria, allows staff flexibility to create entries tailored to their own professional development plans.

Discussion: The evaluation phase of a design project is often overlooked: responses to feedback and refinements of resources do not always occur. Time and energy invested in developments then lie fallow with the resource. An iterative approach to design is essential.

Conclusion: Faculty support has enabled the review and improvement of an initial concept, building on the positives of the original and addressing identified gaps.

Take Home Messages: Time pressured staff need easy access to resources and best practice information that will support the attainment of teaching excellence. Aligning a portfolio space, structured around performance criteria (Biggs & Tang, 2011), to these resources means staff can move seamlessly between performance requirements, portfolio writing, and best practice teaching information.

#8FF10 (134611)
Portfolio in medical school: King Abdulaziz University experience

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Background: The portfolio provides a tool for collecting and managing multiple types of assessment evidence from multiple contexts and sources within the curriculum to document competence and promote reflective practice skills. The objective of this study was to evaluate the effectiveness and acceptance of using portfolio in assessing skills & reflection in undergraduate medical students during basic and clinical years at King Abdelaziz University (KAU), Jeddah, Saudi Arabia

Summary of Work: Formative and summative portfolios were introduced in the 2nd, 3rd, 4th and 5th undergraduate medical years at KAU for 2 years (2013 – 2015). At the end of academic years, students were asked to complete a mixed questionnaire that included their perceptions and reflections on skills learned and assessment through the use of a portfolio.

Summary of Results: A total of 910 students participated in the project, of which 470 (51.6%) were male and 440 were female (48.4%). Of the students, 242 (26.6%) were from the basic years (2nd, 3rd and 4th years) and 678 (73.4%) were from the clinical year (5th year). The results showed a different between basic & clinical years about skills, in basic years , there are focused on basic clinical skills but in clinical years there are focused on more complex skills including identifying & managing problems . About reflection area in the study, the booklet provides a lot of chance for students to practice in writing their reflection both directly in the page of the reflective journal and indirectly by asking them several questions about their perceptions of the curriculum & the environment and also by asking them to provide suggestions to improve their performance. The results of distribution questionnaire about the perception of mentors & students for using portfolio revealed a good trend for acceptance.

Discussion: The use of portfolios in undergraduate education has met with mixed success , and has been more successful when not used in isolation but as a part of other educational activities, for example, in tutorial groups .Portfolio learning encourages students to debrief challenging events that occur during the course of their learning. It provides a safe environment in which they can reflect, receive feedback, and engage in discourse around context-specific experiences .

Conclusion: Portfolios are well accepted by Saudi medical students. They find it useful for learning and developing skills. The requirement for development portfolio in the early undergraduate years gave
students the skills to prepare their own clinical skills guidelines in subsequent years.

Take Home Messages: Portfolio weather summative or formative should be used as a part of educational activities & reflection by students is essential for learn and becoming life-long learners.

#8FF11 (133585)
Survey of e-Portfolio Practice at Medical Schools in Japan

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Background: Electronic portfolios (ePFs) which can be accessed from personal computers and mobile devices are gaining in importance in medical education.

Summary of Work: We sent out by post written invitations to participate in an online survey to the medical education units of all 80 medical schools in Japan.

Summary of Results: Of 70 schools from which replies were received, 16 use paper-based portfolios, 14 use ePFs, 8 use both, and 32 do not use either. The most commonly used ePF systems are Mahara, manaba, and WebClass, and they are used in particular for clinical training. Increased burden on faculty is considered a demerit of ePFs. Compared with paper-based portfolios, ePFs facilitate timely feedback and better storage and sharing of data, but on the other hand they are demanding in terms of infrastructure and technical administration.

Discussion: Current ePF solutions are not considered optimized for medical education. Teachers of medical school feel the burden of administrating the information communication technology, such as ePF.

Conclusion: In Japan, most university feel need for ePF, but only 20 of 70 universities adopted ePF.

Take Home Messages: There is a need for the development of a common ePF environment for use in medical education.

#8FF12 (136362)
Introducing portfolios in Speech Therapists' undergraduate education: a pilot study at the University of Milan

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Background: Portfolios are useful tools to document students’ learning in the clinical field and to give feedback, in undergraduate/postgraduate education. In the literature, three types of portfolios are reported: learning, assessment and presentation portfolio. Even if portfolios have been implemented with many healthcare professionals, no study involving speech therapists was available.

Summary of Work: The study was aimed at constructing a learning portfolio for students in Speech Therapy. Expert teachers/educationalists defined the portfolio structure, which was later experimented by five students. A scoring rubric was used by two blinded evaluators to analyze the portfolios. Students’ and clinical supervisors’ satisfaction was investigated through a questionnaire.

Summary of Results: Portfolios structure and contents have generally revealed useful to document students’ clinical competences. Portfolio was appreciated as an effective instrument to support learning in the field, in particular to develop reflexivity. Time needed for portfolio preparation and amount of documentation required were considered the critical aspects of this pilot experience.

Discussion: As described in other studies on portfolios, students and supervisors reported difficulties, due to the time needed in preparing materials. The amount of data collected has revealed not manageable by the existing supervisors/teachers. Besides, they considered the experimented portfolio as not completely appropriate for documenting third year students’ clinical competences.

Conclusion: The study results show good acceptance and satisfaction with portfolio in the Speech Therapy students involved, especially for its capacity of stimulating reflexivity. Therefore, one of the main goals of portfolio was achieved. Nevertheless, further research has been advocated to improve the portfolio feasibility in the Speech Therapy bachelor degree.

Take Home Messages: Portfolios can effectively respond to some educational needs of Speech Therapy students, as the demand of reflecting on their clinical experience. Nevertheless, the introduction of portfolios in undergraduate Speech Therapist education must be carefully evaluated, considering available resources to implement them and, above all, to give feedback to students.
The clerking portfolio: an exploration of student, doctor and patient perspectives

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Background: The University of Bristol Medical School mandates the completion of an assessed clerking portfolio during the junior and senior medicine and surgery blocks (JMS and SMS). The practicality of using inpatients as learning resources needs to be understood alongside potential effects on student and patient experience.

Summary of Work: Qualitative and quantitative data has been collected from students, doctors and patients in the form of questionnaires for all groups, complemented by focus groups for students.

Summary of Results: The 95 student questionnaires show that JMS and SMS students spend on average 3 hours per total portfolio case of which 60 minutes are with the patient. 36% of students reported that patients they clerk have been seen before by a student multiple times (≥3) and gave the difficulty of finding a patient to clerk a rating of 5.2/10. 63 doctor questionnaires show that availability of inpatients is considered 30% for a full clerking and 50% for a short encounter. Qualitative data from doctors and students report the portfolio to be a ‘time inefficient’ process. Initial analysis of patient data (collection not yet complete) shows that 80% of patients are happy to see medical students however 100% would feel unable to close an encounter prematurely.

Discussion: The time students spend with patients per case will be compared with final data from patients regarding how long they are prepared to spend with students. We will explore the reasons behind the quantitative and qualitative data provided and discuss the learning outcomes of completing a clerking portfolio.

Conclusion: Preliminary conclusions: specifying ‘full clerking’ portfolio cases limits patient availability to 30%. Less specific portfolio requirements could potentially increase inpatient resource by 66%.

Take Home Messages: We will consider whether the clerking portfolio is the most appropriate tool to assess learning when attempting to create a sustainable balance between teaching and patient care.