STUDENT PORTFOLIO

PHOTO

Name of the student: .....

Registration number: .....

Batch: .....

Supervisor: .....

Date issued: .....

Date of final submission to Supervisor: .....

Personal and Professional Development Stream

Faculty of Medicine, University of Jaffna

2025

INTRODUCTION

The MBBS Programme of Faculty of Medicine, University of Jaffna has an independent academic stream, the Personal Professional Development Stream (PPDS). The aim of the PPDS course is to develop the personal skills and personality of the students with a view to improving their learning abilities during the studentship and afterwards for continuous professional development and to improve the quality of the service provided.

Activities of PPDS module are conducted under four themes;

1. **Personal development:** To demonstrate an understanding of the self and its role in society and in the practice of medicine by
    a. improving **life skills** to enhance effectiveness in all aspects of personal development and interactions by developing the self, managing emotions, reducing stress, enhancing time management, building effective relationships and cultivating good behaviour.
    b. developing attributes and **soft skills**, including communication skills, active listening skills, and effective presentation skills.

2. **Professional development:** To demonstrate an understanding of the medical profession in a changing environment, and the role of doctors and other healthcare practitioners in the practice of medicine by understanding the medical profession in the context of society.

3. **Leadership and management skills:** To recognise the role of the doctor in a dynamic and multifunctional environment across multiple stakeholders by
    a. demonstrating the ability to work effectively in teams by understanding that the practice of medicine requires the ability to work and make decisions with many stakeholders including other healthcare professionals and work within the limits of one's competence and capability and to seek help as needed.
    b. displaying qualities of leadership by understanding the principles of leadership and their application to medical practice.

4. **Ethics:** To understand the principles of ethics and its application to medical practice and demonstrate the ability to assess an ethical problem.

The PPDS course bridges the gaps in the academic curriculum in developing right attributes and behaviour during transformation of students into medical professionals.

The module assesses the students formatively through the portfolio and summatively by the end of module Objective Structured Clinical Examination (OSCE).

Students should satisfactorily complete all portfolio activities with a satisfactory grade to sit for the OSCE. They should pass the OSCE to proceed to Phase III.

INSTRUCTIONS

- All the students are expected to maintain a portfolio for PPDS from the introductory period till the end of Phase II.
- Each student will be allocated to a PPDS supervisor (who will serve as mentor as well) who will guide their personal and professional development activities.
- Students are expected to report to their supervisor at least once every six months. Each meeting should be recorded in the meeting log.
- Students must carry out the following activities and record them in the portfolio:

  Phase I
  - Presentation 1: Common topic (individual presentation)
  - Reflective writing assignment 1
  - Reflective writing assignment 2
  - Self-review 1
  - Self-review 2
  - Extracurricular activity 1
  - Extracurricular activity 2

  Phase II
  - Presentation 2: Research project (group presentation)
  - Reflective writing assignment 3
  - Reflective writing assignment 4
  - Self-review 1
  - Self-review 2
  - Presentation 3: Popular medicine (individual presentation)
  - Extracurricular activity 3
  - Extracurricular activity 4

- Students should get satisfactory grade in all assignments, extracurricular activities and presentations and may repeat the assignment / presentation till he / she obtains a satisfactory grade.
- Student are advised to meet their supervisors within the timeframe specified below.

Meeting	Timeframe	
1	Introductory phase	Arranged by PPDS
2	Term 1	Student-initiated
3	Term 2/3	Student-initiated
4	Term 5/6	Student-initiated
5	Term 7/8	Student-initiated
6	Term 10	Student-initiated

- Progress is reviewed by the supervisor within the specified timeframe and recorded in the portfolio in the progress review sections.
- At the end of Phase II, students **should submit the portfolio to the supervisor on or before the deadline, which will be informed by the Office of the Dean**.

PORTFOLIO ACTIVITIES

1. Presentations

Each presentation will be assessed by two evaluators; evaluation forms from all three presentations (6 in total) must be included in the portfolio.

Students should obtain at least satisfactory grade in each presentation. If the student fails to obtain a satisfactory grade, evaluation of the particular presentation must be repeated till he/ she gets at least satisfactory grade.

The following areas will be evaluated in the individual presentations (see Annex 1).

Presenter

- Greeted the audience
- Introduced himself / herself
- Eye contact with the audience
- Voice clarity
- Confined to allocated time
- Speed of delivery
- Language
- Knowledge on the topic
- Preparation
- Enthusiasm/self-confidence

Presentation

- Presentation was concise and informative
- Presentation was well organized
- Clear and easy to understand
- Use of examples
- Visual aids were used effectively

The following areas will be assessed in the research group presentation (Annex 2)

Group evaluation:

- Greeted the audience
- Introductions
- Confined to allocated time
- Preparation and organisation
- Visual aids
- Teamwork

Individual presentation:

- Eye contact with the audience
- Voice clarity
- Speed of delivery
- Language
- Enthusiasm
- Contribution

2. Reflective Writing Assignments

Reflective writing is an analytic practice which gives the writer insights and promotes further learning. For further information please refer the materials on "Reflective Practice" uploaded on LMS.

Suggested structure for reflective writing;

Description: What happened?

Interpretation/ response: What is the most important / relevant aspect of it. How it is similar to or different from others.

Reflection: What you have learned from this/ what could you have done differently to improve the outcome.

Students are expected to complete four (04) reflective writing assignments under the themes and areas specified below.

Phase I		
	PPDS theme	Recommended areas
1 & 2	Personal development	Experience or event that helped improve life skills during your studentship (e.g., managing emotions, reducing stress, adopting a healthy lifestyle, enhancing time management, building effective relationships, communication and cultivating good behaviour).
	Teamwork	Experience or event that helped improve your ability to work in a team, or improved your ability to collaborate, adapt, be socially aware, creative and innovate, while working in a team during your studentship.
Phase II		
3 & 4	Ethical behaviour	An ethically sensitive situation you handled at the Faculty, during your clinical training or elsewhere, during your studentship.
	Leadership	Experience or event in a clinical or other setting where you were involved as the leader of your team during your studentship

The word limit for each assignment is 200-300.

Each assignment will be assessed by the portfolio supervisor.

The student should get at least satisfactory grade in each assignment. If not, evaluation must be repeated till he/ she gets at least satisfactory grade.

3. Extracurricular Activities

For the purposes of the PPDS course, extracurricular activities are those that help students to develop social skills and expand their acquaintances and networks within and outside the University.

They may include;

- **Social activities:** blood donation, flood relief, volunteer services, etc.
- **Event organisation:** Medical exhibition, Medicos' week, Medicos' nite, faculty's cultural and social events, etc.
- **Sports and recreation:** sports, games, yoga, swimming, aerobics, etc.
- **Competitions:** debate, quiz, speech, etc.
- **Arts:** dance, drama, music, visual arts, etc.

Student should include evidence for participation in extracurricular activities in the portfolio. The following are considered as acceptable evidence.

- Certificates
- A letter from the in-charge confirming active participation indicating the date/duration and extent of contribution/ involvement of the student.
- Photographs of participation.

Each activity should be recorded in the portfolio and signed by the in-charge. Evidence must be attached to the portfolio and included in the contents for evaluation by the PPDS supervisor.

Self-review and progress review

Student are expected to self-review their progress before each meeting with their PPDS supervisor. Supervisors will provide formal feedback in the form of the progress review.

Self-review

The objective of this exercise is to help the students to judge their own abilities and performance, encourage the students to be more responsible for their own learning and facilitate them to become self-regulated learners.

Students are expected to reflect on their strengths and weaknesses in order to identify their learning needs and the gaps and plan measures to improve their performance.

Progress review

Progress review is performed by the supervisor with the aim of communicating the progress of students in relation to meeting standards, identifying strengths and areas needing improvement, and motivating them.

MEETING LOG

Meeting	Term	Date	Student's signature	Supervisor's signature
1				
2				
3				
4				
5				
6				
7				
8				

PORTFOLIO ENTRIES PHASE I

Meeting 1: Introduction

Notes (preferred method of communication, plans for next meeting, etc.)

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Meeting 2

Reflective Writing 01: Personal Development

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Signature of the student:

Date:

Evaluation of reflective writing 01

Please tick against the number that represents your observation.
5 – Excellent
4 – Good
3 – Satisfactory
2 – Need improvement
1 – Poor

Reflective writing on personal development	**Score**				
	5	**4**	**3**	**2**	**1**
Is the experience relevant to the objective (personal development)?					
Is the most important / relevant aspect of the experience been clearly analysed?					
Has the student expressed his/her feelings about the experience and/or how he or she may have experienced it differently from others?					
Has the student described what he or she has learned from the experience?					
Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she would handle a similar situation in future for better outcome?					
Language and presentation					
Overall Score					
Additional comments:					
Signature of the supervisor					
Date					

Self-review 01

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Signature of the student:

Date:

Progress review 01

Feedback on progress.

Strengths	
Areas identified for improvement/further development	

Review of portfolio entry

Portfolio entry		
Reflective writing	Self-review	Extracurricular activities

Review of academic performance

Signature	
Date	

Meeting 3

Reflective Writing 02: Teamwork

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Signature of the student:

Date:

Evaluation of reflective writing 02

Please tick against the number that represents your observation.
5 – Excellent
4 – Good
3 – Satisfactory
2 – Need improvement
1 – Poor

Reflective writing on teamwork	**Score**				
	5	**4**	**3**	**2**	**1**
Is the experience relevant to the objective (teamwork)?					
Is the most important / relevant aspect of the experience been clearly analysed?					
Has the student expressed his/her feelings about the experience and/or how he or she may have experienced it differently from others?					
Has the student described what he or she has learned from the experience?					
Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she would handle a similar situation in future for better outcome?					
Language and presentation					
Overall Score					
Additional comments:					
Signature of the supervisor					
Date					

Self-review 02

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Signature of the student:

Date:

Progress review 02

Feedback on progress.

Strengths	
Areas identified for improvement/further development	

Review of portfolio entry

Portfolio entry			
Presentation	Reflective writing	Self-review	Extracurricular activities

Review of academic performance

Signature	
Date	

Presentation 01: Common topic 1

Annex the presentation evaluation form here.

Extracurricular activities – Phase I

Date	Activity	Name and designation of certifier of activity	Signature of certifier
1			
2			

PORTFOLIO ENTRIES PHASE II

Meeting 4

Performance in summative examination

First Examination for Medical Degrees

Please tick the outcome at the summative examination				
First class	Second class (Upper)	Second class (Lower)	Pass	Referred
Remarks				
Signature				
Date				

Please record the information on additional attempts here (if any):

Reflective Writing 03: Ethical behaviour

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Signature of the student:

Date:

Evaluation of reflective writing 03

Please tick against the number that represents your observation.
5 – Excellent
4 – Good
3 – Satisfactory
2 – Need improvement
1 – Poor

Reflective writing on ethical behaviour	**Score**				
	5	**4**	**3**	**2**	**1**
Is the experience relevant to the objective (ethical behaviour)?					
Is the most important / relevant aspect of the experience been clearly analysed?					
Has the student expressed his/her feelings about the experience and/or how he or she may have experienced it differently from others?					
Has the student described what he or she has learned from the experience?					
Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she would handle a similar situation in future for better outcome?					
Language and presentation					
Overall Score					
Additional comments:					
Signature of the supervisor					
Date					

Self-review 03

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Signature of the student:

Date:

Progress review 03

Feedback on progress.

Strengths	
Areas identified for improvement/further development	

Review of portfolio entry

Portfolio entry			
Presentation	Reflective writing	Self-review	Extracurricular activities

Review of academic performance

Signature	
Date	

Presentation 2: Research project

Annex the presentation evaluation form here.

Meeting 5

Reflective Writing 04: Leadership

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Signature of the student:

Date:

Evaluation of reflective writing 04

Please tick against the number that represents your observation.
5 – Excellent
4 – Good
3 – Satisfactory
2 – Need improvement
1 – Poor

Reflective writing on leadership	**Score**				
	5	**4**	**3**	**2**	**1**
Is the experience relevant to the objective (leadership)?					
Is the most important / relevant aspect of the experience been clearly analysed?					
Has the student expressed his/her feelings about the experience and/or how he or she may have experienced it differently from others?					
Has the student described what he or she has learned from the experience?					
Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she would handle a similar situation in future for better outcome?					
Language and presentation					
Overall Score					
Additional comments:					
Signature of the supervisor					
Date					

Self-review 04

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Signature of the student:

Date:

Progress review 04

Feedback on progress in the last six months

Strengths	
Areas identified for improvement/further development	

Review of portfolio entry

Portfolio entry			
Presentation	Reflective writing	Self-review	Extracurricular activities

Review of academic performance

Signature	
Date	

Presentation 03: Popular medicine

Annex the presentation evaluation form here.

Extracurricular activities – Phase II

	Date	Activity	Name and designation of certifier of activity	Signature of certifier
1				
2				

Meeting 6

Performance in summative examination:

Second Examination for Medical Degrees – Part I

Please tick the outcome at the summative examination	
Remarks	
Signature	
Date	

Please record the information on additional attempts here (if any):

Plan and timeline for Portfolio Assessment

Final progress review

Feedback on progress in the last six months

Strengths	
Areas identified for improvement/further development	

Review of portfolio entry

Portfolio entry			
Presentation	Reflective writing	Self-review	Extracurricular activities

Review of academic performance

Signature	
Date	

Annexure 1: Presentation Evaluation Form for Presentations 1 and 3 (Common Topic & Popular Medicine Topic)

Date:

Name of the student:

Topic:

Please tick against the number that represents your observation.
5 – Excellent
4 – Good
3 – Satisfactory
2 – Need improvement
1 – Poor

Description	**Score**				
Presenter	**5**	**4**	**3**	**2**	**1**
Greeted the audience					
Introduced himself / herself					
Eye contact with the audience					
Voice clarity					
Confined to allocated time					
Speed of delivery					
Language					
Knowledge on the topic					
Preparation					
Enthusiasm					
Presentation					
Presentation was concise and informative					
Presentation was well organized					
Clear and easy to understand					
Use of examples					
Use of evidence					
Visual aids were used effectively					
Overall score					
Additional feedback (if any):					
Signature of evaluator					

Annexure 2: Presentation Evaluation Form for Presentation 2 (Research Group Presentation)

Date:

Name of the student:

Registration Number:

Please tick against the number that represents your observation.
5 – Excellent
4 – Good
3 – Satisfactory
2 – Need improvement
1 – Poor

Please note: 1) Group evaluation marks are the same for all students in the group; 2) Students have been instructed to minimize images and animations for this presentation.

	5	**4**	**3**	**2**	**1**
GROUP EVALUATION					
Greeted the audience					
Introductions					
Confined to allocated time					
Preparation and organisation					
Visual aids					
Teamwork					
INDIVIDUAL EVALUATION					
Eye contact with the audience					
Voice clarity					
Speed of delivery					
Language					
Enthusiasm					
Contribution					
Overall					

Additional feedback (if any):

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Signature of the evaluator: