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Abstract

This article focuses on the extent to which a portfolio may address the challenges of assessment for quality learning in professional education programmes. A four-year action research study investigated the development and implementation of a portfolio for the assessment of practice in a professional development programme preparing special education resource teachers to undertake a new role. A conceptual framework for an effective professional practice portfolio, derived from the refinement of the portfolio and teaching programme throughout the four years, is presented. Findings indicate that a well-designed portfolio may support quality learning through the integration of theory and practice, the promotion of self-assessment, autonomy, reflection and meta-cognition, and the enhancement of the programme's relevance to workplace practice. The findings support the use of a portfolio as a tool to assess and promote the generic skills included in graduate attribute lists or profiles and in evaluation of programme effectiveness. (HRK / Abstract übernommen)