Use of professional portfolios in nursing

Abstract

Nurses are increasingly using professional portfolios as a way to maintain evidence of their learning and reflection, and to demonstrate that they have met their professional requirements. A portfolio can assist nurses to store and manage their revalidation or re-registration documents in one place, so that these can be easily updated and produced when required, for example in performance reviews and job applications. All nurses are required to undertake continuing professional development activities to maintain, update and improve their knowledge and practice, and they can use their portfolio to document these activities. Creating and maintaining a portfolio can also enable nurses to identify their strengths and learning needs, and to develop a learning plan to address these needs.

Keywords
continuing professional development, CPD, evidence-based practice, nurse education, portfolio, reflection, revalidation

Aims and intended learning outcomes

This article aims to describe professional portfolios and explain their role in nursing. It outlines the purpose and components of a professional portfolio, and explains how nurses can use them to demonstrate their learning. After reading this article and completing the time out activities you should be able to:

» Understand the purpose of creating and maintaining a professional portfolio.

» Explain the benefits of a professional portfolio, and how it can be used to meet professional requirements.

» Outline the components that should be included in a professional portfolio.

» Identify the type of continuing professional development (CPD) activities that nurses can undertake to meet their professional requirements, and how to provide evidence of these activities in a portfolio.

» Evaluate your learning needs and develop a learning plan to address these needs.

Relevance to The Code

Nurses are encouraged to apply the four themes of The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives to their professional practice (Nursing and Midwifery Council (NMC) 2015). The themes are: Prioritise people, Practise effectively, Preserve safety and Promote professionalism and trust.

This article relates to The Code in the following ways:

» It emphasises the importance of nurses maintaining records of CPD activities they have undertaken. The Code states that, to preserve safety, nurses must complete the necessary education before undertaking a new role and seek assistance from suitably qualified and experienced healthcare professionals to undertake any action or procedure beyond the limits of their competence.
It outlines the benefits of creating and maintaining a professional portfolio for revalidation. The Code states that to practise effectively, nurses should maintain the knowledge and skills they require for safe and effective practice. This includes CPD, reflection and identification of any risks or issues that have arisen and the steps taken to manage them, so that colleagues who consult the records have all the information required.

It discusses the components that should be included in a professional portfolio, such as critical reflections and feedback. The Code states that nurses must provide honest, accurate and constructive feedback to colleagues, and gather and reflect on feedback from a variety of sources, using it to improve their practice and performance.

Introduction
Andre et al (2017) described a professional portfolio as ‘structured evidence demonstrating that an individual is meeting their profession’s standards for practice, including an indication of the professional’s vision of future growth and capacity building’. Creating and maintaining a professional portfolio may assist nurses to ‘stand out from the crowd’ to secure the professional role they aspire to, support their career development and provide evidence of their competence and skills for appraisals, performance reviews and revalidation (Oermann 2002, Burston 2016, Chang and Daly 2016, Andre et al 2017).

A professional portfolio can complement an individual’s CV by providing reflections on practice and learning plans, as well as evidence of competence and expertise developed as a result of experiences listed in their CV (Davis 2015). A professional portfolio is unique to the individual and should communicate their personal and professional development (Johnson 2012). Nurses can demonstrate skills such as communication, teamwork, management and leadership in their portfolios (Johnson 2012).

Establishing a portfolio requires nurses to examine and reflect on their practice and to compare this with the expected practice standards set by their professional regulatory body (Andre et al 2017). This self-examination provides an opportunity for individuals to identify their learning needs, and to develop a learning plan to inform future CPD activities and their career development (Andre et al 2017).

Development of portfolios and e-portfolios in nursing
Portfolios were introduced in Australian undergraduate nursing curricula in the late 1990s as a way of demonstrating undergraduate nursing and midwifery students’ competence for their eventual registration (Alexander et al 2002, Taylor et al 2009). It was recognised that these students should reflect on their theoretical and practice learning as early as possible in their undergraduate education to support their socialisation into the profession when they registered. It was also acknowledged that maintaining a portfolio could demonstrate students’ learning and professional development.

Initially, templates and paper formats were used for students’ portfolios, but electronic formats – known as e-portfolios – have since been introduced, which aim to ‘provide greater capacity for students to reflect on learning experiences, identify strengths and weaknesses and develop personalised learning plans to guide their professional development’ (Peddle et al 2016). This supports a continuous improvement approach, with regular feedback to guide the individual in undertaking effective reflection and critical appraisal, as well as identifying their personal learning needs and learning outcomes (Andre et al 2017). Nitko and Brookhart (2015) stated that portfolios are an essential tool for supporting professional accountability and career development.

An e-portfolio enables the inclusion of multimedia evidence and interactive links to projects or websites to demonstrate an individual’s learning, skills and progress (Oermann and Gaberson 2014). E-portfolios enable evidence of competence, skills and achievements to be easily stored, updated and shared with employers and professional bodies; they also provide an effective means of assessing an individual’s reflective skills.
(Green et al 2014). Furthermore, e-portfolios have been demonstrated to be superior to paper formats when detailing the depth and breadth of individuals’ clinical learning experiences (Peddle et al 2016). However, the use of e-portfolios depends on the usability and accessibility of the chosen e-portfolio platform, as well as nurses’ levels of computer literacy.

Several free platforms provide templates for portfolios, with many professional institutions and organisations having e-portfolio platforms available for their members (Andre et al 2017). For example, RCNi Portfolio (rcni.com/portfolio) is an e-portfolio platform available via subscription, which is designed to assist nurses to store, manage and track the evidence and documents required by the NMC for revalidation in one online space. iFolio (www.ifolio.com.au) is a similar platform, available via subscription to Australian Nursing Federation members. Other platforms include PebblePad (www.pebblepad.co.uk), which is used in several undergraduate nursing courses. It is important for individuals to choose the most suitable platform for them, and to personalise the portfolio to reflect their personal and professional development.

Types of portfolio
According to Nitko and Brookhart (2015), there are two types of portfolio: a growth and development portfolio and a best-work portfolio. A growth and development portfolio is a working document that is not necessarily for others to review, but is instead used by the nurse to track and evaluate their personal and professional learning (Oermann 2002, Oermann and Gaberson 2014, Gaberson et al 2015). The growth and development portfolio is used to demonstrate competence, although some sections of the growth and development portfolio can also be used in the best-work portfolio for sharing and review by peers, university tutors, employers and professional bodies (Oermann 2002, Oermann and Gaberson 2014).

The best-work portfolio collates an individual’s best-practice evidence in one place. It is based on the growth and development portfolio and is used in revalidation, appraisals and job interviews. Andre et al (2017) identified two approaches to professional portfolios: a process-oriented approach and a product-oriented approach. A process-oriented portfolio is similar to Nitko and Brookhart’s (2015) growth and development portfolio, and is focused on development and/or continuous improvement through reflective practice. A process-oriented portfolio has a personalised format and is structured chronologically (Andre et al 2017).

In contrast, the focus of a product-oriented portfolio is on demonstrating the outcomes an individual has achieved in a set structure, similar to the best-work portfolio (Oermann 2002, Oermann and Gaberson 2014, Andre et al 2017).

Benefits of using a portfolio
Registered nurses are required to demonstrate continuing competence for annual re-registration in Australia, and every three years for revalidation in the UK. Before the introduction of professional portfolios, nurses’ competence was documented using an informal collection of attendance certificates for CPD activities. Recently, it has been necessary for nurses to collate evidence to demonstrate their continuing competence and that they have met the requirements of their professional regulatory body.

Developing and maintaining a portfolio has several benefits. Storing evidence of practice, education, CPD and reflection in one place enables efficient maintenance and means that the portfolio can be produced easily for performance reviews, audits or revalidation. Developing a portfolio with a set structure enhances organisation and is easy for readers to navigate (Chang and Daly 2016).

While it requires time and effort to create and maintain a professional portfolio, doing so provides an opportunity to learn. A professional portfolio supports personal empowerment, by enabling individuals to link their personal growth and learning to evidence. Through the process of gathering evidence to include in a portfolio, an individual can identify strengths, gaps in
knowledge, skills or competence and areas for improvement, and plan appropriate CPD activities based on this information (Chang and Daly 2016, Peddle et al 2016). Box 1 outlines the main benefits of using a professional portfolio.

TIME OUT 1
Access and review the most recent version of your professional portfolio. Are there any improvements you could make to update it and to ensure it is relevant to your practice? Consider the various types of portfolio discussed in this article, as well as their relative merits.

Components of a professional portfolio
Creating a professional portfolio may initially appear overwhelming, and it can be challenging for nurses to understand what to include. It is up to the individual to decide how they present their portfolio; however, there are several components that should be included as follows (Chang and Daly 2016, Andre et al 2017):

» Introduction – this should include: personal information, such as the nurse’s name and demographic information; personal career goals; and a scope of practice statement or personal philosophy. An individual’s personal philosophy may include the reason they became a nurse, what motivates them, and what professional values are important to them – for example, accountability, compassion, professionalism and person-centred care.

» CV – this should include the nurse’s biographical details; employment history and a description of their current position, including their roles and responsibilities; professional qualifications and education; skills summary; activities and hobbies; and referees. It is beneficial for individuals to adapt their CV for a particular role to ensure it is relevant to the job description.

» Certificates of learning.

» Appraisals and learning plans.

» Testimonials and witness statements.

» Published work, professional awards and letters of commendation.

» Presentations, organised events and conference materials.

» Mentor and clinical supervisor discussions.

» Reflections on practice, for example on clinical practice experiences, learning events or courses and personal development.

» Professional requirements for revalidation or re-registration.

» Details of any relevant volunteer work.

» Disclosure and Barring Service check.

Using a portfolio to meet professional requirements
Creating and maintaining a professional portfolio is an effective method for nurses to keep track of their revalidation or re-registration documents. Nurses can use their portfolio to reflect on their practice and link it to the standards and requirements set out by their professional regulatory body (Andre et al 2017). For instance, in the UK, the NMC introduced revalidation in 2016 to ensure nurses practise safely and effectively, in line with The Code (NMC 2015). The NMC (2017) requirements for revalidation state that nurses must complete the following activities over a three-year period:

» 450 practice hours, or 900 hours if revalidating as both a nurse and a midwife.

» 35 hours of CPD, of which 20 hours must be participatory.

» Five pieces of practice-related feedback.

» Five written reflective accounts.

» Reflective discussion.

» Health and character declaration.

» Professional indemnity arrangement.

» Confirmation.

The NMC (2017) strongly recommends that nurses store evidence that they have met the revalidation requirements in a portfolio or e-portfolio. It states that the portfolio provides a useful reference for the discussion
that nurses must have with their confirmers. Nurses may also be required to provide their portfolio if the NMC requests it to verify the declarations made as part of the revalidation process. The NMC (2017) provides forms and templates for revalidation that the nurse could include in their portfolio, which are available at: revalidation.nmc.org.uk/download-resources/forms-and-templates. It is mandatory that the NMC forms are used for reflective accounts, reflective discussion and confirmation, while the use of the NMC practice hours, CPD and feedback logs are only recommended.

The NMC (2017) recommends using a checklist to ensure that all required information and supporting evidence is included in the nurse's portfolio before they have their confirmation discussion and submit their revalidation application. The NMC (2017) also advocates that nurses retain their portfolio until after their next revalidation.

The NMC (2017) emphasises that no information that might identify an individual should be recorded in the portfolio. This means that all information must be recorded in a way that no patient, service user, colleague or other individual can be identified from the information.

Similarly, the Nursing and Midwifery Board of Australia (NMBA) (2016) has seven standards for registered nurses, including:

- Thinks critically and analyses nursing practice.
- Engages in therapeutic and professional relationships.
- Maintains the capability for practice.
- Comprehensively conducts assessments.
- Develops a plan for nursing practice.
- Provides safe, appropriate and responsive quality nursing practice.
- Evaluates outcomes to inform nursing practice.

Registered nurses in Australia are required to participate in a minimum of 20 hours’ CPD per year, or 40 hours’ CPD per year if they are registered as both a nurse and a midwife. A portfolio can assist nurses in Australia to document their CPD hours over this period and thus demonstrate that they have met this requirement.

TIME OUT 2
List five CPD activities you could undertake that would count towards your required hours for individual and participatory learning. What could you do to complete these activities and how would you provide evidence that they have met your revalidation or re-registration requirements?

Continuing professional development activities
Undertaking CPD activities is a way for nurses to maintain and improve their knowledge, skills and competence, and may lead to positive learning outcomes and evidence-based improvements to practice (NMBA 2016). Creating and maintaining a professional portfolio can efficiently demonstrate the CPD activities an individual has undertaken and how these relate to their practice. Examples of participatory and individual CPD activities that can be undertaken for NMC revalidation are shown in Table 1.

Participatory learning includes a range of activities, such as taking part in education sessions in the nurse’s workplace, and attending study days, external workshops, lectures or seminars in person or through webinars and social media platforms such as Twitter, Facebook and YouTube (Moorley and Chinn 2015, Bliss 2016, Clarke 2016).

Seminar and conference organisers often set up a Twitter account that delegates can use throughout the event, which enables those who are not in attendance to follow the event and participate in resulting clinical or academic conversations (Djuricich and Zee-Cheng 2015). Twitter discussions such as those using the hashtag ‘#WeNurses’ involve weekly discussions that nurses can participate in live; alternatively, a transcript of the discussion can be read at a later time and the nurse can reflect on how the discussion might inform their practice (Moorley and Chinn 2015). Involvement in these discussions can also count towards an individual’s CPD hours. CPD hours may also be logged for time spent as a mentor or preceptor to nursing students or newly qualified nurses (NMC 2017).

Reading and reflecting on journals and other relevant publications online or in print is considered a CPD activity. CPD activities
can also be undertaken online through resources such as RCNi Learning (www.rcnilearning.com) or the Australian Nursing and Midwifery Federation continuing professional education website (anmf.org.au/cpe), which the nurse can document in their portfolio.

Involvement in developing policies, protocols and guidelines are also considered CPD activities. In Australia, active membership and participation in the committee of a professional group or organisation such as the Australian College of Peri-Anaesthesia Nurses or British Anaesthetic and Recovery Nurses Association may contribute towards meeting CPD requirements, as does conducting or contributing to research (NMBA 2016).

**TIME OUT 3**

Identify three learning needs that you have in relation to your practice. How could you meet these needs – for example, through online learning, attending seminars or conferences, or participating in workshops? How could

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**TABLE 1. Examples of continuing professional development (CPD) activities for Nursing and Midwifery Council revalidation**

<table>
<thead>
<tr>
<th>CPD activity</th>
<th>Suggested evidence to retain</th>
<th>Individual or participatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured learning – direct or distance learning style</td>
<td>Certificate of completion, notes, learning outcomes</td>
<td>Individual and/or participatory</td>
</tr>
<tr>
<td>Accredited college or university-level education or training</td>
<td>Certificate of completion, notes, learning outcomes</td>
<td>Individual and/or participatory</td>
</tr>
<tr>
<td>Mandatory training specifically relevant to the nurse's role or scope of practice</td>
<td>Certification of completion, learning outcomes</td>
<td>Individual</td>
</tr>
<tr>
<td>Learning events such as workshops, conferences</td>
<td>Certificate of attendance</td>
<td>Participatory</td>
</tr>
<tr>
<td>Reading and reviewing publications</td>
<td>Copies of publications read, review notes including practice-related outcomes</td>
<td>Individual</td>
</tr>
<tr>
<td>Enquiry-based research</td>
<td>Copies of publications or data reviewed, notes including practice-related outcomes</td>
<td>Individual</td>
</tr>
<tr>
<td>Peer review activities</td>
<td>Evidence of peer review including notes, observations and outcomes</td>
<td>Participatory</td>
</tr>
<tr>
<td>Coaching and mentoring in a specific skill – either delivering or receiving</td>
<td>Evidence of coaching or mentoring undertaken including letters, notes, observations and practice-related outcomes</td>
<td>Participatory</td>
</tr>
<tr>
<td>Structured professional clinical supervision</td>
<td>Evidence of supervision including signed letters, notes, observations and practice-related outcomes</td>
<td>Participatory</td>
</tr>
<tr>
<td>Undertaking supervised practice for specific skills development</td>
<td>Evidence of participation including signed letters, notes, observations and outcomes</td>
<td>Individual and/or participatory</td>
</tr>
<tr>
<td>Group or practice meetings outside of everyday practice, for example to discuss a specific event or new way of working</td>
<td>Evidence of participation and role including signed letters, notes, observations and outcomes</td>
<td>Participatory</td>
</tr>
<tr>
<td>Participation in clinical audits</td>
<td>Evidence of participation and role including signed letters, notes, observations and outcomes</td>
<td>Participatory</td>
</tr>
<tr>
<td>Practice visits to various environments relevant to scope of practice</td>
<td>Evidence of participation including signed letters, notes, observations and outcomes</td>
<td>Individual and/or participatory</td>
</tr>
<tr>
<td>Training related to job rotation or secondment, shadowing</td>
<td>Evidence of participation including signed letters, notes, observations and outcomes</td>
<td>Individual and/or participatory</td>
</tr>
</tbody>
</table>

*(Nursing and Midwifery Council 2018)*
these activities enhance your practice? Could you be involved in the preparation and delivery of such activities?

TIME OUT 4
Reflect on a recent experience in your practice. What were the positive and negative aspects of this experience? Did this experience identify a strength or an area for improvement in your practice? Did the experience raise any potential learning opportunities?

Reflections on practice
Reflections on practice are an important component of a professional portfolio because they demonstrate how nurses have learned from their experiences. Through reflection, nurses can identify gaps in their knowledge, skills and competence, and it can also confirm and document the strengths they have in these areas. Reflective practice is also embedded in the Competency Standards for Registered Nurses in Australia (NMBA 2016, Andre et al 2017) and has been an essential aspect of undergraduate nurse and midwifery education in Australia since the early 1990s (Jacobs 2016, Oates 2016). Since nurses are expected to use reflection in their practice to assist in their learning and professional development, it is important to ensure they understand what reflection is, its purpose and how to undertake it effectively.

Reflection has been defined as ‘drawing on past experiences to learn from them’ (Andre et al 2017). It requires conscious examination and analysis of the nurse’s actions and personal and professional development (Jacobs 2016). Conscious reflection encourages and increases self-awareness and critical thinking (Oates 2016). Many nurses tend to reflect on negative experiences and how they should have responded to them in an ‘ideal world’. Reflecting on situations and experiences can enable nurses to identify any areas for improvement in their practice, which can be used as a basis for developing a learning plan to address their learning needs. Reflections on practice can also enable an individual to identify unrealised strengths (Hilliard 2006). These strengths are evidence that learning has occurred through experience, CPD or increased self-awareness. The evidence of learning, particularly through reflection, is a requirement of any portfolio (Oates 2016).

Reflection is required for revalidation in that it demonstrates active learning, and the NMC requires nurses to link their reflections to The Code (NMC 2015). Reflections on several similar incidents or situations over time provide the opportunity to demonstrate how learning has occurred between an initial situation and subsequent experiences (Hilliard 2006), and it is these reflections that are useful to include in a portfolio. There are several tools and frameworks available that can guide reflective practice. For example, Gibbs’ (1988) reflective cycle (Figure 1) involves using the prompts of description, feelings, evaluation, analysis, conclusion and action plan to guide reflection.

TIME OUT 5
If you do not have a professional portfolio, create one either on paper or electronically, ensuring you include each area outlined in this article. If you have already created a portfolio, are there any areas you could add or update?

Developing a learning plan and setting goals
It is important for nurses to set clear objectives for what they wish to achieve and improve in their practice. Developing

Figure 1. Gibbs’s (1988) reflective cycle

<table>
<thead>
<tr>
<th>Description</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>What were you thinking and feeling?</td>
</tr>
<tr>
<td>Action plan</td>
<td>Evaluation</td>
</tr>
<tr>
<td>If it arose again what would you do?</td>
<td>What was good and bad about the experience?</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Analysis</td>
</tr>
<tr>
<td>What else could you have done?</td>
<td>What sense can you make of the situation?</td>
</tr>
</tbody>
</table>

(Gibbs 1988)
a learning plan and setting appropriate goals can assist nurses to undertake suitable activities that are relevant to their role and support their career development. They should include an up-to-date learning plan in their professional portfolio to demonstrate their commitment to ongoing learning and professional development. When setting goals, nurses can use the SMART acronym to ensure these are effective and appropriate as follows (Doran 1981):

- **Specific** – clearly defined and written in simple language.
- **Measurable** – tangible evidence the goal has been accomplished.
- **Achievable** – the individual should feel challenged by the goal, and should possess the appropriate knowledge and skills necessary to accomplish it.
- **Relevant** – related to the individual’s role and beneficial to their practice.
- **Time-bound** – linked to a target date to achieve the goal by.

**Conclusion**

It is essential for all nurses to demonstrate their continuing competence to ensure they preserve the safety of patients and the public and meet their professional requirements. In Australia, nurses are required to demonstrate their continuing competence by providing evidence of CPD activities, while in the UK, the introduction of revalidation requires nurses to meet and document a range of professional requirements. Nurses can use a professional portfolio to provide evidence that they have met these requirements. Individuals can also use their portfolio to support their personal and professional development by reflecting on their practice, identifying their strengths and areas for improvement, and developing learning plans.

**TIME OUT 6**

Nurses are encouraged to apply the four themes of The Code (NMC 2015) to their professional practice. Consider how creating and maintaining a professional portfolio relates to The Code.

**TIME OUT 7**

Now that you have completed the article, you might like to write a reflective account as part of your revalidation.

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**References**


Professional portfolios
TEST YOUR KNOWLEDGE BY COMPLETING THIS SELF-ASSESSMENT QUESTIONNAIRE 935

1. A professional portfolio is:
   a) A detailed description of a nurse's current role
   b) Structured evidence demonstrating that an individual is meeting their profession's standards for practice
   c) A form that nursing students must fill in after completing their undergraduate education
   d) The same as a curriculum vitae (CV)

2. Nurses can use a professional portfolio to:
   a) Support their career development
   b) Assist in securing a job role or promotion
   c) Provide evidence of their competence and skills for appraisals, performance reviews and revalidation
   d) All of the above

3. What is one advantage of using an electronic portfolio (e-portfolio)?
   a) Multimedia evidence and interactive links can be included to demonstrate an individual's learning and skills
   b) Nurses with any level of computer literacy can use e-portfolio platforms
   c) E-portfolio platforms are accessible to all nurses and midwives
   d) Anyone can access and edit an individual's e-portfolio

4. A growth and development portfolio is used to:
   a) Examine an individual's best practice only
   b) Demonstrate the outcomes an individual has achieved in a set structure
   c) Track and evaluate an individual's personal and professional learning
   d) Show an individual's development and/or continuous improvement through reflective practice

5. Which of the following components should be included in a professional portfolio?
   a) CV
   b) Certificates of learning
   c) Professional requirements for revalidation
   d) All of the above

6. Which statement is false?
   a) No information that might identify a patient, service user or colleague should be recorded in an individual's professional portfolio
   b) Nurses have the same professional requirements in the UK and Australia

7. How many hours of continuing professional development (CPD) are UK nurses required to undertake to revalidate with the NMC?
   a) 15 hours, of which five must be participatory
   b) 25 hours, of which ten must be participatory
   c) 35 hours, of which 20 must be participatory
   d) 45 hours, of which 30 must be participatory

8. Which of the following is not an example of a participatory CPD activity?
   a) Reading and reviewing publications
   b) Peer review activities
   c) Structured professional clinical supervision
   d) Participation in clinical audits

9. In the evaluation stage of Gibbs' (1988) reflective cycle, an individual should consider:
   a) What happened
   b) What they were thinking and feeling
   c) What was good and bad about the experience
   d) What else they could have done

10. In the SMART acronym for setting goals, what does the 'S' stand for?
    a) Sensible
    b) Specific
    c) Structured
    d) Significant

How to complete this assessment
This self-assessment questionnaire will help you to test your knowledge. It comprises ten multiple choice questions that are broadly linked to the article starting on page 55. There is one correct answer to each question.

You can test your subject knowledge by attempting the questions before reading the article, and then go back over them to see if you would answer any differently.

You might like to read the article before trying the questions.

Subscribers making use of their RCNi Portfolio can complete this and other questionnaires online and save the result automatically.

Alternatively, you can cut out this page and add it to your professional portfolio. Don't forget to record the amount of time taken to complete it.

You may want to write a reflective account based on what you have learned. Visit rcni.com/reflective-account

This self-assessment questionnaire was compiled by Alex Bainbridge

Answers to SAQ 934 on Management of chronic wounds, which appeared in the 14 March issue, are:

1. b 2. a 3. b 4. c 5. d 6. c 7. b 8. b 9. a 10. b