

Future ePortfolios: striking a balance between promoting engagement and discouraging cheating





Outline

- What is the clinical electronic portfolio at UCL?
- What do we mean by engagement?
- Students concern with cheating
- Striking a balance: what we did and future plans

What is a clinical electronic portfolio?

- Clinical students (4-6)
- Forms on Form2, portfolio on ASR
- Incorporates feedback and reflection
- Reflects professional life of UK doctor

UCL Medical School
Curriculum Map / Academic Support Record

 Hi, Charlotte
charlotte.hammerton.16@ucl.ac.uk

My Portfolio

Mr Taylor Bennie | Student ID 123123

eMail - t.bennie@ucl.ac.uk

Academic Year - 2022/23 | Year - 5

Overall
Supervised Learning Event
Supervisor Report
My Supervisors
Educational Activity Form
End of Module Report
Procedure (inc. DOPS)
Prescribing Tasks
Observed Long History

Elective Reports
Supporting Evidence
Attendance

[+ Add Supporting Evidence](#)

Overall

The data below shows all completed forms, excluding all outstanding tickets. Data is refreshed daily.

AC Year	Year	Module	SLE #	SLE %	CBD's	Mini-CEX	Procedures	Prescribing	EAF	SR	EoMR	OH	ER	Attendance	Unexplained
	2022/23	4	Medicine in the Community		0	0	0	0	0	0	0	0	0	0%	0

Collection of documents providing evidence of learning, achievements, and personal and professional development over the clinical years.

What did we change and why?

Form²
My Forms
My Dashboards
Form Admin
User Admin
System Admin
Analytics
Charlotte Hammerton ▾

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UCLMS

- [Educational Activity Form \(EAF\)](#) >
- [Elective Report](#) >
- [End of Module Report \(EMR\)](#) >
- [Observed History](#) >
- [Prescribing Tasks](#) >
- [Supervised Learning Event \(SLE\)](#) >
- [Supervisor Report \(SR\)](#) >

Supervised Learning Event (SLE) Use

Student Details

Academic Year *

Student Name *

Student Number *

Year *

Module

Module * x

Module requirements

5 SLEs (range of CBDs and mini-CEX)
 A range of Health Care Professionals can observe and give feedback but we recommended that at least 2 are completed by a consultant/GP grade doctor

Assessment Details

What do we mean by engagement?



Mixed methods evaluation:

- Pragmatic approach
- Statistics collected from form submission data
- Questionnaires and focus group – both students and educators

How do students access the clinical ePortfolio?



“it's quite easy tech I haven't encountered many kind of technical difficulties with that which has been good” – Student 2

“It's really nice and easy to use” - Student 3

Students' concern with cheating

“as a heads up everyone just looks up a GMC number to complete tickets themselves”

Assessor Details

Assessor name *

Assessor ID *

Assessor Grade *

Assessor email *

Please check the form above. After submission, a confirmatory email confirming student name, placement and type of form will be sent to the email provided. By clicking submit you confirm that your details and all information above is correct.

Promoting engagement

vs

Discouraging cheating

Student feedback suggests	Educator concerns suggest
Ease of use promotes student satisfaction & engagement	Making forms, including sign off too easy to complete enables cheating
Students prefer real-time feedback and report they are more likely to learn/make changes to practice	Real time forms are easier for students to cheat as assessors don't have to register and log in

Summary of current safeguards



- Registration number or photo ID required for sign off
- End of module review with supervisors
 - Includes check re meeting requirements & review of feedback received
 - Easy mechanism to raise concerns
- Tickets by default require reply via email
- Confirmatory email submitted for any real-time form
- Random spot checks – 5-10% of year

What we did: confirmatory emails

“Dear Team,
I have not completed any
SLE dated XXXX for any
medical student.
Thanks.”

Dear [REDACTED]

Thank you for completing an in-person feedback form for [REDACTED]

Sinhuja Balakumaran undertook a Supervised Learning Event (SLE) on [REDACTED]

This feedback was completed during:

- Year: [REDACTED]
- Module: [REDACTED]
- Speciality: [REDACTED]
- Submission ID: [REDACTED]

If all of the above information is correct, no further action is required.

To view the form and feedback in full, please login to [Curriculum Map / Academic Support Record](#).

If you have not logged in before you will need to sign up for an account.

You can view all outstanding tickets and completed feedback via the Tickets option of the main menu within ASR.

You may also find the following [video](#) helpful.

If you received this email in error and/or did not complete the feedback form mentioned above, please get in touch at medsch.eportfolio@ucl.ac.uk to inform us.

We will then remove this from the student's record and delete your contact details.

Kind regards
UCL Medical School
Portfolio Team
Assessment and Feedback Unit

What we did: spot checks

10% of student portfolios
Spots checks of progress & appropriateness
involve checking:

1. Progress vs requirements
2. Supervisor email address
 1. (expected to be NHS/NHS hospital trust/ academic)
3. Date within placement
4. Sign off checks
 1. (either Photo ID OR GMC number)
5. Managers discretion if additional checks needed
(for example, if sign off is not an NHS, trust or academic email)



3 referred for
professionalism
concerns

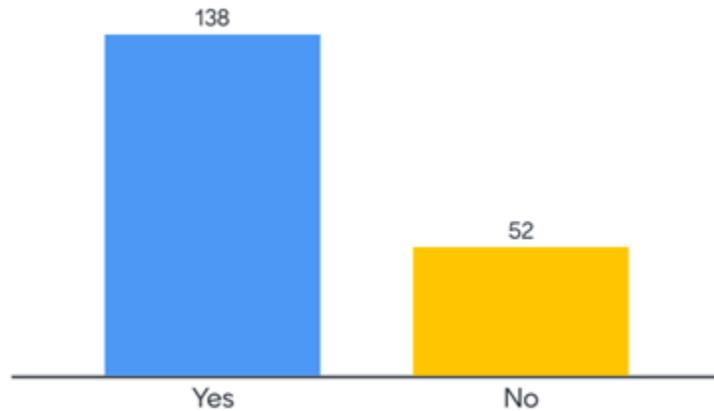


Feedback to all students on themes of concerns:

1. **Errors in supervisor details**
2. **Inappropriate supervisor ID badges**
3. **Lack of seniority and/or variety of supervisors**

Overall picture

8. Overall, are you satisfied with new clinical portfolio?



Number of Students	Number of assessments (22/23)	Assessments/student
939	32,289	34



Future plans



Repeat evaluation



Limit time between activity and form completion to 7 days



Earlier and increased monitoring of engagement & checks



Formalise processes around students of concern



Expand to early years, aligned with curriculum review



Key take aways

- Early and anonymous evaluation from multiple perspectives is key to understanding issues around cheating
- Careful consideration of ways to discourage cheating should be balanced with promoting engagement
- Multiple methods to discourage cheating and clear student communication are helpful

Any Questions?

