

Using the student voice to transform the medical student portfolio: A roundtable discussion

UCL Medical School Assessment & Feedback Unit

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Outline

- Your context
- Our context
- Why change?
- What we did and why
- Outcome – what went well and challenges

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What do you think STUDENTS think is the PURPOSE of a portfolio?

waste of time to track their progress
 record progress own goals
 unnecessary admin
 official sign off
 regulatory purposes
 demonstrating competency
 tick box exercise
 document own study goals
 document progress

assessment
 showcase
 proof
 track me

What do you think EDUCATORS think is the PURPOSE of the portfolio?

feedback
 non-assessed goals
 to teach students how to
 show engagement
 tracking achievements admin burden
 evidence of student work
 progress complainece regulation
 professional requirement
 to try them cv evidence
 ensure students up-to-dat
 real world study impact

What would you like to get out of this session?

Design a 'formative' portfolio

Is the software userfriendly.

See student view of a portfolio and how this interacts with what staff would see

Better understanding of portfolio updates. How it was implemented using student voice

Understanding the full potential of E-portfolios

To understand how you can get students to engage beyond considering this is a tick box

example of a successful deployment of eportfolio for the students

lessons learned

To see how it's been working for your dept/programme

Definition of portfolio...

**A collection of
evidence that learning
has taken place
(Challis 1999)**

MBBS Portfolio

Home
 Events
 My courses
 This course
Staff Help
Student Help
Services
⚙️
Turn editing on
☰

🏠 > My courses > MBBS Portfolio

MBBS Portfolio

Welcome to the introductory pages for the new UCLMS portfolio! The portfolio is used by Years 4-6.

The portfolio is held and showcased via your [Academic Support Record](#). Assessment forms for students used to populate your portfolio can be found on [Form²](#); this can be accessed by [the iPad App](#) or website: <https://web.formssquared.com>

This Moodle page covers everything that you need to know regarding the portfolio including:

- requirements needed for each stage of training
- videos of how to create and complete the forms

If you have any questions or feedback, please do not hesitate to contact the ePortfolio team on medsch.eportfolio@ucl.ac.uk. We would like to keep all sources of portfolio information on this Moodle page, so please notify us via [email](#) if you see information elsewhere.

Assessment and Feedback Unit

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MBBS Curriculum Map

MBBS Curriculum Map Academic Support Record

Unitu | The Student Voice

Unitu | THE STUDENT VOICE PLATFORM

What is the UCL Medical School Clinical Portfolio?

Requirements

Form ² forms		Year 4	Year 5	Year 6	
SLE: Supervised Learning Event - CBD - mini-CEX (DOPs/Procedures separate requirements)	How many? (mix of each)	Minimum 5 per module * 2 directed SLEs (yr5)		Minimum 6 during DGH placement + minimum 3 during GP (even mix of CBD and mini-CEX)	
	Who can sign?	Range of appropriately trained HCPs, recommended at least 2 by consultant/GP grade doctor		Range of doctors and consultants	
SR: Supervisor report (formerly MSR)	How many?	Minimum 4 per module		Minimum 7 in total for the year	
	Who can sign?	Minimum 2 by GP/consultant from any Specialty + 2 from any medical doctor: FY1 level or above		1 per 4 week DGH placement by designated clinical supervisor (ST4 level or above) and minimum 3 by any junior doctor to capture out of hours work	
EMR: End of Module Report	How many?	1 per module		1 for end of DGH placement 1 for end of GP placement 1 for Pre Finals SSC 1 for Prep for Practice SSC	
	Who?	Consultant only (5A can be GP, 5B can be midwife tutor)		Consultant/GP only	
EAF: Educational Activity Form	How many?	Minimum 1 Prescribing task per module and any other educational activities Year 5 only: -Core GP multimorbidity & chronic care essay -Polypharmacy project -SBA		DGH Initial ed supervisor meeting -Mid point ed supervisor meeting - Directed reflection if requested GP: -QIP -Significant Event Analysis -Prescription charts -Discharge Summaries -Prescription Summaries -Referral Letters	
	Who?	Any HCP inc pharmacists for prescribing task		For non-supervisor meetings, EAFs can be completed by any relevant HCP	
Supervised History		n/a		1 per year by IMT3 level or above	
Elective report form		n/a		1 per year by clinical supervisor	
Supporting Evidence tab on ASR		Upload any achievements, reflections, activity logs or work you are proud of			
Procedure Passport Sign off		All procedures outlined on Moodle and in year 6 repeat sign off for all "Key Year 6" procedures			

Stakeholders?

Students – 973 (Year 4 – 6)

Technology Team

SLT

Educators

- A&FU
- Wider UCLMS faculty – year leads and module leads
- All clinical staff involved (1000s) in medical student training

Professional Service Staff/Managers

Why change?

Previous portfolio



Dr Charlotte Hammerton
UMeP Administrator



Test Testing

[Home](#)
[Profile](#)
[Forms](#)
[Curriculum](#)
[Reflective Practice](#)
[Addl Achievements](#)
[e-Learning](#)

All Forms

Select Year or Post:

Year 6 - University College Hospital (01 Sep 2020 to 01 Aug 2021)



Form Groups:

• All Selected



Refresh



Search...

Existing Forms

Available Forms **48**

Additional clinical attendance

Ticket

Audit

Ticket

Audit Research

Ticket

Case Presentation

Ticket

CbD

Ticket

Clinical Encounter

Ticket

Clinical supervisor report

Ticket



CbD

You are required to complete at least 2 CBD or CNR by the time of your end of module assessment and feedback session. It is your responsibility to organise this.
Anonymised data may be used for research, audit or evaluation

Student Name:

Test Testing

Date (dd/mm/yyyy):

19/03/2021

Assessor's name*:

Dr Charlotte Hammerton

Assessors position*:

- Consultant
- GP
- ST3 or above/SPR
- Specialty Doctor/SASG
- ST/CT 1-2

Assessor's registration number (if appropriate):

Assessor's contact details*:

Email: charlotte.hammerton.16@ucl.ac.uk

Assessor's email:

charlotte.hammerton.16@ucl.ac.uk

Have you been trained in providing feedback?*

- Yes No

Clinical Setting*:

- ED

Example form

Key findings

Complex “Tick Box” Exercise

Complicated, not easy to use:
faculty required to
support/problem-solve

Feedback of limited
value as not in real
time

Timing & clarity of communication &
training could be improved
(last minute changes cause stress)

Ticketing system creates extra work
& anxiety for students

Requirements and rationale
unclear to students

Not easy to view progress (for
students & educators/assessors)

Lack of consistency across modules,
years and sites: confusing, lots of
forms and slightly differing resources

Limited integration
with curriculum map

Too many sources
of information

The plan: Student Centered Vision



One centralised, streamlined portfolio



Aligned and integrated



Clear, simple and easy to use



Gradual shift towards towards programmatic assessment



Embedded, valued feedback and reflection



Clear communication & support

How did we do it?

Integration & The Technology:

Mr Taylor Bennie



UCL Medical School

Curriculum Map / Academic Support Record

charlotte.hammerton.16@ucl.ac.uk



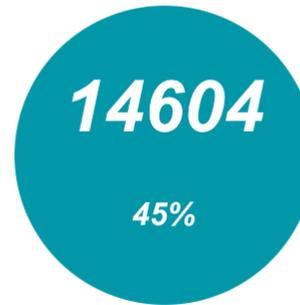
Total Forms Submitted



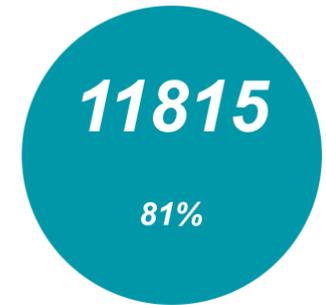
Total Forms In-Person



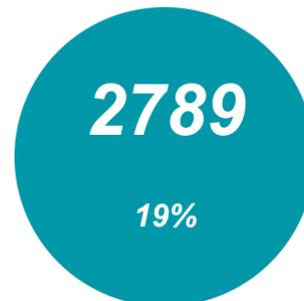
Total Forms Tickets



Total Forms Tickets Complete



Total Forms Tickets Outstanding



LIVE DEMONSTRATION

Attendees were able to see the portfolio and forms in real time, including examples of how the platforms FORM2 and ASR interact for an example student, which created discussion.

This discussion centred around the functionality of the forms and how students experience using this, with comparisons drawn to the previous portfolio.

There was discussion around decision making in regards to particular features and wording. In all cases, we used our vision to guide all decisions with the student voice being prioritised.

Process



Collaborative Design -
involving recent
graduate



Student pilot &
feedback



Educator feedback



Iterative feedback &
improvements

Student Centered Vision

What was the outcome?

What went well?

- Student involvement at every stage—focus groups, piloting new form
- Iterative approach – constantly responding to feedback
- Students responded positively
- Resources: Moodle, student made videos and ‘how to’
- Dedicated email
- Weekly drop-ins
- Monthly newsletter
- Champions

Challenges



Balancing student and educator perspectives within external requirements



Integration with curriculum, existing technology



Communication, training and engagement



Scale: large number of stakeholders and assessments



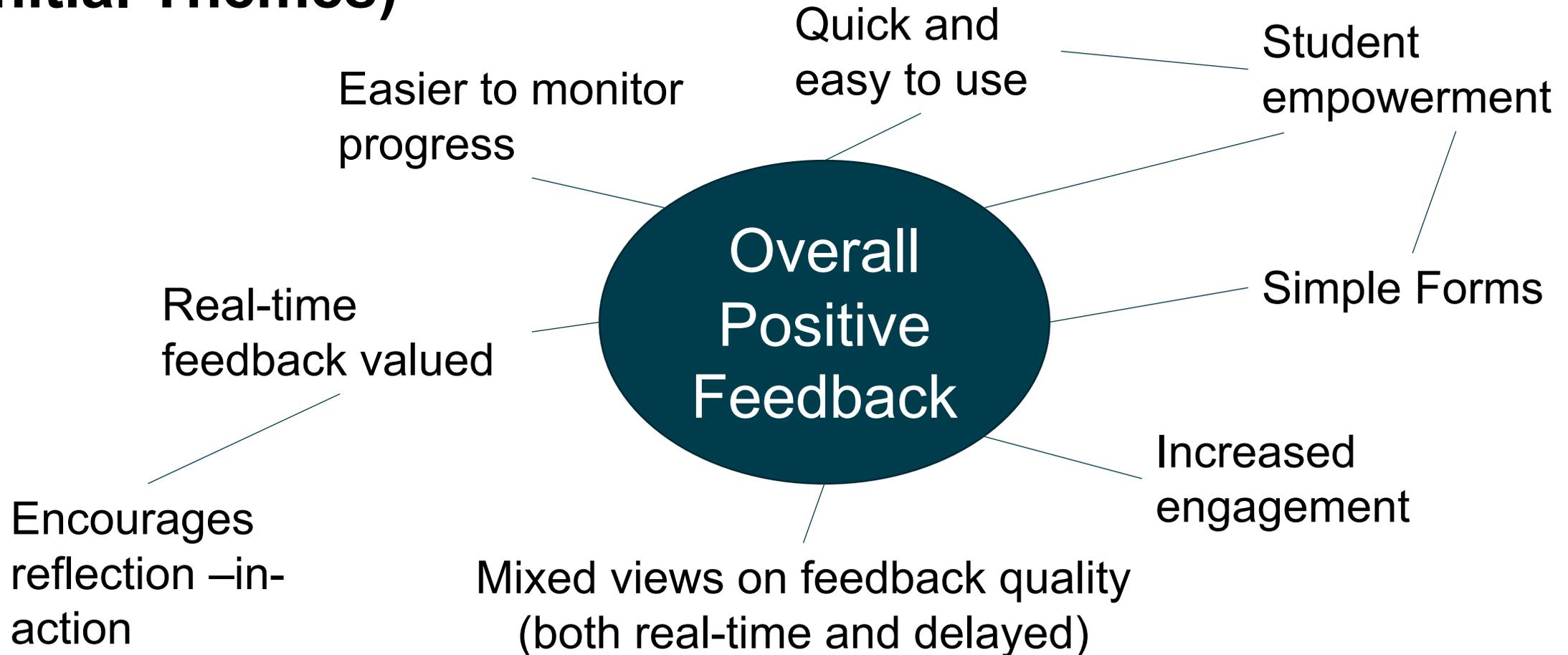
Time: Balancing a collaborative iterative approach with feasibility

What would we do differently next time?

- Communication and training as early as possible
- More PR to educators for earlier 'buy-in'
- Iterative process – how much could we have predicted in advance? Defined periods of feedback?

Student Feedback: Focus Groups

(Initial Themes)



Moving forward

- Ongoing iterations
- Gradual shift towards start of programmatic assessment
- Introduction across whole of medical school (Year 1+2)



Questions?

medsch.portfolio@ucl.ac.uk

