UCL MEDICAL SCHOOL

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

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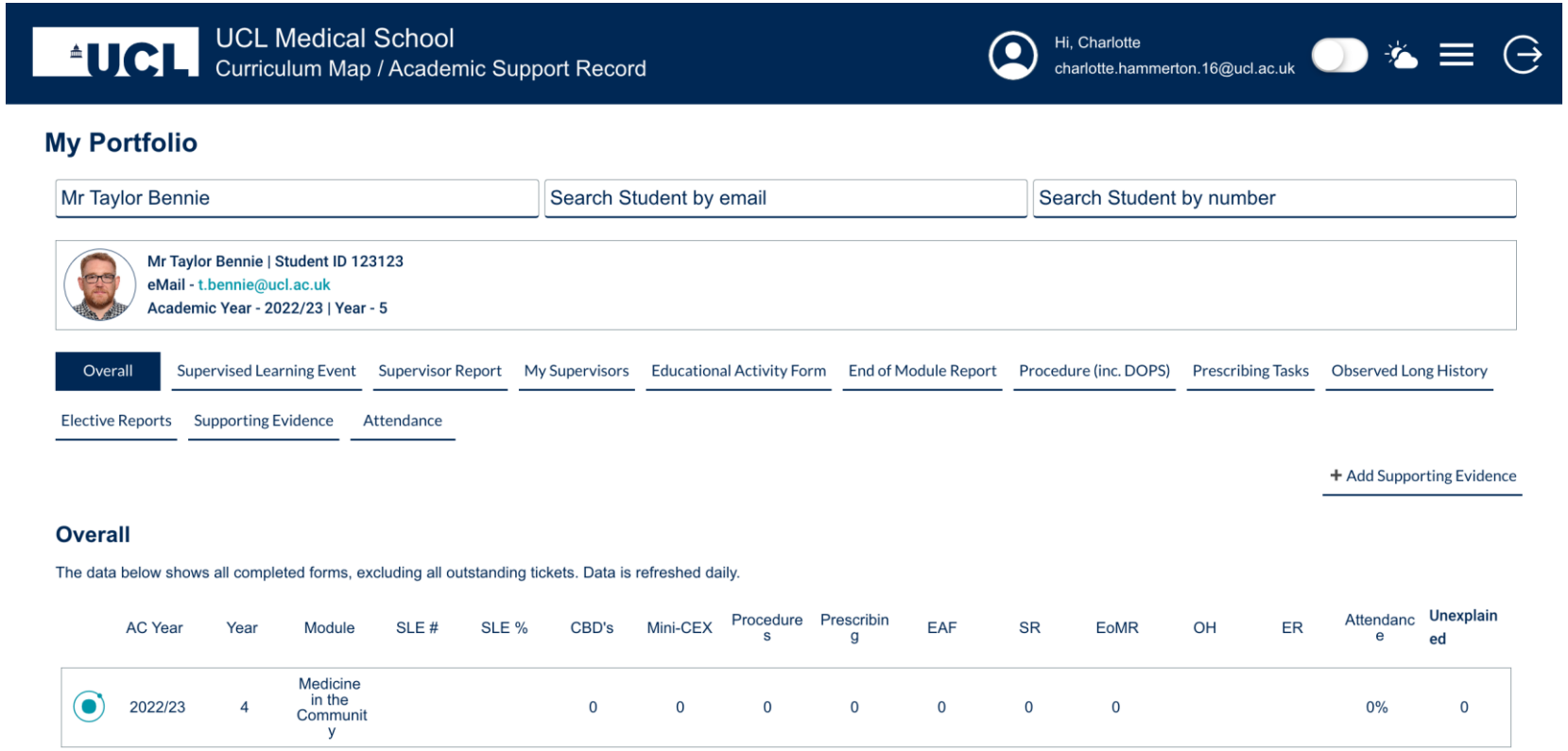
Outline

- 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

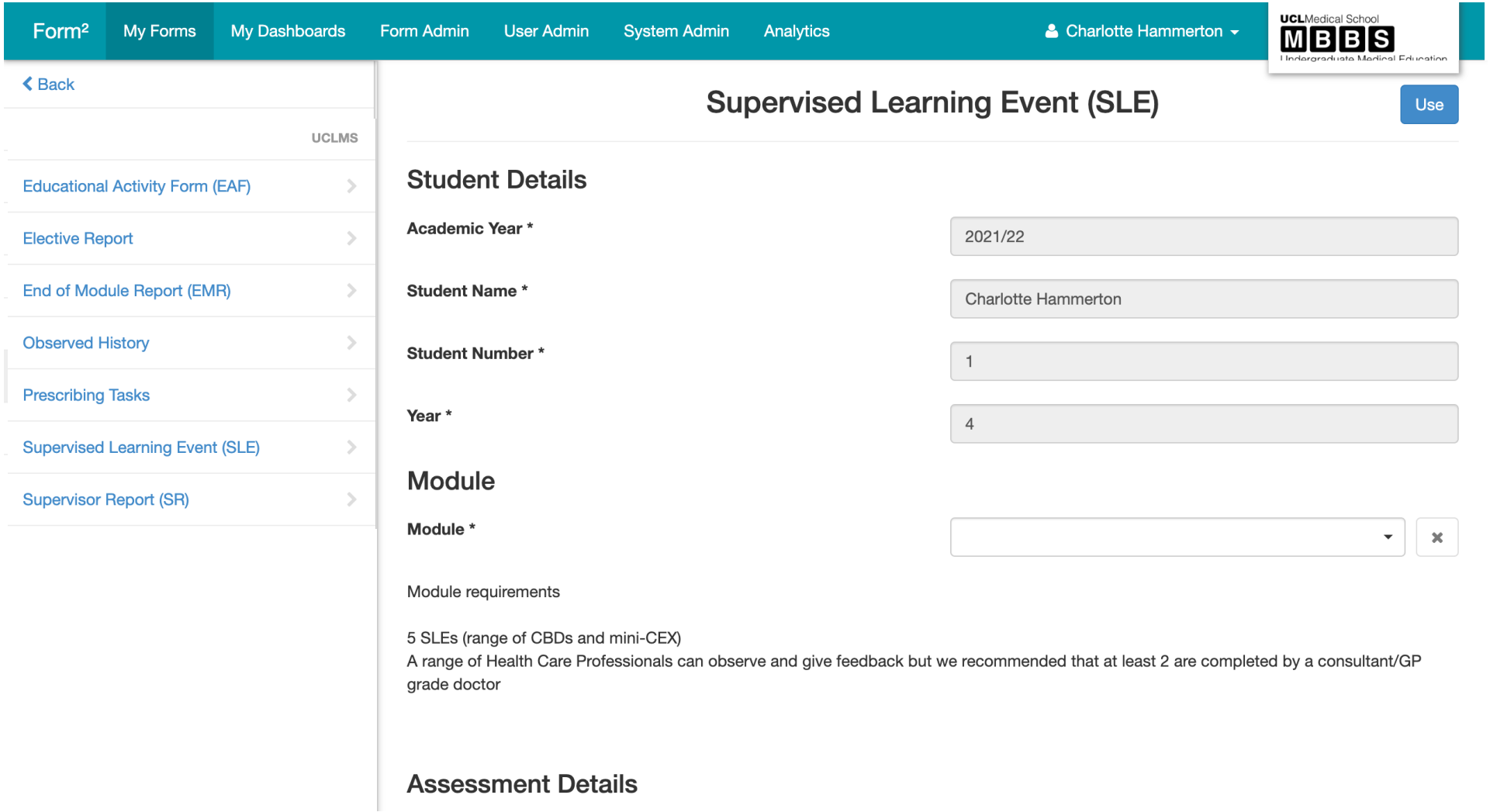
What is a clinical electronic portfolio?

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



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

What did we change and why?



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

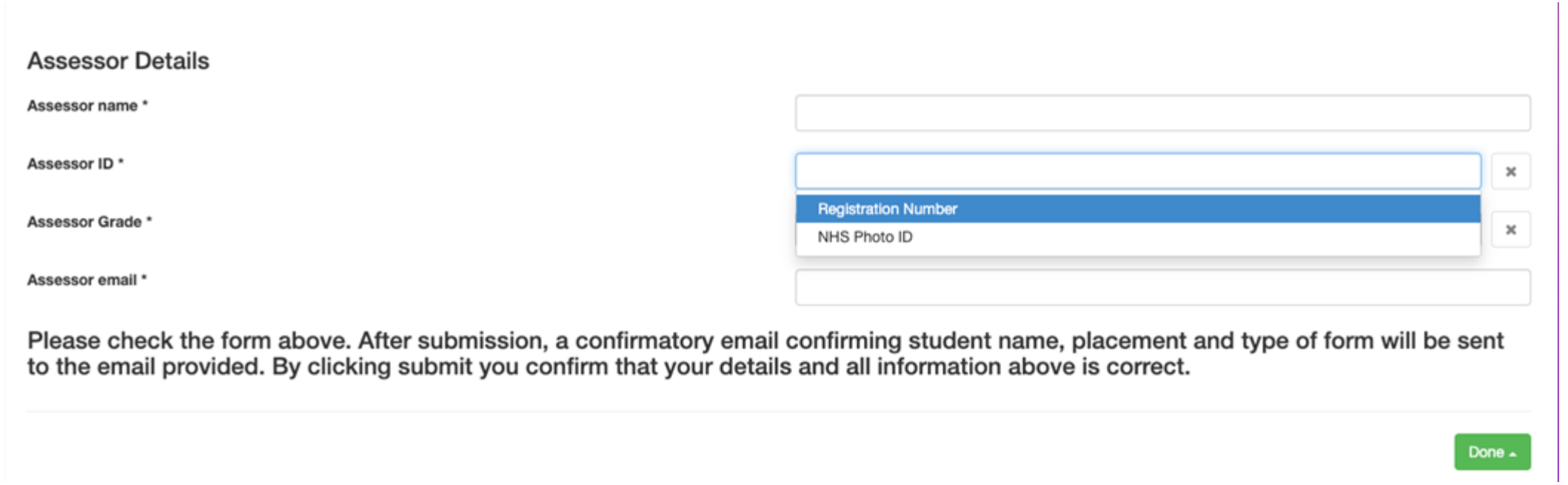
How do students access the clinical ePortfolio?

"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"



Promoting engagement vs Discouraging cheating

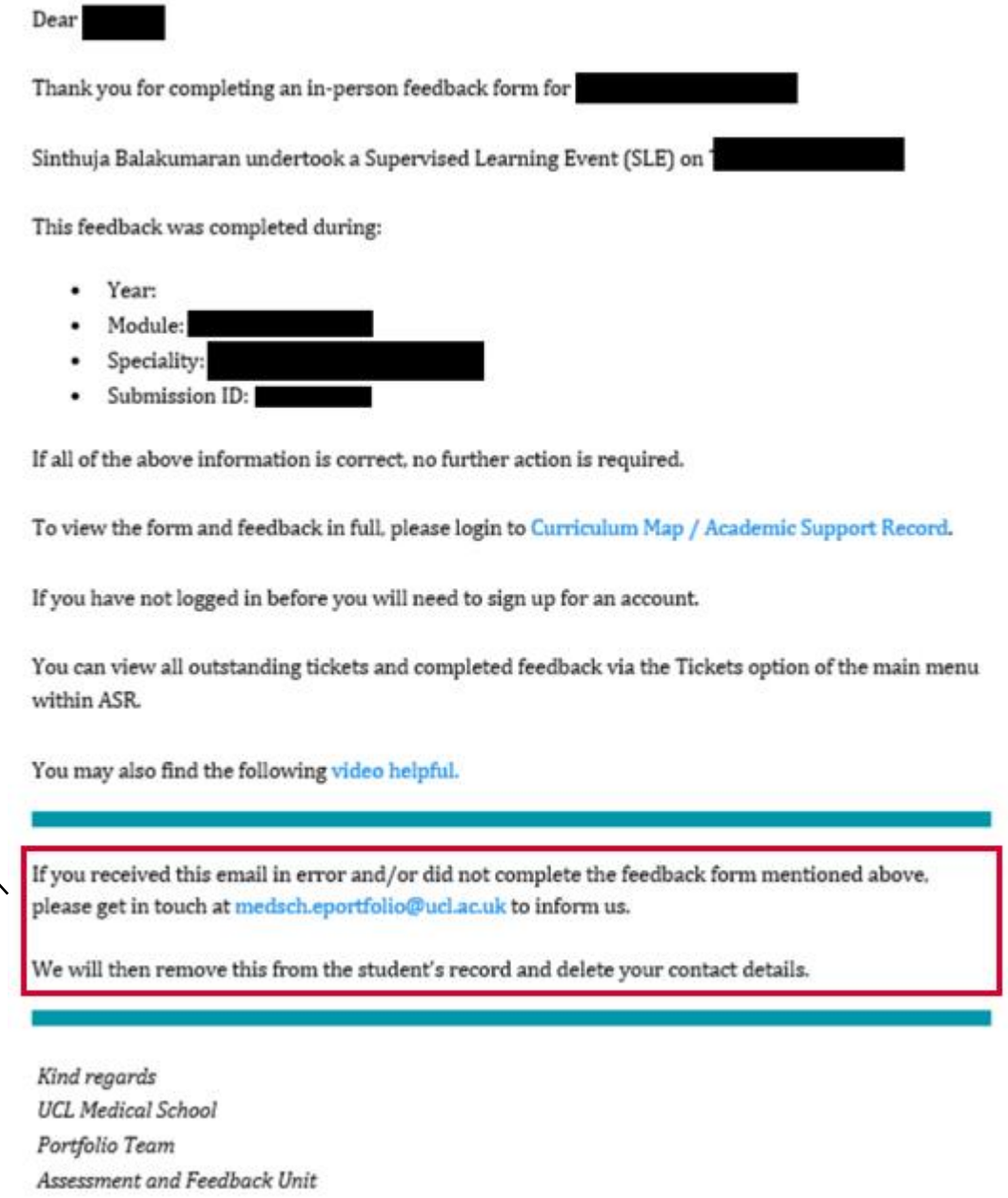
Student feedback suggests	Educator concerns suggest
Ease of use promotes student satisfaction & engagement	Making forms, including sign off too easy to complete enables cheating
Students prefer real-time feedback and report they are more likely to learn/make changes to practice	Real time forms are easier 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]

Sinthuja Balakumaran undertook a Supervised Learning Event (SLE) on [redacted]

This feedback was completed during:

- Year:
- 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

3 referred for professionalism concerns

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

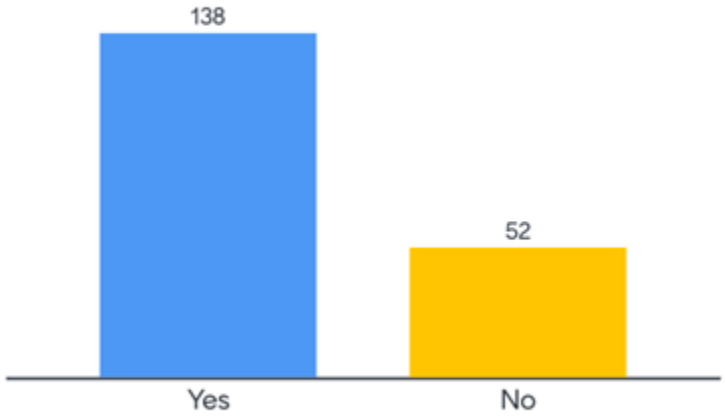
(for example, if sign off is not an NHS, trust or academic email)

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?

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