myprogress

Transforming Assessment & Feedback in Practice Settings

It's Time to Rise to the Challenge.

We are at a critical moment in time. With populations and chronic disease on the rise globally, there is an ever-growing demand for a greater number of medical and healthcare professionals, as well as improved, quality patient care.

In the US, the Association of American Medical Colleges (AAMC) predicts that by 2032, there will be a shortfall of 122,000 physicians including both primary and speciality care.[1] In the UK, NHS Trusts currently report a shortfall of more than 100,000 staff, predominantly in General Practice (GP), Family Medicine and Nursing, this is projected to rise to 250,000 by 2030.[2] On the ground, across medical and healthcare education, factors such as a lack of visibility in student performance, difficulties in delivering quality clinical workplace-based support, and student attrition rates all contribute to this growing problem.

Faced with these challenges, it is more important than ever for medical and healthcare education programmes to ensure students receive the right level of support and the right level of experience in clinical practice to graduate and be prepared to transition into the professional workplace. This is where digitising assessment, feedback and workplace-based support can offer a sustainable, scalable and future-proofed part of the solution - delivering powerful practice learning experiences and preparing students for the future.

In this guide, we cover how Myprogress provides critical support for your students whilst they are in clinical practice, combining 15 years of proven experience and innovation to ensure students are ready for the professional workplace.

[1] AAMC Update (2019) The Complexities of Physician Supply and Demand: Projections from 2017 to 2032

[2] Buchan, J., Charlesworth, A., Gershlick, B., Seccombe, I. (2019) A critical moment: NHS staffing trends, retention and attrition. The Health Foundation.

Combining 15 years of proven experience and innovation to deliver powerful practice experiences and prepare medical and healthcare students for the professional workplace.

Challenges to Delivering Excellence in Practice-Based Assessment

Innovation is critical for achieveing excellence, enabling you to be agile in the face of change. Being able to deliver powerful practice – based experiences for students hinges on a platform which is designed for clinical settings, as well as designed to scale and adapt to your curriculum and unique assessment practices.

Today, a paper-based approach to learning portfolios or practice assessment and feedback still remains across many programmes, creating an unsustainable foundation for addressing the challenges we currently face. Even where these processes are digitised, clinical areas present unique challenges, and an understanding of this is required to not only be effective in supporting students, but to take it to the next level.

Some of the key challenges you may be facing with paper-based assessment or a basic digitisation of practice assessment and feedback could be:

① **There is a lack of visibility of student performance**
It is difficult to offer the right level of support, make tutor meetings with students effective, or intervene before a student fails.

② **Students are disempowered**
Students are unable to direct their learning, create action plans or identify opportunities to address weaknesses. This is compounded by the lag in time between the assessment and the student receiving feedback, resulting in redundant feedback.

③ **There are less opportunities for feedback**
The quality and immediacy of the feedback is compromised and it can be increasingly difficult to gain useful feedback in the heat of the moment.

④ **Student attrition rates are not improving**
Without a clear view of student performance and less opportunity for quality assessment and feedback, it is difficult to pick up on issues in a timely way leading to students failing or leaving the programme.

UNIVERSITY OF MINNESOTA

"When a student hands their device over to the assessor, there are now a greater number of opportunities to have a conversation and gain richer feedback from the assessor as a result. When we used paper, it was too easy for feedback to be provided at a later date without the student present."

Adam Maier, Senior Assessment Systems Analyst at University of Minnesota Medical School

Supporting the Next Generation of Medical & Healthcare Professionals

Myprogress recently received the 2019 eAssessment Award for 'Best Transformation Project' with Anglia Ruskin University School of Nursing & Midwifery for its contribution to reducing student attrition rates from 25% to just under 5%.

About Myprogress

Having worked directly with medical and healthcare institutions over the last 15 years, MyKnowledgeMap initially co-designed Myprogress with the University of Leeds School of Medicine and four other universities in the UK as part of the Assessment and Learning in Practice Settings (ALPS) project to transform assessment and feedback in practice settings in 2005. In 2013, the project won the Gold Award at the IMS Learning Impact Awards for its groundbreaking innovation.

Since the project, Myprogress has initiated over $2 million worth of development to become the leading offline mobile platform for practice assessment and feedback it is today. Since its inception, Myprogress has received numerous innovation awards, and is trusted by over 40 medical and healthcare institutions worldwide.

2.5 million
assessments have been carried out by Myprogress customers across the world to date

20 million
questions have been anwered by assessors and students in practice in Myprogress so far

$2 million
has been invested into Myprogress to design and develop the platform into what it is today

40 universities
are using Myprogress for practice assessment in medical and healthcare education globally

Capturing Moments of Truth in Clinical Practice

Myprogress is designed with the clinical workplace in mind. Developed to work completely offline on mobile or tablet devices, assessments can take place anytime, anywhere, without the need for mobile signal or a WiFi connection, something which can be a constant challenge for medical and healthcare students and practitioners alike.

By its very nature, completing assessments offline on a mobile or tablet device has a number of fundamental benefits for improving the quality of assessment and feedback in practice:

① **Gather feedback anytime, anywhere**
By having complete flexibility over when an assessment can take place, students are empowered to identify a greater number of opportunities to be assessed. This means more opportunity for observed practice, more feedback gathered and as a result, greater chance of improved performance.

② **Feedback in the heat of the moment**
Gathering feedback on a mobile or tablet device allows the student to take advantage of device functionality such as speech-to-text, video and audio feedback or simply typing feedback to make the feedback process more efficient. This allows the assessing practitioner to provide more in-depth feedback, add more narrative around the feedback and, as it's in the moment, more accurate and relevant feedback.

③ **Placing the student in the driving seat**
With immediate feedback at their fingertips, students are able to easily view their progress, reflect on their performance, identify areas for improvement and develop an action plan.

![Curtin University]

"We wished to adopt technology that was adaptive and flexible in use, supporting a wide range of teaching, learning and assessment activities both for now and in the future. The functionality and design of Myprogress met the specifications and quality standards our medical school was looking for"

Sandra Kemp, Director of Learning & Teaching at Curtin University Medical School

Carry Out Assessment, Your Way

Working closely with medical and healthcare institutions, we understand how important it is for a platform to adapt to your way of working and your assessment practices. Myprogress is fully customisable, and with a vast array of question types the platform enables you to deploy any assessment, feedback or reflection form to students.

Myprogress also has a range of assessment workflows designed for the unique assessment and feedback scenarios that are carried out in clinical settings. They can be adapted with advanced options based on how you wish the assessment to be carried out, giving you complete control. These options include:

- Add in an agreement to emphasise the importance of patient confidentiality and that no patient information will be captured during the assessment process

- Allow the student to complete an assessment or form multiple times

- Choose whether an assessment or form response will be graded

- Enable completed assessments to be reviewed and approved before being sent to the student

- Choose different deadline options for an assessment, for example, provide no deadline, a soft deadline which students can still submit forms after, or a hard deadline so that assessments will not be accepted after a certain date

- Deploy assessments and forms so that they are sent to relevant students at a specific time and date

- Enable busy assessors to email the assessment to themselves to complete later

In any workflow scenario, all assessments are secured and locked down when the assessor submits the form. Digital signatures can be requested to add formality to the process. Furthermore, the assessor name and email address can be captured and recorded with a full audit trail including alerts where incorrect details have been entered.
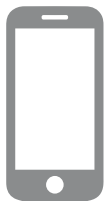
Student–Driven Assessment

Students have all of their assessment forms on the Myprogress app on their mobile device readily available to complete offline. They simply hand their device to the assessor to begin the assessment and when complete the assessor submits their name and email address to secure and lock down the completed assessment form.

Assessor–Driven Assessment

Assessors have assessment forms on the Myprogress app on their mobile device available to complete offline. When carrying out an assessment they select the student, complete the assessment and submit their name and email address to secure and lock down the form. The student will automatically receive a copy of the completed assessment in their Myprogress account.

Site–Driven Assessment

For assessments carried out in a classroom or simulation suite a tablet or mobile device can reside there ready for assessments. The student is selected, the assessment is carried out and the assessor submits their name and email address to secure and lock down the completed assessment form. The student will automatically receive a copy of the completed assessment in their Myprogress account.

"Myprogress gives students the ability to easily record, manage and view their completed assessments. It also enables them to gather more feedback from clinicians when out on rotation"

Ian Wood, Student Experience Manager at University of Nottingham School of Veterinary Medicine
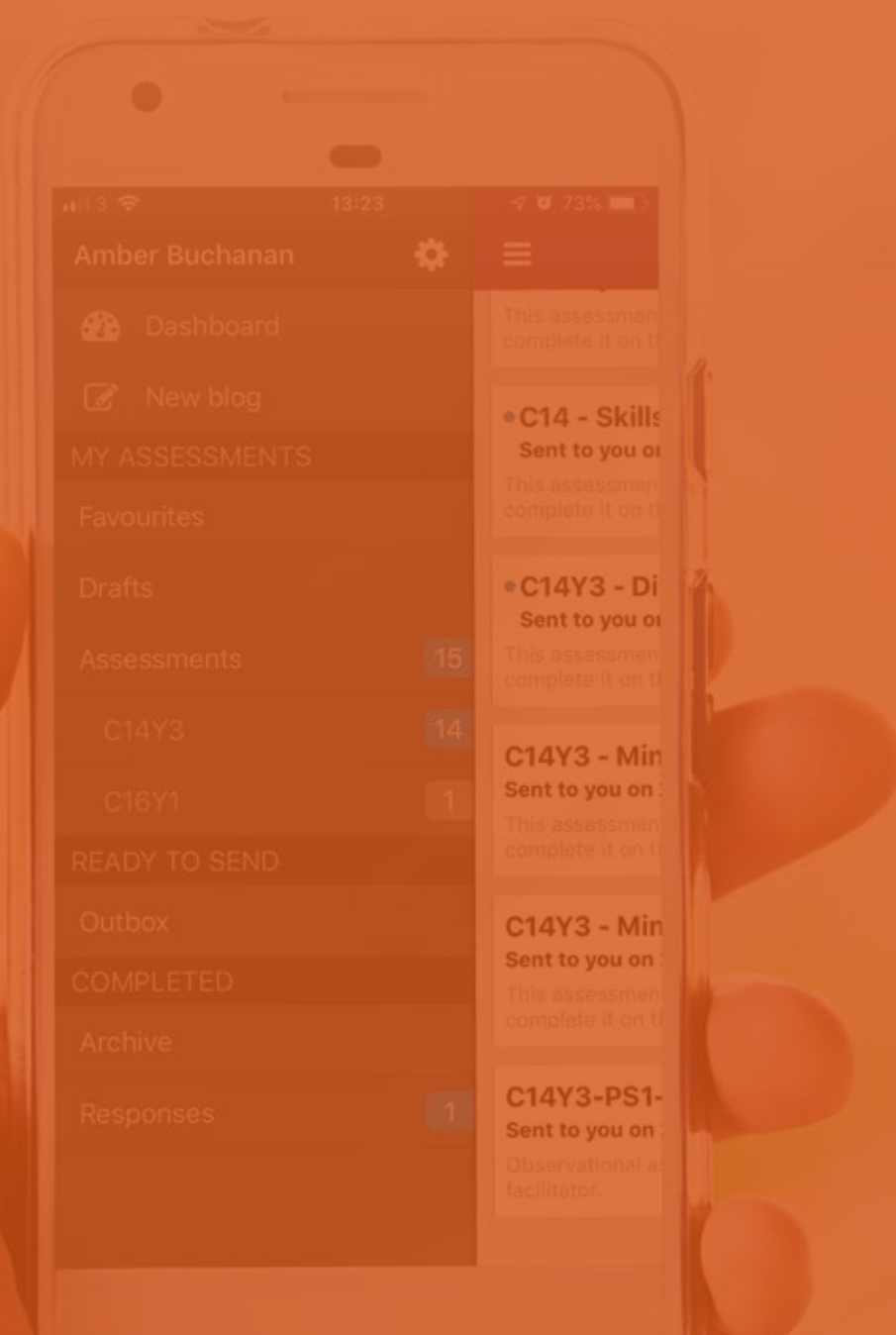
A Mobile Toolkit for Independent & Effective Learning in Practice

Myprogress is not only a mobile app for assessment and feedback, but a tool for empowering the student on their own journey to unsupervised practice.

① Support self-directed learning
In the student's Myprogress app they can clearly see what assessments they have left to complete and also view their progress against competencies or clinical skills in their own unique dashboard. In this way, students are able to easily self-evaluate and direct their learning in clinical practice.

② Enable clear communication
The app enables ongoing communication between faculty members, practice assessors / clinicians and the student. In this way, students can gain valuable narrative feedback and communication direct to their mobile phone either as general feedback or around individual assessments.

③ Provide timely and effective feedback
Having the ability to remotely converse with students around their real-time progress, with the student, assessor and faculty having visibility of where a student is on their learning journey is incredibly powerful, and has a profound impact on student support. Feedback and support can be more relevant, timely and effective.

④ Help students to be prepared
Where students are required to meet with tutors or mentors to review progress, all parties can be fully prepared for that meeting. Students also feel better supported and faculty can save valuable time and optimise travel expenses.

Assessment and Feedback at Your Fingertips

Gathering valuable assessment and feedback data in digital format and in real-time not only enables you to easily demonstrate compliance, but empowers you to understand the value and impact of your practice-based curriculum.

By having insight into student performance, rates of assessment completion and more, it is possible to identify trends, gain insight into what is working well and what requires improvement.

On a granular level, it is possible to delve into the data further to identify specific areas, skills or competencies where a student might be performing poorly. This empowers tutors to address issues before

→ Easily identify poor performance or students at risk of failure

→ Easily identify specific clinical rotations that might not be effective at supporting students in practice

→ Check assessments are being completed in a timely manner

→ Visualise student progress against competencies or clinical skills

→ Identify common trends and potential issues early

→ Easily demonstrate compliance to LCME, GMC, NMC, AMC or other accreditation bodies

THE OHIO STATE UNIVERSITY

COLLEGE OF MEDICINE

"Before, because our assessments are formative, the clerkships were just making sure they were getting done, and not necessarily looking at the student performance... our faculty really like the detailed reporting that's in Myprogress, it's just so easy to obtain feedback with the radio buttons"

Kim Tartaglia, Academic Program Director at The Ohio State University College of Medicine

Case Study
Anglia Ruskin University
School of Nursing & Midwifery

a.r.u.

Anglia Ruskin University (ARU) is the largest provider of Nursing education in the East of England with over 2000 pre-registration students enrolled onto their nursing programmes and 5000 supporting staff. In 2015, they replaced their paper-based portfolio with Myprogress, innovating their approach to practice assessment and enhancing the student and staff experience.

The Challenges

With student nurses dispersed across 200 placement areas, using paper-based assessment posed many challenges for the University. With a lack of visibility of student progression, students lacked the support they needed and this made early intervention for potentially failing students near enough impossible. With practice assessors only able to visit each hospital placement area once per week, students were also feeling isolated whilst in practice, and unable to receive the feedback they greatly needed to act on and progress.

The Solution

Following a successful pilot with Myprogress in 2015, Anglia Ruskin has since transformed their practice-based assessment process for all 2000 student nurses and 5000 mentors, and as of Christmas 2018 became completely digital. In this time, the university has seen a dramatic rise in engagement between students and staff, with students feeling supported and practice assessors, supervisors and academic assessors having complete visibility of the students' progress whilst on placement.

Through improving the student experience and gaining this valuable insight, Anglia Ruskin has been able to dramatically reduce student attrition. **Over the last 5 years, the attrition rate has reduced from over 25% to 2.5%, a positive change to which Myprogress has been a key contributor**.

How Myprogress Supports ARU

Feedback to students was more comprehensive, especially with the speech-to-text functionality enabling assessors to provide feedback faster and more efficiently.

Formative assessments were more likely to be completed on time, with practice assessors able to view student progress and offer better support to students

Mentorship experience was improved as students were able to prepare in advance for meetings with practice assessors thanks to visibility of assessments

Students with learning needs such as Dyslexia were better supported – they were able to use speech-to-text, spell check as well as easily organise their assessments

There has been an increase in both student and mentor digital literacy skills – improving digital literacy across NHS Trusts in the region

Feedback to students was more comprehensive, especially with the speech-to-text functionality enabling assessors to provide feedback faster and more efficiently.

As students have access to learning resources on their device, students are more able to link theory to practice on placement

Academics can provide remote support to assessors and students in practice; this is key to meeting new NMC standards

Co-designed and trusted by medical schools and healthcare institutions across the world

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Learn how Myprogress could help you and book a demo today.

Developed by MyKnowledgeMap, Myprogress is an offline mobile and digital platform designed to support and improve assessment and feedback in clinical settings.

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