

MyProgress

Service Definition

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1. Introduction

This document outlines the key features of MyProgress, the comprehensive digital portfolio and assessment solution designed for evaluating students and trainees in complex and demanding practice environments. MyProgress provides a structured, secure, and intuitive platform for capturing assessments, documenting evidence, and supporting learners throughout their practice-based education.

MyProgress is an award-winning digital ePortfolio and workplace-based assessment system developed by MyKnowledgeMap, a trusted provider of learning and assessment technologies. The platform was originally created to meet the rigorous demands of medical and healthcare training programmes, where placements often involve fast-paced, high-pressure settings and require reliable mobile assessment tools. Its success in these environments established MyProgress as a leader in mobile-enabled assessment and evidence capture.

Over time, MyProgress has evolved into a fully configurable ePortfolio capable of supporting a wide range of disciplines across higher education, further education, vocational training, and professional development. Institutions and training providers worldwide now use MyProgress to manage competencies, track progression, facilitate supervision, and ensure compliance with regulatory frameworks. Its flexible design allows organisations to tailor assessments, reporting structures, and workflows to their specific academic, clinical, or professional requirements.

With its focus on usability, data integrity, accessibility, and alignment to professional standards, MyProgress has become a trusted solution for programmes seeking to enhance the quality, transparency, and consistency of practice-based assessment. Whether used in hospitals, classrooms, community settings, or workplace environments, MyProgress ensures that learners, educators, and assessors have the tools they need to capture meaningful evidence, monitor progress, and support successful outcomes.

2. Feature Summary

2.1 Configurable Assessment Creation

MyProgress provides a highly flexible assessment builder that allows institutions to create, adapt, and refine assessment tools to meet the precise needs of each programme, discipline, or regulatory framework. This ensures that digital assessments faithfully reflect existing academic and clinical requirements without compromise.

Institutions can design custom assessment forms and templates using an intuitive configuration interface. Each form can include a broad range of question types such as free-text responses, numerical ratings, Likert scales, checkboxes, dropdown selections, date pickers, and signature fields. These components can be arranged and combined to mirror complex paper-based processes or create streamlined digital-first workflows.

A built-in rich text editor supports the inclusion of formatted guidance notes, structured criteria, and detailed marking instructions, ensuring clarity for both students and assessors. Programmes can embed hyperlinks, headings, and styled text to support consistency and enhance assessor understanding.

Assessment templates can be configured to align with the specific requirements of each discipline, accounting for variations in clinical practice, placement structure, competency frameworks, and regulatory expectations. This includes the ability to define mandatory fields, set conditional logic, create multi-step workflows, or apply rules for supervisor roles and sign-off.

In addition to bespoke forms, MyProgress provides a suite of pre-built templates designed to support common professional education models. These include:

- Workplace-Based Assessments such as Mini-CEX, DOPS and direct observation tools
- Logbooks for recording clinical procedures, experiences, or activities
- Entrustable Professional Activities (EPAs) with entrustment levels
- Skills and competency sign-off instruments
- Structured reflective templates aligned to professional standards

These templates can be used immediately or adapted to local requirements through the configuration tools. The flexibility of the assessment creation framework ensures institutions can evolve and refine their assessment models over time without requiring development changes or technical expertise.

2.2 Custom Program Templates

Institutions can create multi-year assessment templates that reflect the full structure of their practice learning programmes. This allows programme teams to map assessments, competencies, milestones, and placement expectations across several academic or training years, ensuring students and trainees progress through a clear, coherent learning journey. Multi-year templates also support programme reviews, enabling changes to be introduced at cohort level without disrupting existing learners.

Visibility and access to assessment forms are managed through configurable group and role permissions. Institutions can determine which students, assessors, supervisors, academic staff, or practice partners can view, complete, or sign off specific forms. This ensures that each user only sees the tasks relevant to their role and placement context, reinforcing data protection and supporting efficient workflows.

MyProgress includes a wide range of customisable templates to support common assessment frameworks across health, education, apprenticeships, and professional training. These include:

- Standard templates aligned to professional and regulatory body requirements
- The Nursing Practice Assessment Document used widely across UK nursing programmes
- The Midwifery Ongoing Record of Achievement (MORA)
- Apprenticeship Standards and on-programme competency frameworks
- Professional competency models for allied health and vocational training

All templates can be tailored to replicate an institution's existing standards, terminology, and assessment expectations. This ensures a smooth transition from paper-based or legacy systems while preserving the academic integrity of established processes.

MyProgress integrates with external systems to ingest key data such as student placements, rotation schedules, assessor assignments, and milestone dates. This reduces manual administration and ensures assessment tasks and practice documentation appear automatically for the correct students at the correct time.

The platform offers an intuitive interface designed specifically for students, trainees, and assessors. Tasks can be completed online or via the mobile app, with clear progress indicators, simple navigation, and in-context guidance to support users with varying levels of digital confidence. This helps ensure high completion rates and consistent engagement across placement environments.

2.3 Mobile Offline Assessment

The MyProgress mobile app has been purpose-built to support learning and assessment in environments where reliable internet access cannot be guaranteed. Recognising that clinical, community, and workplace settings often present connectivity challenges, the app provides full offline functionality so that assessment and evidence capture are never disrupted.

Users can complete assessments, reflections, log entries, and competency forms without any WiFi or mobile data connection. Forms can be downloaded to the device in advance, allowing students, trainees, and assessors to prepare for placements or specific assessment encounters. Once downloaded, all features required to capture evidence – including text entry, ratings, signatures, photos, and timestamping – are fully available offline.

When a connection is restored, the app automatically synchronises all completed work with the main MyProgress system. This process runs in the background and includes built-in checks to ensure data integrity, avoid duplication, and preserve signatures and timestamps. Users receive clear confirmation that their data has synced successfully, offering reassurance that no assessment activity has been lost.

The mobile app is available on both iOS and Android devices and is optimised for smartphones and tablets commonly used in clinical practice. Its simple interface supports quick capture of assessments “in the moment”, enabling staff to document performance at the patient bedside, during community visits, or while supervising skills demonstrations in high-pressure environments.

Key Benefits

- No technical interruptions during quality assessment moments
- Assessors can focus on observation and feedback without worrying about WiFi availability, signal drop, or device limitations.
- Capture evidence in challenging environments
- Ideal for hospital wards, theatres, rural placements, outreach settings, or community practice where internet access may be restricted, blocked, or inconsistent.
- Conduct workplace-based assessments anytime, anywhere

Learners and educators have complete flexibility to capture accurate, real-time assessment evidence whenever learning occurs, ensuring a more authentic and reliable record of competency.

2.4 Evidence Collection & Portfolio Building

MyProgress enables students and trainees to collect evidence of their learning and achievements in real time, supporting richer, more authentic documentation of progress. As assessments and experiences occur, learners can immediately capture reflections, observations, feedback, and supporting materials through the mobile app or web platform. This encourages a continuous learning mindset and reduces the risk of incomplete or retrospective entries.

The system supports the upload of documents, images, and multimedia evidence, allowing learners to demonstrate competence in diverse and meaningful ways. Photos, scanned documents, audio recordings, and other artefacts can be attached directly to assessments or stored within the student's portfolio as standalone evidence items. Each upload is time-stamped and securely stored to maintain the integrity and authenticity of the submission.

Completed assessments and evidence can be mapped to institutional learning frameworks, programme outcomes, or national competency models. This creates a clear line of sight between what students do in practice and the standards they are expected to meet. The platform allows evidence to be linked explicitly to professional competency standards, giving learners, educators, and assessors a shared understanding of progress and areas requiring development.

Over time, students build a comprehensive repository of skills, experiences, and achievements. This evolving portfolio not only tracks progression through their programme but also supports reflection, personal development planning, and preparation for transition into the workforce.

2.5 Practice Documentation

MyProgress includes structured tools to help students accurately record their practice experiences and fulfil programme-specific placement requirements. A user-friendly interface allows learners to log practice hours quickly and consistently, ensuring that mandatory placement durations and contact times are met and evidenced.

Students can track placement locations, supervisors, dates, and the nature of each experience, creating a detailed picture of their journey through different practice environments. This supports both academic oversight and regulatory compliance, ensuring students are exposed to the breadth and depth of experience required for their qualification.

The platform enables learners to record clinical episodes, procedures, observations, or skills undertaken during placements. Entries may include narrations of key learning moments, confirmation by supervisors, and attachments such as photos or supporting artefacts. These records help students and educators identify strengths, monitor confidence levels, and plan targeted development activities.

Specific practice requirements—such as exposure to particular patient groups, clinical tasks, or professional behaviours—can be tracked automatically through the system. As students complete relevant activities, MyProgress updates progress indicators and provides visual cues to help learners understand which requirements have been met and which remain outstanding. This ensures consistent documentation and supports programme leads in monitoring compliance across entire cohorts.

2.6 Real-Time Feedback & Assessment

MyProgress provides a rich suite of feedback tools designed to support high-quality, timely, and meaningful learning conversations between students and supervisors. Practice supervisors and assessors can give immediate feedback at the point of assessment, ensuring students receive guidance while the experience is still fresh and relevant. This real-time approach strengthens learning, promotes reflective thinking, and encourages continuous improvement throughout the placement.

The platform supports speech-to-text functionality, enabling assessors to dictate feedback quickly and naturally, especially in busy clinical environments where typing may be impractical. This ensures that feedback remains detailed and high-quality, even when time is limited. All comments can also be entered using a rich text editor, allowing assessors to format their responses, emphasise important points, and structure feedback clearly.

Discussion threads can be added to individual responses or evidence items, enabling ongoing dialogue between students, supervisors, and academic staff. These threaded conversations help clarify expectations, deepen understanding, and create a collaborative space where learners can ask questions and reflect on their performance.

MyProgress also provides annotation tools that allow assessors to add comments directly on assessments. This enables precise, contextual feedback linked to specific criteria or parts of a form. Together, these feedback mechanisms create an environment where students receive consistent, constructive, and tailored support throughout their practice learning journey.

2.6.1 Assessment Workflow

MyProgress is designed to support the full assessment ecosystem, enabling practice supervisors, practice assessors, and academic assessors to work together within a structured, role-based workflow. The platform fully supports the tripartite assessment model required by the Nursing and Midwifery Council (NMC), ensuring clear separation of roles, transparent oversight, and robust assessment governance.

Sign-off functionality allows authorised individuals to confirm the completion of assessments, competencies, episodes, and placement documentation. Each sign-off is securely recorded with timestamps, signatures, and relevant identifiers, supporting compliance and audit requirements.

The system also accommodates external assessors through an email-verified observation workflow. This enables visiting clinicians, placement partners, or external specialists to complete one-off assessments without requiring a full institutional account. Verification ensures authenticity while maintaining security and data integrity. Access for external assessors can be automatically restricted based on the student's placement dates, ensuring they only assess learners when appropriate and authorised.

MyProgress includes intelligent workflows for both self-registration and managed registration of assessors. Placement providers can maintain lists of known staff, while the system also supports scenarios where assessors are unknown prior to placement. This allows students to nominate assessors securely, enabling flexible but controlled assessment processes across diverse and complex placement settings.

The workflow model ensures every interaction—whether from a practice supervisor, a practice assessor, or an academic assessor—is captured accurately and aligned to regulatory and institutional requirements. This creates a coherent, accountable, and auditable assessment process that scales across multiple programmes and placement environments.

2.7 Analytics & Progress Monitoring

2.7.1 Dashboard Features

MyProgress includes a comprehensive suite of dashboards designed to give instant, at-a-glance insights into learning, assessment activity, and placement engagement. These dashboards pull together real-time data from assessments, evidence entries, practice hours, and competency records to provide a clear and actionable picture of student and cohort performance.

Individual student progress views allow educators, assessors, and programme leads to understand exactly where a learner is in relation to their expected milestones. These views summarise assessments completed, competencies achieved, outstanding actions, recent feedback, and placement activity, enabling staff to offer timely guidance or targeted support.

At the cohort level, dashboards provide broader performance insights by highlighting patterns such as overall progression, completion rates, levels of engagement, and distribution of assessor activity. These visualisations help academic teams identify systemic issues, ensure placements are delivering the required breadth of experience, and monitor the effectiveness of supervision.

Visual progress indicators present clear completion statuses for tasks, assessments, competencies, and practice documentation. These indicators allow both staff and students to immediately understand what has been completed, what is in progress, and what remains outstanding.

With real-time visibility of what is happening on clinical placements, MyProgress removes the traditional gap between the university and the practice environment. Programme teams can monitor live assessment activity, enabling responsive decision-making and proactive quality assurance.

2.7.2 Progress Tracking

MyProgress offers detailed progress tracking tools that allow students and educators to monitor achievement against programme requirements and professional standards. Competencies, skills, and proficiencies are mapped within the system, enabling users to see exactly which standards have been met and which still require evidence or assessment.

The platform tracks completion of required assessments and proficiencies across multiple placements and academic years, giving a holistic picture of learner development. Progress indicators and structured reports help identify any gaps in learning, insufficient exposure to particular clinical areas, or missing episodes of practice.

Students' practice hours are tracked with precision across placements and settings. Hours can be categorised by type of experience, shift pattern, or supervision level, depending on programme requirements. This helps ensure compliance with regulatory expectations and supports accurate verification at point of progression.

Educators can also view who is providing feedback and completing assessments for each learner. This visibility supports targeted assessor training, identifies imbalances in supervision, and helps placement providers ensure assessors are meeting their responsibilities.

2.7.3 At-Risk Identification

MyProgress includes early warning tools that help institutions identify students who may be struggling or at risk of falling behind. These indicators are informed by real-time data, such as missed assessments, low engagement levels, insufficient practice hours, delayed submissions, patterns of negative feedback, or inconsistent placement activity.

By highlighting these indicators early, the system supports timely intervention. Educators and programme leads can contact the student, liaise with placement teams, or arrange additional supervision to address concerns before they escalate. This proactive approach improves learner outcomes and reduces progression delays or attrition.

Trend analysis across cohorts allows programme teams to identify recurring issues, variations between placements, or structural challenges within the curriculum. These insights support quality enhancement initiatives and strengthen partnerships with placement providers.

Performance benchmarking enables comparison of students within and across cohorts, helping educators recognise exemplary performance, allocate resources effectively, and maintain consistent assessment standards.

2.8 Reporting & Compliance

2.8.1 Customisable Reports

MyProgress offers a powerful and flexible reporting suite that allows institutions to generate detailed, fully customisable reports to meet a wide range of academic, regulatory, and operational needs. Reports can be tailored to the requirements of accreditation bodies, enabling programme teams to evidence compliance, demonstrate student progression, and present robust quality assurance data during audits or reviews.

Institutions can produce both quantitative and qualitative reports across different assessment tools, capturing information such as assessment volumes, pass rates, competency achievements, assessor feedback patterns, and student engagement levels. This helps teams understand not just the amount of assessment activity taking place, but also the quality and consistency of feedback and supervisory practice.

Reports can be aligned directly with regulatory body requirements, ensuring that documentation submitted to professional or statutory bodies is complete, accurate, and audit-ready. This includes mapping assessments and evidence to defined standards, professional capabilities, or practice requirements.

Data can be exported from MyProgress for use in institutional systems such as student records, analytics platforms, dashboards, and business intelligence tools. Exports can be provided in structured formats, enabling seamless integration into organisational reporting pipelines.

Side-by-side response comparison reports allow educators and programme leaders to compare student performance across cohorts, placements, or training periods. This supports benchmarking, curriculum evaluation, identification of assessment variation, and targeted quality enhancement initiatives.

2.8.2 Regulatory Compliance

MyProgress has been developed in alignment with the standards and reporting needs of key regulatory and professional bodies, ensuring institutions can meet their statutory and educational obligations with confidence.

The platform meets the reporting requirements of the Nursing and Midwifery Council (NMC), enabling institutions to track proficiencies, monitor practice hours, support the tripartite supervision model, and provide evidence for progression decisions. This includes compliance with the Standards for Student Supervision and Assessment (SSSA), ensuring that assessment roles and responsibilities are clearly defined and auditable within the system.

MyProgress also supports compliance with broader European regulatory frameworks, including the European Union Directive relating to minimum training hours, clinical exposure, and competency requirements for nursing and midwifery education. Institutions can use the platform to evidence adherence to these mandatory standards during reviews or audits.

The system is compatible with a wide range of regional Practice Assessment Documents (PADs), including:

- All Wales PAD, supporting national clinical education requirements
- Scottish Midwifery Practice Assessment Document (MPAD)
- Other regional and institution-specific PADs used across the UK and internationally

These documents can be fully replicated and customised within MyProgress, ensuring a seamless digital transition that preserves assessment integrity, maintains regulatory alignment, and supports consistent implementation across placements.

Together, these capabilities provide institutions with a comprehensive, compliant solution that supports regulatory assurance, enhances programme governance, and strengthens the quality of practice-based learning.

2.9 User Role Management

MyProgress is designed around a clear recognition that different users engage with assessment and practice learning in different ways. The platform provides tailored dashboards, interfaces, and workflows for each role, ensuring that every user sees the information most relevant to their responsibilities. This role-specific design improves usability, reduces cognitive load, and supports efficient, high-quality assessment and supervision.

Students / Learners

Students have access to a personalised portfolio view, showing their upcoming tasks, completed assessments, reflections, evidence uploads, and progress towards competencies. They can monitor placement hours, track milestones, and view feedback in one place. The portfolio interface supports reflective practice, enabling learners to build a meaningful record of their development.

Practice Staff

Practice staff such as clinical educators, mentors, or supervisors use assessment and feedback interfaces tailored for rapid, accurate completion. These screens prioritise clarity and simplicity to support fast-paced clinical settings.

Practice Supervisors

Supervisors have tools for documenting observations, offering guidance, and recording formative assessments. Their dashboard highlights the learners they are currently supporting, recent activity, and tasks requiring attention.

Practice Assessors

Assessors responsible for summative decision-making have access to competency sign-off workflows. Their view consolidates student performance data, enabling well-informed judgements based on multiple assessment inputs.

Academic Assessors

Academic assessors are provided with oversight dashboards displaying placement progress, assessment quality, supervisor feedback, and learner engagement. They can conduct final assessments, review triangulated evidence, and intervene where progression concerns arise.

Faculty / Tutors

Tutors and faculty staff have comprehensive monitoring tools that show individual and cohort performance, identify learners requiring support, and track compliance with programme requirements. They can review placement documentation, feedback patterns, and learning outcomes.

Administrators

Administrators have access to system configuration, cohort management, templates, reporting, and data export tools. They maintain the structural elements of the programme, manage user roles, and ensure the smooth operation of assessments and placements.

Markers

Where grading is required, markers have a dedicated interface designed specifically for evaluating submissions, applying scoring criteria, and reviewing evidence or written components. This ensures consistency, clarity, and efficiency during marking cycles.

Role-Specific Features

MyProgress dynamically adapts its appearance, functionality, and navigation depending on the user's role. This ensures each user sees only the tools, dashboards, and actions relevant to their responsibilities, improving usability and reducing unnecessary complexity.

Appearance and functionality adapt to user role

Dashboards, menus, and workflows automatically adjust based on the assigned role. Users who need a quick, action-oriented interface have streamlined views, while those requiring data-rich oversight have access to more detailed analytics.

Appropriate visibility and access controls

Robust access control ensures users can only view, edit, or sign-off content appropriate to their responsibilities. Sensitive information is protected in line with institutional governance and regulatory standards.

Configurable roles and permissions

All roles in MyProgress are customisable. Administrators can create new roles, refine permissions, or design institution-specific profiles to reflect local governance models, regulatory requirements, or unique programme structures.

Support for users with multiple roles

Many users operate in hybrid capacities, for example, an educator might act as both a practice supervisor and an academic assessor. MyProgress supports multiple concurrent roles, enabling users to switch seamlessly between responsibilities without separate logins or accounts.

2.10 Interoperability and Accessibility

MyProgress has been designed to operate seamlessly within an institution's wider digital ecosystem. Its integration capabilities ensure that data flows smoothly between systems, reducing administrative burden, improving accuracy, and strengthening the overall learning and assessment infrastructure.

The platform can integrate with LMS/VLE environments such as Moodle, Blackboard, and Canvas (where institutional integrations are implemented). This enables convenient linking between curricular content, placement information, assessment tasks, and student learning resources. It also helps create a unified digital learning experience, reducing the need for students and staff to navigate multiple systems independently.

Student and cohort data can be synchronised from MIS or institutional systems of record, ensuring that enrolments, module registrations, placement allocations, and programme structures remain accurate without manual duplication. Automated syncing helps to maintain data quality, reduces staff workload, and ensures learners are always presented with the correct assessments and requirements.

For institutions with bespoke integration needs, MyProgress offers API access that enables custom data connections. Secure, documented endpoints allow technical teams to create tailored integrations with student records systems, timetabling platforms, business intelligence dashboards, or regulatory reporting tools.

The system also supports the export of structured data—such as assessment records, placement hours, competency achievement, or feedback metrics—for external analysis or institutional reporting. This facilitates advanced analytics using tools such as Power BI, Tableau, or institutional data warehouses, supporting evidence-based decision-making across the organisation.

2.10.1 User Experience & Accessibility

MyProgress provides a consistent and intuitive user experience across all devices, including modern browsers, the web platform, and mobile applications on iOS and Android. This ensures that learners and assessors can access the system wherever they are—whether on campus, in the workplace, or on clinical placement.

Accessibility is a core principle guiding the product's design. The platform adheres to recognised accessibility standards and is built to support diverse user needs, including those who rely on assistive technologies. Clear layouts, high-contrast options, logical navigation structures, and compatibility with screen readers promote an inclusive learning environment.

A mobile-first experience ensures that the interface is optimised for real-world use in clinical and workplace contexts. Large touch-friendly elements, streamlined workflows, and offline capability help students and supervisors complete tasks efficiently, even in fast-paced or unpredictable settings.

The interface is purposely designed to be intuitive for mentors, supervisors, and assessors who may not be familiar with complex digital systems. Clean, uncluttered screens and plain-language instructions guide users through each task, reducing the learning curve and encouraging consistent, high-quality engagement with assessment processes.

Together, these user experience and accessibility features create a platform that is not only functional and robust but also genuinely usable for all stakeholders involved in practice learning and assessment.

2.11 Reflection & Professional Development

MyProgress includes a dedicated suite of reflective practice tools that help students and trainees develop critical insight into their learning and professional growth. Learners can create reflective journals or blog-style entries to document significant experiences, challenges, or achievements from their placements or academic studies. These journals form a personal narrative of development and support evidence-based self-evaluation.

Structured reflection prompts can be provided to guide students through established reflective models, such as Gibbs, Rolfe, or Driscoll. This encourages meaningful reflection, improves consistency, and supports learners who may be less experienced in reflective writing.

Each learner has access to a private reflection space where they can record their thoughts confidentially. Unless formally shared, these reflections remain personal, supporting honest and unfiltered learning.

The rich text editor enables students to produce detailed, well-structured reflections, including headings, bulleting, formatted text, embedded links, and attachments. This helps learners articulate their experiences clearly and professionally.

Reflections can be linked directly to specific learning experiences, assessments, or practice episodes. This allows learners to contextualise their reflections and demonstrate growth in relation to real-world events, competencies, or professional standards.

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2.11.1 Continuous Professional Development (CPD)

MyProgress supports ongoing professional learning beyond initial training by providing dedicated tools for tracking CPD activities and achievements. Learners and professionals can log CPD events such as workshops, courses, shadowing experiences, conferences, or self-directed learning.

These records can be used to compile evidence for formal revalidation processes, annual appraisals, or portfolio submissions required by professional bodies. Users can upload certificates, link reflections, and document learning outcomes, ensuring a complete and verifiable CPD record.

The platform acts as a lifelong learning portfolio, allowing users to continue adding evidence throughout their careers. This ensures continuity from student training into professional practice.

Competency demonstration tools allow users to map CPD activities to professional standards, capabilities, or regulatory frameworks. This alignment supports career development planning and helps users present a structured overview of their professional progression.

2.11.2 Deployment & Organisation

MyProgress provides a robust framework for deploying and organising assessments across programmes and cohorts. Category browsing helps users quickly locate the correct forms by grouping assessments into logical themes such as competencies, reflections, episodic assessments, or placement-specific tools.

Soft deadlines can be applied to encourage timely completion without imposing rigid cut-offs. These can be combined with individual deadline extensions to support students requiring reasonable adjustments or personalised timelines.

Assessments can be tied to specific user groups, placement allocations, or year groups, ensuring that learners only access forms relevant to their programme stage or practice setting. This avoids confusion and keeps the student experience focused and manageable.

2.11.3 Workflow Management

A flexible email invitation workflow enables assessors, supervisors, or external professionals to complete assessments without requiring full system accounts. This is ideal for one-off observations, visiting clinicians, or community partners.

Anonymous feedback collection is supported for scenarios such as practice evaluations, learner surveys, or placement reviews. This helps organisations gather open, honest insights while protecting respondent identity.

Faculty moderation tools allow academic staff to review, approve, or annotate external feedback, supporting quality assurance and professional governance.

Response tagging enables both students and tutors to categorise submissions, such as marking entries as “strengths”, “areas for improvement”, “professional values”, or “clinical skills”. Tags help surface themes and support reflective conversations.

Tag visibility controls allow tags to be student-visible or faculty-only, ensuring sensitive observations can be managed appropriately.

Tag-based browsing and filtering make it easy for reviewers to analyse patterns across assessments, identify developmental trends, and prepare for tutorials, progress reviews, or panels.

2.12 Quality Assurance & Validation

MyProgress has been purposefully designed to ensure that every assessment captured within the system is authentic, traceable, and defensible. This commitment to integrity is crucial in professional programmes where assessment outcomes directly influence progression decisions, regulatory compliance, and ultimately readiness for practice. The platform incorporates multiple layers of verification, secure workflows, and transparent audit features that collectively protect the validity of evidence gathered across a wide variety of practice environments. Whether assessments occur in hospitals, community placements, schools, or workplaces, institutions can have full confidence in the reliability and authenticity of the records held within MyProgress.

2.12.1 Assessor verification and sign-off

Every assessment is linked to a verified assessor identity, ensuring that only authorised individuals with the correct role and permissions can complete, approve, or sign off assessments. This includes validation of assessor credentials, role-based permissions, and optional placement-based restrictions to guarantee that the right assessor is acting at the right time. Secure digital signatures, locked timestamps, and identity markers support defensible assessment decisions. This approach removes ambiguity, strengthens quality assurance, and ensures alignment with professional body requirements for assessor accountability.

2.12.2 Audit trail of all actions and changes

MyProgress maintains a comprehensive, immutable audit trail for every form, record, and workflow. The audit trail captures each action taken—including form creation, edits, deletions, comments, signatures, feedback entries, and assessment updates. Each log entry contains user identity, timestamp, action type, and contextual metadata. This level of transparency supports internal governance, regulatory inspections, external examiner review, appeals processes, and student queries. Institutions can demonstrate exactly how decisions were made and by whom, creating full accountability across the assessment lifecycle.

2.12.3 Version control for response iterations

Where assessments support drafting or iterative responses, MyProgress retains version histories to show how entries have evolved over time. This is especially valuable for reflective pieces, extended written work, or portfolio submissions where developmental progress is a key learning objective. Version control also ensures that staff can review earlier iterations if needed, providing visibility that supports constructive feedback conversations and enhances the auditability of assessment records.

2.12.4 Draft response privacy until submission

Students and trainees can develop draft responses privately without their supervisors or assessors viewing incomplete thoughts or sensitive reflections prematurely. This privacy encourages learners to write honestly and thoughtfully, supporting deeper reflection and personal development. Only when a draft is formally submitted does it become visible to assessors or academic staff. This mechanism mirrors good pedagogical practice and ensures that students maintain ownership of their reflective process.

2.12.5 Validated observer participation

In many practice environments, learners are assessed by professionals who are not part of the institution's regular staff—for example, visiting clinicians, community supervisors, or external workplace assessors. MyProgress supports validated participation from these individuals through secure, email-based authentication workflows that confirm identity without requiring a full institutional login. External participants can complete designated assessments, observations, or sign-offs confidently and securely. Permissions are time-bound and can be restricted to specific placements or dates, ensuring external contributions enhance assessment without compromising data security or governance.

2.12.6 Standards Compliance

MyProgress embeds regulatory and professional alignment into its core architecture, ensuring that institutions can confidently meet the expectations of statutory bodies, accreditation panels, and professional frameworks. The platform supports seamless mapping of assessments, competencies, and proficiencies to the requirements of national and international regulators, providing a structured, compliant environment for practice-based learning.

2.12.7 Alignment with professional body frameworks

The platform can be configured to replicate and support the requirements of professional bodies across multiple disciplines. Competencies, learning outcomes, and assessment criteria can be mapped directly to established frameworks—such as those used in nursing, midwifery, allied health professions, apprenticeships, education, and postgraduate medical training. This ensures that all evidence gathered demonstrates authentic clinical or professional performance aligned with recognised standards.

2.12.8 Regulatory body standards integration

MyProgress supports full integration of regulatory expectations from organisations such as the Nursing and Midwifery Council (NMC), the Health and Care Professions Council (HCPC), apprenticeship governing bodies, and other professional regulators. Assessment structures can incorporate required proficiencies, practice hours, supervision requirements, and observation criteria. This alignment ensures that learners, assessors, and programme teams always work within a compliant, clearly defined assessment framework.

2.12.9 Required proficiency tracking

The system provides dynamic tools for tracking student progression against required proficiencies or competencies. Visual indicators display what has been achieved, what remains outstanding, and where further evidence is required. This enables timely intervention, supports progression panels, and ensures learners meet all regulatory requirements before completing their programme. It also gives educators and administrators a clear, real-time overview of how individuals and cohorts are performing.

2.12.10 Accreditation evidence generation

MyProgress greatly simplifies programme accreditation and periodic review processes by providing structured, exportable evidence sets directly aligned with accreditation standards. Institutions can generate reports that map assessment activity, learning outcomes, competency attainment, practice hours, and supervision records to the requirements of accrediting bodies. This reduces administrative burden, improves accuracy, and strengthens institutional readiness for audits, revalidation processes, or external reviews.

3. Role Summary

3.1 For Students

3.1.1 Accessibility

Students can access their portfolio from any device through the web or native mobile apps, enabling them to document learning at the exact point of experience. Full offline capability ensures they can continue recording evidence in clinical or remote settings without connectivity barriers.

3.1.2 Real-time Support

Assessment, feedback, and supervisor comments appear instantly, giving students timely guidance during placement activities. This supports better decision-making and helps learners correct course while still in the learning environment.

3.1.3 Better Outcomes

The structured workflows, clear expectations, and real-time feedback loops help students progress more confidently. Institutions frequently observe improved pass rates and reduced attrition when learners have continuous visibility of requirements and achievement.

3.1.4 Comprehensive Record

Students build a complete and secure record of competencies, assessments, log entries, reflections, and supporting evidence across their programme. This evolving portfolio provides a transparent view of progress and supports holistic learning.

3.1.5 Professional Development

Integrated reflective tools, skills logging, and CPD tracking encourage students to develop professional behaviours early. The system guides learners to understand what they have achieved and what they need to focus on next.

3.1.6 Employability

By engaging with a modern digital portfolio throughout their training, students build digital literacy and leave with a rich, exportable record of competencies and experience, strengthening employability and professional readiness.

3.2 For Educators and Faculty

3.2.1 Real-time Visibility

Educators have immediate insight into placement activity, assessment completion, and student progression. Dashboards and reports highlight what is happening across cohorts at any moment.

3.2.2 Early Intervention

Patterns of missed assessments, low engagement, or concerning feedback enable staff to intervene early. This reduces the risk of placement failure and provides more consistent learner support.

3.2.3 Streamlined Processes

Marking, verifying, and providing feedback are streamlined through clear workflows, reducing administrative burden and freeing staff to focus on meaningful educational interactions.

3.2.4 Targeted Support

Data highlights where students are struggling, allowing educators to allocate support, arrange supervision, or create individual action plans quickly and efficiently.

3.2.5 Quality Assurance

Every assessment, timestamp, signature, and data point is captured, providing a defensible audit trail and supporting internal and external quality assurance processes.

3.2.6 Assessor Training

Programme teams can see who is assessing, the volume of assessments completed, and any variances in marking patterns, helping identify training needs across practice partners.

3.3 For Programme Leads

3.3.1 Regulatory Compliance

MyProgress supports compliance with professional body standards by ensuring evidence, signatures, timings, and supervision records meet audit expectations.

3.3.2 Scalability

With robust Azure cloud infrastructure, the platform scales comfortably for large cohorts and high assessment volumes without performance degradation.

3.3.3 Analytics

Insightful dashboards reveal trends in student engagement, assessment throughput, placement quality, and progression outcomes, empowering data-driven decision-making.

3.3.4 Efficiency

Automated workflows and digital records significantly reduce administrative time, allowing programme leads to focus on strategic improvements rather than manual processes.

3.3.5 Quality Enhancement

Programme leaders can use evidence from the system to refine curriculum design, placement structures, and teaching strategies, ensuring continuous enhancement.

3.3.6 Reputation

Adopting an award-winning, sector-recognised platform demonstrates commitment to quality, innovation, and student experience, supporting recruitment and partnership development.

3.4 For Practice Environments

3.4.1 User-Friendly

The interface is designed for busy clinicians who may have limited time or digital familiarity, keeping assessments clear, quick, and easy to complete.

3.4.2 Flexible

Assessors can document performance in the moment, wherever they are, without disrupting clinical workflow.

3.4.3 Speech-to-Text

Voice-enabled feedback helps clinicians provide richer comments with minimal typing, improving quality and efficiency of assessment input.

3.4.4 No Connectivity Required

Clinicians can complete assessments offline at the bedside, in community settings, or during outreach work. The app syncs automatically once connected.

3.4.5 Clear Structure

Structured templates guide clinicians through consistent supervision and assessment processes, reducing variability and improving support for students.

4. Technical Characteristics

4.1 Platform

MyProgress is delivered as a cloud-based, web-accessible platform supported by native mobile applications for both iOS and Android. The web application provides full functionality through modern browsers, while the mobile apps are optimised for use in demanding placement environments such as hospitals and community settings. This dual-approach ensures users can work seamlessly across desktop, tablet, and mobile devices depending on their context and preference.

4.2 Accessibility

MyProgress is designed to be accessible to all users, regardless of device, digital confidence, or individual needs. The platform follows responsive design principles, ensuring that screens, forms, and workflows adapt fluidly to smartphones, tablets, laptops, and desktop computers. This consistent experience allows students, educators, and clinical staff to access the system wherever they are, whether on campus, on placement, or in community settings.

Accessibility is embedded throughout the product design and development lifecycle. MyProgress has been validated against the Web Content Accessibility Guidelines (WCAG) 2.2 Level AA standard, ensuring compliance with widely recognised accessibility benchmarks. This includes support for screen readers, keyboard-only navigation, alternative text for graphical content, structured headings for assistive technologies, clear focus indicators, and robust contrast ratios for users with visual impairments.

The platform also respects and integrates with native device accessibility tools such as voiceover, magnification, and system-level contrast or text-size adjustments. This ensures users can tailor their experience to their individual needs without workarounds or specialist configurations.

4.3 Offline Capability

The mobile app has been engineered to operate fully offline, enabling users to complete assessments, reflections, log entries, and reviews in environments where Wi-Fi or mobile signal is inconsistent or unavailable. All core functions, including form completion and evidence capture, operate without limitation offline. This is crucial for busy clinical settings, rural placements, and community-based assessments.

4.4 Synchronisation

Once a device reconnects to the internet, MyProgress automatically synchronises all offline activity with the central system. Sync processes have built-in conflict resolution, background validation, and user notifications to ensure data accuracy. This means assessments completed in theatre, on wards, or during field visits are safely uploaded without user intervention, maintaining a reliable and consistent record of learning.

4.5 Security

MyProgress uses institutional authentication methods such as SSO (SAML, LDAP, Azure AD, or ADFS) to ensure secure and seamless access. Role-based access controls restrict what users can see and do within the platform, protecting student information and assessment data. All data-in-transit is encrypted using TLS, and all data-at-rest is encrypted using Microsoft Azure's encryption standards, ensuring compliance with institutional and regulatory requirements. Access to system administration is strictly limited and auditable.

4.6 Data Protection and Compliance

The platform is built on Microsoft Azure's ISO 27001 and SOC 2 certified infrastructure, ensuring a high level of security and resilience. Data sovereignty options allow institutions to choose where their data is hosted. Comprehensive audit logs record key activity for compliance and quality assurance. MyProgress aligns with GDPR and other international data protection standards.

4.7 Performance and Scalability

The cloud infrastructure underpinning MyProgress automatically scales to meet demand, ensuring consistent performance during peak usage periods such as assessment deadlines or placement rotations. Azure-based monitoring tools track performance trends, enabling proactive management of server resources and maintaining high availability.

4.8 Integration

MyProgress supports data exchange with institutional systems through API-based integrations and secure data exports. This allows institutions to link user identities, pull data into BI tools, or APIs with JSON payloads and IP-restricted endpoints for enhanced security.

4.9 Customisation

Institutions can tailor templates, workflows, terminology, and branding to reflect local programme structures and regulatory frameworks. Administrators can configure assessment forms, placement models, dashboards, and permissions without the need for custom development. This flexibility supports a wide range of disciplines, from nursing and midwifery to allied health and postgraduate medical education.

4.10 Reliability and Continuity

Azure provides high availability through built-in redundancy, automatic failover, and geographically replicated backups. MyProgress supports continuity of service even when individual components fail, ensuring learners and educators can access the system when they need it. Backups are taken daily, with long-term retention for audit and compliance purposes.

4.11 Audit and Reporting

The platform maintains detailed audit trails for assessments, signatures, timestamps, and user activity, supporting internal quality assurance and external regulatory reviews. Reporting tools allow administrators and programme leads to analyse engagement, progression, assessor activity, and placement performance.

5. Implementation & Early Life Support

The implementation of MyProgress is delivered through a structured, collaborative, and well-governed process designed to ensure institutions achieve a smooth transition from existing systems to the MyProgress platform. Our approach prioritises clarity, data integrity, user readiness, and minimal disruption to teaching and placement activity. A dedicated project team from MyKnowledgeMap works closely with institutional stakeholders to configure the system, prepare users, and oversee a successful launch.

5.1 Implementation Approach

MyProgress implementation follows a phased methodology to ensure that the system is tailored to each institution's programmes, assessment structures, regulatory requirements, and operational processes.

5.1.1 Project Initiation and Planning

A dedicated MyKnowledgeMap project manager will work with institutional leads to establish governance structures, project timelines, key milestones, and communication plans. During this stage, we identify programme requirements, stakeholder roles, and any existing data or assessment models that need to be replicated.

5.1.2 System Configuration and Setup

Working closely with academic teams, placement providers, and quality leads, we configure assessment forms, competency frameworks, roles, permissions, and reporting structures. This includes setting up multi-year templates, placement models, dashboards, and institution-specific branding. User groups, cohorts, and integration requirements are defined and configured during this stage.

5.1.3 Data Preparation and Migration

Where required, historical records, placement data, or cohort lists are prepared and migrated into MyProgress. Our team ensures data accuracy and supports institutions in validating migrated records before go-live.

5.1.4 Integration with Institutional Systems

We support integration with LMS/VLE platforms, identity providers, MIS systems, and other data sources. This ensures seamless user authentication, automated cohort synchronisation, and accurate placement allocation.

5.1.5 User Training Before Go-Live

We deliver role-specific training sessions for students, practice supervisors, assessors, tutors, and administrators. Training materials include user guides, videos, live demonstrations, and reference documentation tailored to institutional workflows.

Our focus is on ensuring high levels of user confidence before system launch.

5.2 Early Life Support

Once the system goes live, MyKnowledgeMap provides enhanced Early Life Support (ELS) to ensure a stable, successful adoption across all user groups. ELS is designed to accompany institutions through the critical first weeks of use.

5.2.1 Hypercare Period

During early rollout, institutions have direct access to a dedicated MyProgress support team who monitor system usage, respond rapidly to queries, and proactively identify potential issues.

This period ensures that operational staff, students, and assessors receive high-touch support when they need it most.

5.2.2 Enhanced Response Times

Support tickets from institutions in their ELS window receive prioritised handling. Our team accelerates troubleshooting and provides hands-on assistance in addressing configuration adjustments or user queries.

5.2.3 Live Feedback Loops

We maintain close communication with project leads and stakeholders during the first weeks. Regular check-ins help track user experience, adoption levels, and operational readiness. Adjustments can be made quickly to optimise workflow configuration, permissions, and assessment settings.

5.2.4 Monitoring and Stability Checks

System usage patterns and synchronisation activity are monitored to ensure technical performance is consistent, especially for offline mobile users and high-volume assessment periods.

Any observed issues are resolved promptly, and insights are shared with institutional teams to maintain best practice.

5.2.5 Transition to Business-as-Usual (BAU)

At the end of the ELS period, we conduct a formal handover meeting to review progress, close outstanding actions, and confirm readiness to transition into standard support. Institutions then continue under our established service desk model, with access to ongoing updates, enhancements, and customer success reviews.

6. On-going Support

Following successful implementation and the completion of Early Life Support, MyProgress transitions into a stable Business-as-Usual (BAU) service model. MyKnowledgeMap provides comprehensive, reliable, and proactive support designed to ensure that the platform continues to operate smoothly, securely, and in alignment with the evolving needs of institutions, students, and practice partners. Our ongoing support framework combines responsive technical assistance with strategic customer success activities to maximise long-term value and system performance.

6.1 Service Desk Support

Institutions have full access to the MyKnowledgeMap support desk, staffed by experienced technical and customer service specialists. Support is available during standard business hours, with service levels defined in the institution's support agreement.

Key features include:

- Multiple contact routes, including online support portal and email
- Transparent ticketing system with reference numbers and full audit trail
- Prioritisation of incidents based on impact and urgency
- Clear communication throughout issue resolution
- Guidance on system usage, configuration queries, and best practice

The support desk handles a wide range of queries, from technical troubleshooting and configuration assistance to user account management and assessment workflow guidance.

6.2 Proactive System Monitoring

The MyProgress platform benefits from continuous monitoring through Microsoft Azure's performance and security tools. This ensures that potential issues can be identified and remediated before they impact users.

Monitoring covers:

- System uptime and availability
- Server load and performance metrics
- Mobile app synchronisation activity
- Network issues and latency
- Security threats and intrusion attempts

Proactive monitoring allows the support team to intervene early, maintaining high system stability and reducing risk of disruption during peak assessment periods.

6.3 Regular Platform Enhancements and Updates

MyProgress is continually improved through scheduled releases and maintenance updates. Institutions benefit from new features, performance enhancements, accessibility improvements, and security updates as part of the MyProgress roadmap.

Our release cycle includes:

- Two major releases per year introducing new functionality
- Additional maintenance releases focused on optimisation and minor enhancements
- Full release notes issued in advance, explaining new features and changes
- Optional webinars and training for new features
- Backwards compatibility and structured upgrade processes

Updates are applied seamlessly, with minimal disruption to user activity, ensuring long-term scalability and system resilience.

6.4 Customer Success and Strategic Support

Beyond day-to-day technical assistance, MyKnowledgeMap offers ongoing strategic support to help institutions maximise the value of MyProgress.

This includes:

- Regular service review meetings with a dedicated Customer Success Manager
- Usage analysis and recommendations to increase engagement
- Support for annual planning, curriculum updates, and regulatory changes
- Best practice sharing across the MyProgress customer community
- Guidance on implementing new assessment models or programme structures

These activities help institutions continuously refine assessment processes, maintain regulatory alignment, and improve student outcomes.

6.5 Training and Development Resources

To support the continuous development of staff and students, MyKnowledgeMap provides a range of training resources.

These include:

- Updated training guides, videos, and onboarding materials
- Refresher training sessions for new staff or programme changes
- Self-service knowledge base articles
- Optional additional training packages aligned to institutional needs

This ensures new cohorts of students, as well as new academic or practice staff, always have the support they need to use MyProgress effectively.

6.6 System Administration Support

Institutional administrators often require support to manage roles, cohorts, assessment structures, and placement settings.

Our support team assists with:

- User account creation and integration queries
- Form configuration advice
- Updating annual templates and practice documents
- Managing adoption of new features or workflows
- Responding to regulatory updates requiring assessment changes

This ensures continuity and smooth running of MyProgress through each academic year.

6.7 Security, Compliance, and Data Protection

MyProgress operates within a robust security framework hosted on Microsoft Azure.

Ongoing support includes:

- Regular vulnerability scans
- Security patching and infrastructure updates
- Compliance with GDPR and institutional data policies
- Continuous protection through Azure Security Centre
- Incident response processes for escalated issues