



How teachers get feedback on their work

Here at UCL Medical School we are looking at some of the ways that we evaluate our programme and curriculum. There is concern about a low response rates (21% at times), in the Student Evaluation Questionnaires (SEQs) and we are aware of a “feedback fatigue” amongst the students. The volume and length of the questionnaires are undoubtedly a significant part of the problem and work by the QA projects officer has revealed a problem with the ‘identity’ of our SEQs (Please refer to *Review of the Student Evaluation Questionnaire and its identity* document for further information). Next year, our SEQs will be undergoing considerable change. They will be much shorter and there will be fewer questions relating to specific modules. However, there will still be a free text box and information relating directly to individuals will be fed back. Nominations for top teachers will also remain. Our aim is for the SEQ to be accessible to our students and be simple to fill out. This is in the hope that students are more willing to complete the SEQs and answers are meaningful.

The medical school recognises the importance of feedback in evaluating teaching delivery. Based on extensive work supporting staff development we have compiled this paper to give guidance to teachers on the MBBS programme and support them in getting feedback on their teaching and evidence for their appraisals. This can be added to your portfolio to support your role as an educator and is particularly pertinent for those doctors who must comply with the GMC guidelines *Recognising and approving trainers*.

There are several methods in which information can be collected to evaluate your work.

This can be through:

- Evaluation of the generic SEQ data, thinking about the module you teach on and how it can be improved.
- Dialogue with students throughout the module which can be collated and fed back to the QAU.
- Use of multi-source feedback tools (an example is available on the Shared Services website).
- Peer observation of teaching (information can be found on the UCL website under *Staff support and development*).
- Analysis of the performance of your students in assessment
- Self-reflection exercises e.g. evaluation of your sessions after delivery (a structured reflective tool can be found at the end of this document).

Here at the QAU we value staff development seriously but we should take this opportunity to remind you however that sending out your own feedback forms is not permitted unless authorised by UCLMS QAU. The methods mentioned above, in combination have been shown to be just as effective, if not a more effective in improving performance in education¹ and are recognised by the GMC as a good way to appraise teaching².

Should you wish to develop your educational career further you might also be interested in:

- Becoming accredited by the Higher Education Authority
- Staff development courses at UCL
- Courses which may lead to a Masters in Medical education (e.g. the joint course run by UCL and Royal College of Physicians).
- Applying for an Excellence in Medical Education Award

References

1. Kember D, Leung DY, Kwan K. Does the use of student feedback questionnaires improve the overall quality of teaching?. *Assessment & Evaluation in Higher Education* 2002; 27(5): 411-425.
2. Developing teachers and trainers in undergraduate medical education. Advice supplementary to *Tomorrow's Doctors*. GMC. 55(5.1), 2009