

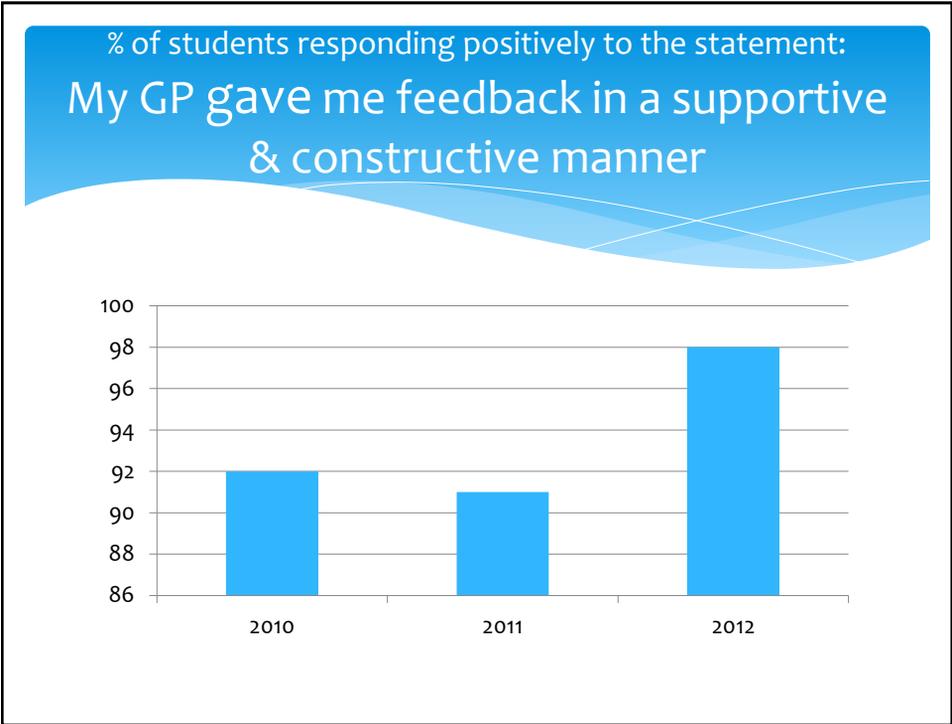
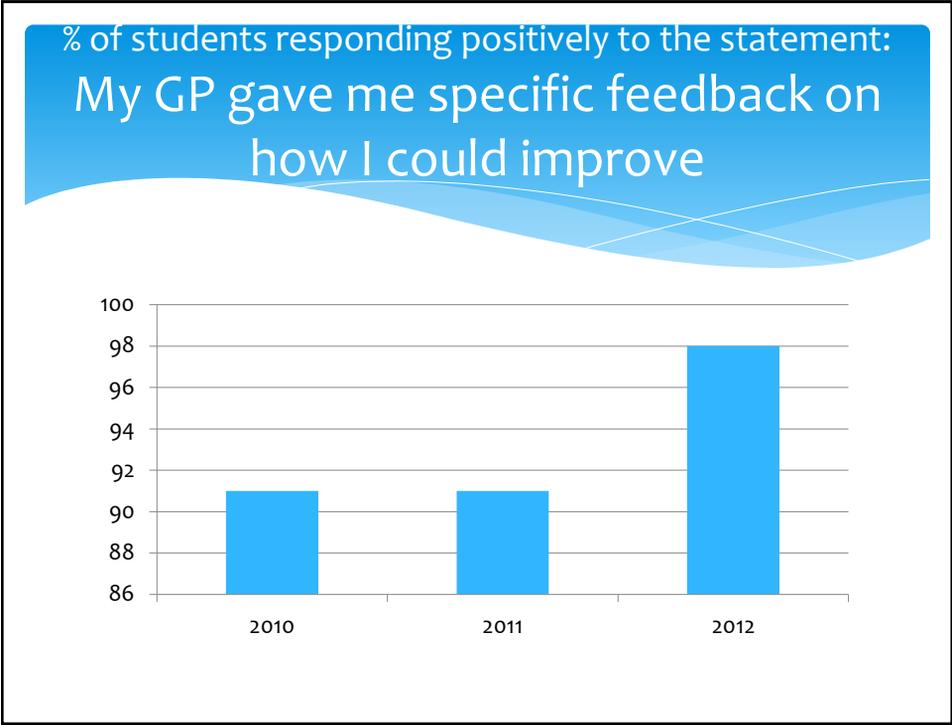
Student survey demonstrates high levels of satisfaction with GP course formative feedback

Dr Kate Owen
Interim GP course lead

Student satisfaction at WMS

If ranked on student satisfaction
WMS 28th in league tables
-satisfaction with feedback
particularly poor

THE  TIMES
**Good
University
Guide 2014**



Total quality management

Systematic	Most stakeholders systematically involved
Structural	Evaluation carried out at regular intervals
Integrated	QA integral part of organisations regular work patterns

Dolmans et al 2003

How do we achieve this? Quality Management

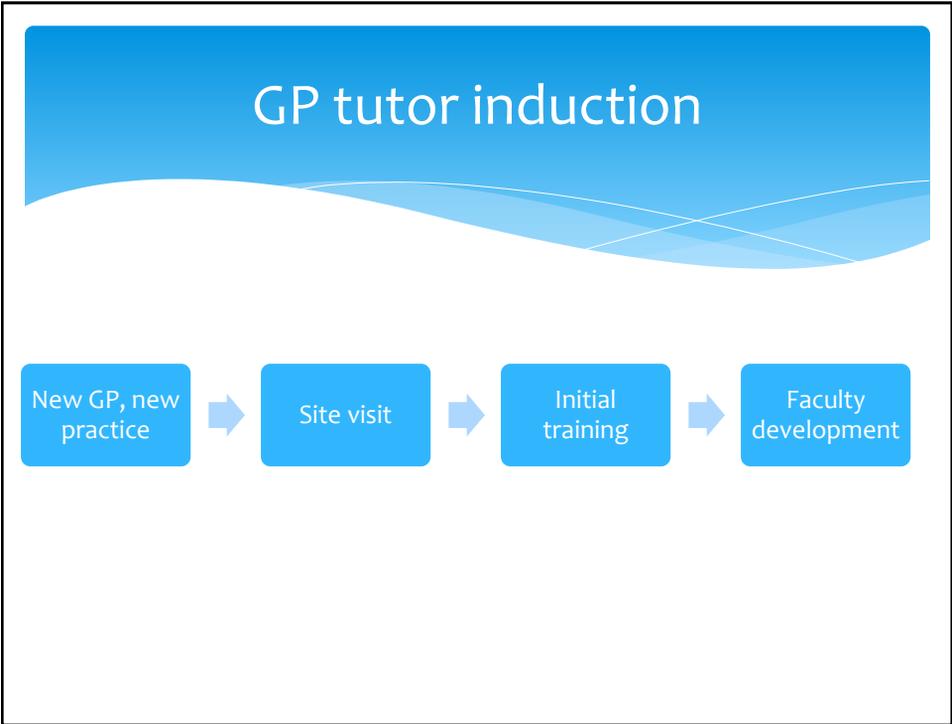
- * Robust evaluation
- * Systems & structures
- * Early interventions

Robust evaluation

GP course evaluation

- | | |
|------------------|--------------------------------|
| Student feedback | on-line questionnaire |
| | focus group |
| | informal feedback |
| | significant event analysis |
| Site visits | prospective practice visit |
| | 3 yearly minimum quality visit |

Systems & structures



Site visit

- * Standardised process
- * Pre-visit self assessment
- * Structured interview linked to course quality indicators
- * Written feedback

Tutor training

Initial 2 day course: videos
 volunteer students
 feedback workshop
 teaching skills
 course structure
 course documentation

Led by GP tutor team. Positively evaluated by participants.

Maintaining & improving quality



Update training

- * All tutors must attend 1 day a year
- * Includes teaching skills training & grading of student videos

Faculty development

Newsletter highlights areas of concern, changes & includes teaching tips

Webpage interactive video assessment, information for teachers



Tutor feedback

Each GP practice has annual feedback on their performance

My GP gave me specific feedback on how I could improve

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Your Practice				1	2
Average %	0	0	2	41	57

Course structure

- * Written & oral component to feedback
- * Feedback timetabled weekly
- * Feedback clearly labelled

Early interventions

Early intervention

- * Each GP practice has a named clinical fellow as mentor
- * Act informally on low-grade concerns either from practice or from student
- * Offer support & advice

Some students demoralised by over-prescriptive use of assessment tools



Update training altered to focus on giving **useful feedback** rather than discussing **grades**

Tutors noticing students not sitting in “doctor’s chair”
when consulting



Item in newsletter highlighting

Continuing improvement

ISO 9000: Continual improvement of the organizations
performance should be a permanent objective of the
organization

- * Closer monitoring of faculty development
- * Strengthening of mentoring programme
- * SLA with quality component