

1

# Looking back, looking forward: development and learning and teaching in clinical settings

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2

# LOOKING BACK

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**NSS methodology** 3

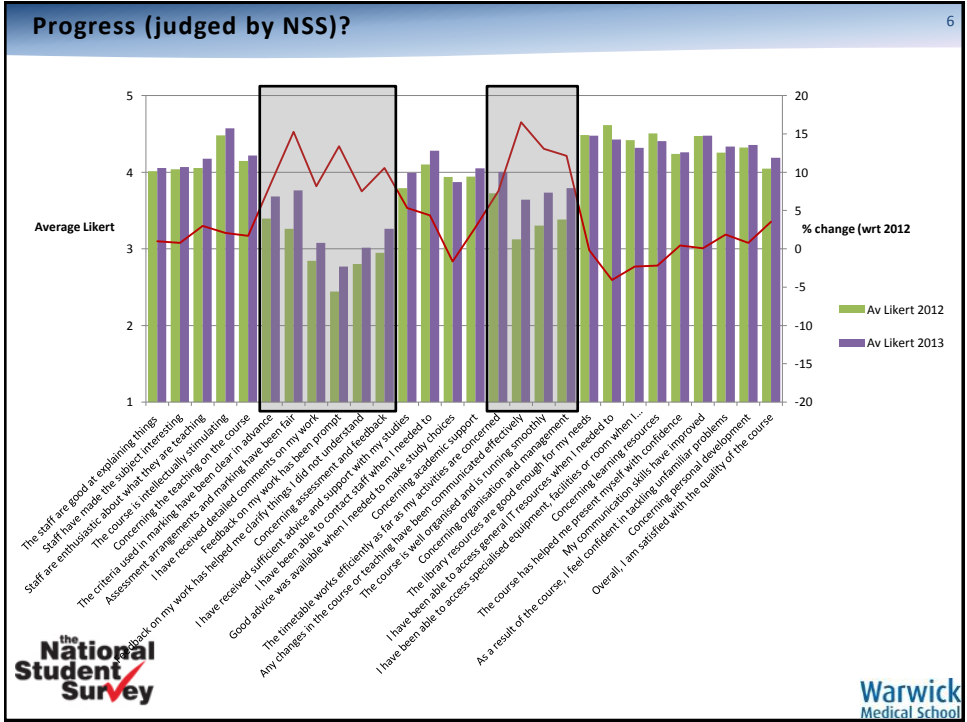
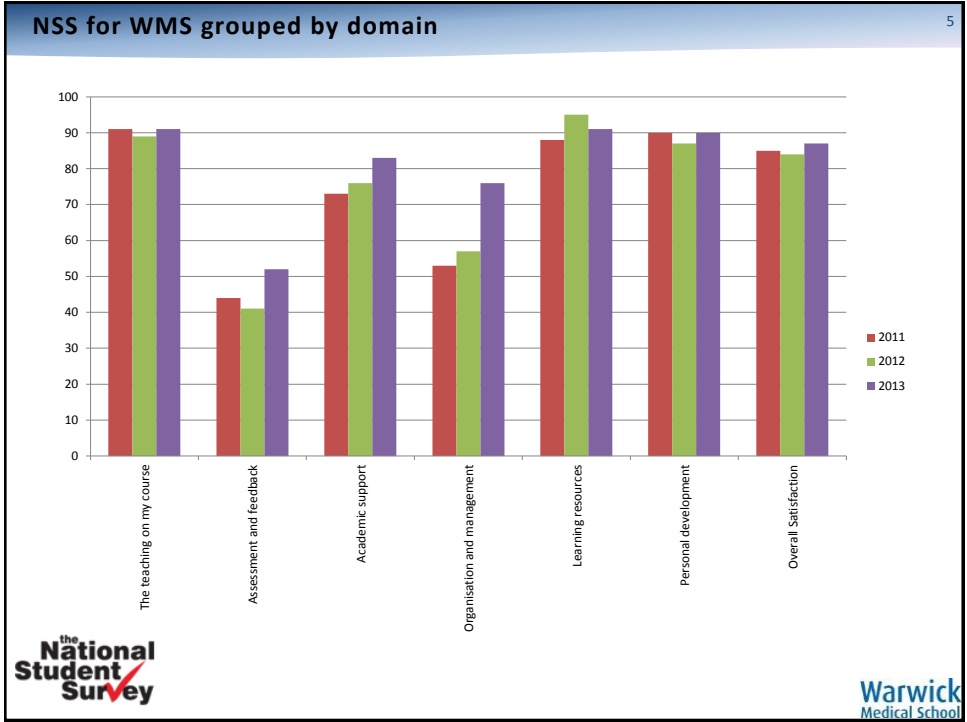
- ⇒ Annual survey of all final year UNDERGRADUATE students
  
- ⇒ 6 domains
  - Teaching
  - Assessment and feedback
  - Academic support
  - Organisation and Management
  - Learning resources
  - Personal development
  - Overall satisfaction

**NSS methodology** 4

- ⇒ Statements + level of agreement using 'Likert' scale
  - Definitely agree
  - Mostly agree
  - Neither agree nor disagree
  - Mostly disagree
  - Definitely disagree
  
- ⇒ Calculation
  - Sum of 'definitely agree' + 'mostly disagree' as % of total
  - (other three ranks disregarded)
  
- ⇒ Issues
  - What about 'agree' and 'disagree'
  - Use of 'average' Likert



### How are we doing

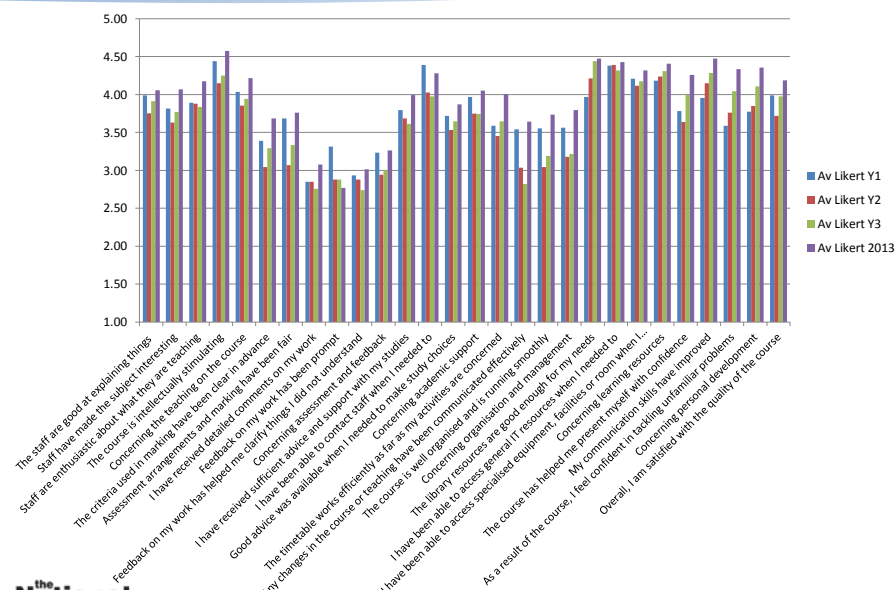
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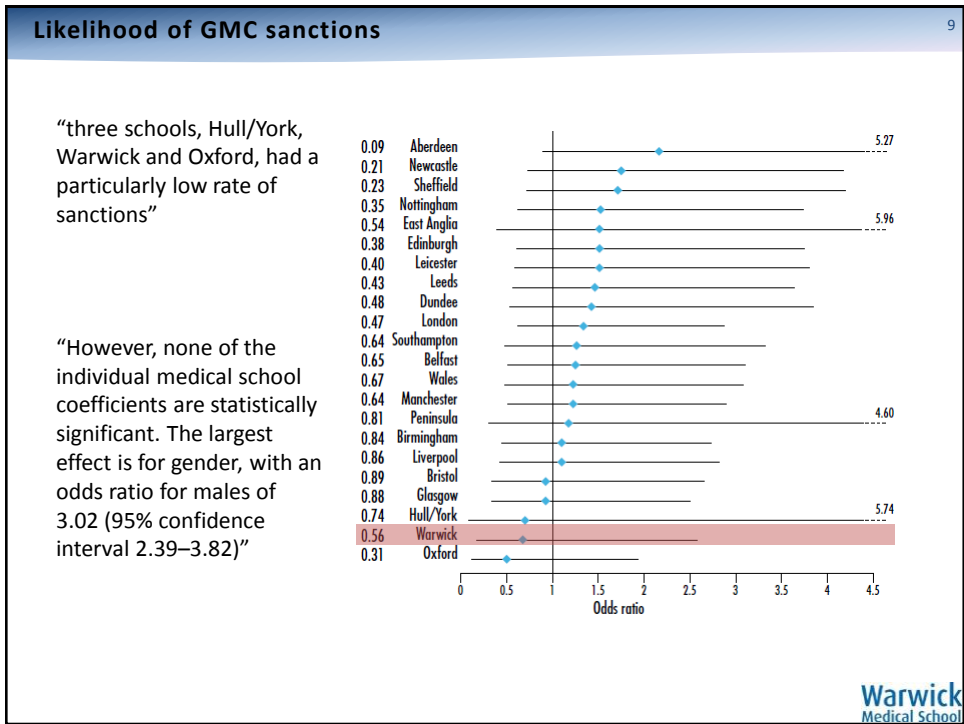
- ⇒ Overall:
  - 19 (26)/31 for all UK schools
  - 11 (19)/20 Russell group
- ⇒ Above sector mean
  - Teaching
  - Academic support
  - Organisation and management
- ⇒ Key free text messages
  - Positive experience at SWFT
  - Variability in teaching quality (especially within NHS)
  - Organisation of examinations (WMS/NHS issue)
  - Feedback slow
  - Feedback doesn't help identify gaps in learning
  - Assessment perceived to be 'unfair'
    - UKFPO ranking (IPE clinical subjective)



### NSS(2013) v Y1-3(2013)

8





### NSS 2008: Medicine – the ‘feedback problem’

Question	% of students who agree (all med. schools)	Ranking for medicine as a subject
Feedback on my work has been prompt	38	93 <sup>rd</sup> (of 97 subjects)
I have received detailed comments on my work	31	95 <sup>th</sup> (/ 97)
Feedback on my work has helped me clarify things I did not understand	36	96 <sup>th</sup> (/ 97)

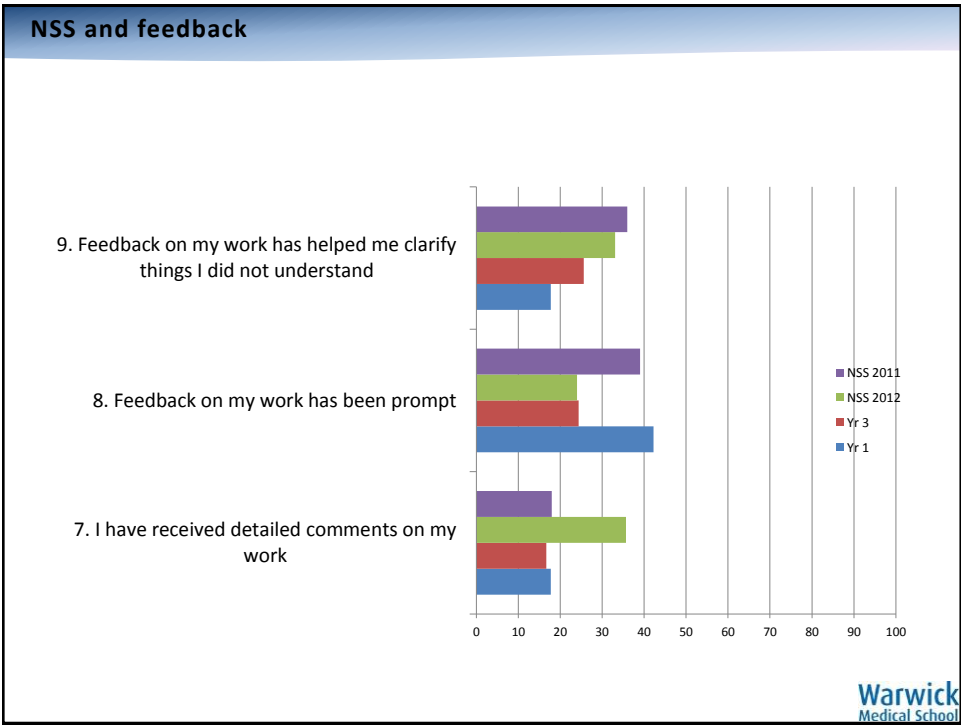
*Adapted from McKinley, Williams & Stephenson. Improving the content of feedback. The Clinical Teacher 2010; 7: 161-166*

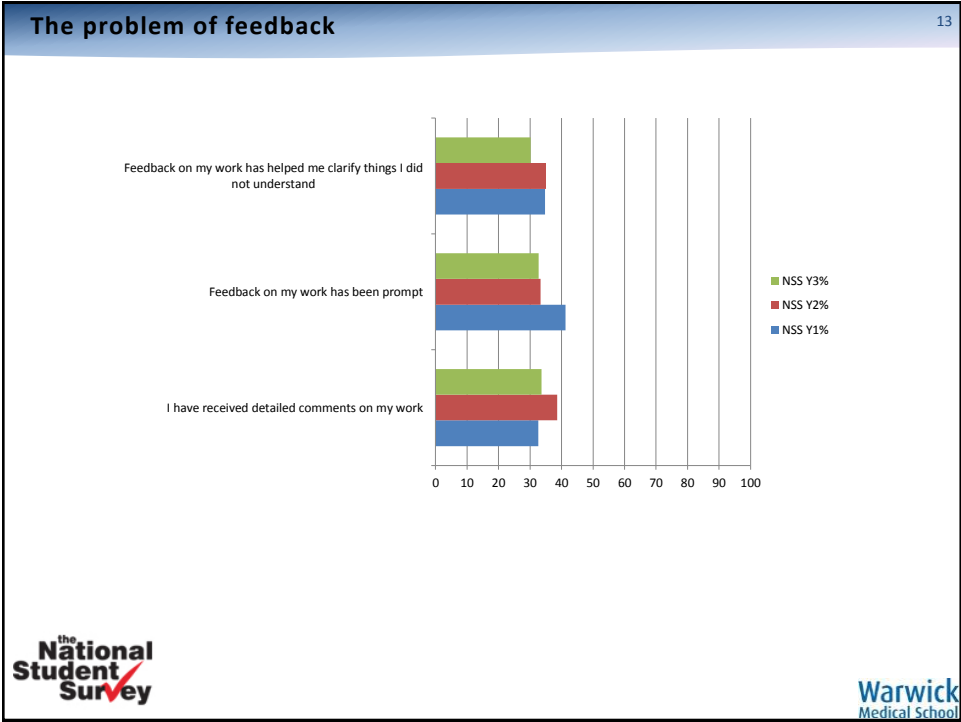
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**NSS(WMS) and feedback: 2012**

	%	S	RG	Rank (S)	Rank (RG)
Assessment and feedback	<b>41</b>	53	53	29	18
7. Feedback on my work has been prompt.	<b>36</b>	51	50	26	16
8. I have received detailed comments on my work.	<b>24</b>	39	39	27	16
9. Feedback on my work has helped me clarify things I did not understand.	<b>33</b>	43	42	26	15

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14

# LOOKING FORWARD

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**External factors** 15

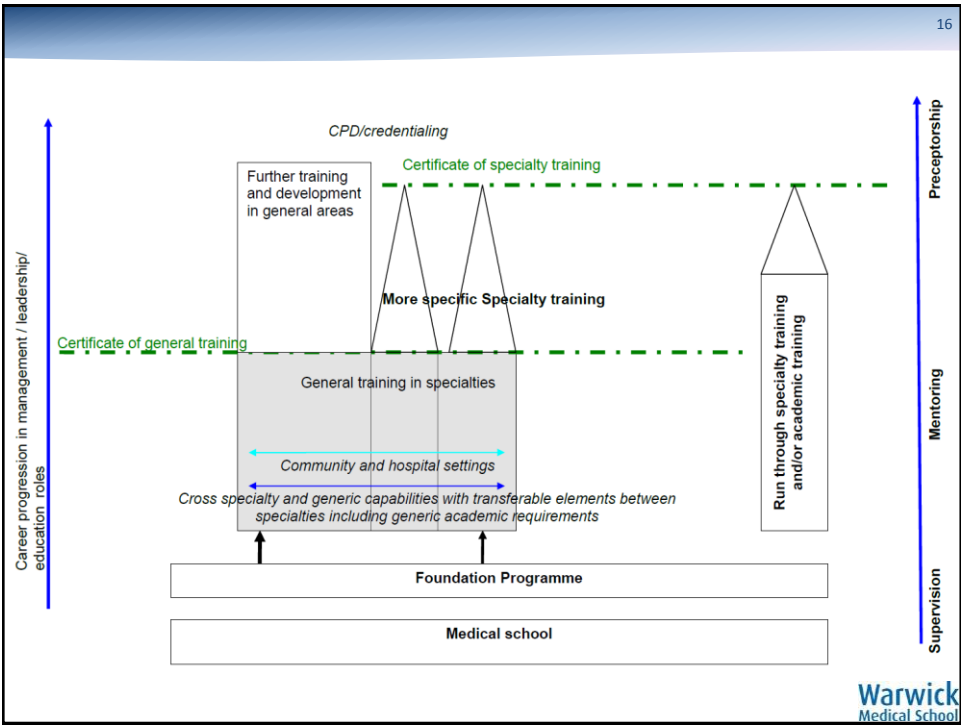
- Shape of training review
- Student numbers
  - We need more doctors?
  - Proposed cut of medical student numbers
- Private Medical Schools
- Full registration upon graduation
  - Implications for foundation
  - European qualifications
  - International students
- Academic Teacher accreditation (Browne, 2009)
- Clinical Teacher accreditation (GMC, 2013)

The GMC (2013) 77 © Crown Copyright

The Buckingham will be run by Milton Keynes: The first students will begin the four-and-a-half-year course in January 2015, with fees of £35,000 per year

Students are expected to start the new course in January 2015

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## Threats are opportunities

17

### ⇒ Two MB ChB strategic objectives

- Faculty development
  - Clinical
  - Academic
- Enhanced Student experience

### ⇒ Actions

- Focus groups to follow up NSS data/NSS action plan for 2013/14
  - What are the key issues
  - Gender differences
- Need for greater partnership between WMS and NHS
  - Education conference
  - Partnership group
  - Organisational realignment
- Implementation of teaching quality action plan