

00186 How Effective Has UCL MBBS Clinical Feedback Been in Supporting Its Student's Learning?

Anjali Gondhalekar, Alison Sturrock

University College London

Aims: In 2016, four new methods of summative and formative feedback were introduced for the UCL medical students after their OSCE (Objective Structured Clinical Examinations) and SBA (Single Best Answer) examinations:

1. Written examiner feedback for each OSCE station
2. Histograms: illustrating the cohort's distribution of marks for each OSCE station.
3. A statistical breakdown of SBA questions for sub-specialty.
4. A face-to-face feedback lecture delivered by the faculty discussing each OSCE station.

This project aimed to evaluate UCL Medical School's Exam Feedback system, to ascertain ways of improving the feedback provided in the future examinations.

Methodology: Questionnaires were disseminated years 4, 5 and 6 and year 6 medical students were invited to attend focus groups at the Royal Free Hospital and Whittington Hospitals, London to establish common themes and opinions.

Result: Results were analysed for each feedback method:

1. Written examiner feedback: Deemed unsatisfactory and illegible, the improvements section was often off-putting to students.
2. Histograms: The arrows for each station didn't accurately correlate to written feedback. Students in the bottom 5% felt demoralised.
3. A statistical breakdown of each sub-specialty: Students were content and appreciated the breakdown of SBAs by subject area.
4. Feedback Lecture: Most negative for students. Felt to be mismanaged, with no clear aims and perceived as 'blame shifting'.

Conclusion:

1. Written examiner feedback: Action points would be more valuable with more specific criticisms and more feedback on the negative aspects.
2. Histograms: To provide raw marks for each station so that the results are more comparable.
3. SBA feedback: to provide the number of questions for each speciality
4. Feedback Lecture: Students would like clear objectives set out, avoidance of blame shifting and better timing.

This project questions whether the demands of the students for feedback can ever be met by a medical school and what a healthy amount of feedback to provide to medical students is?