

**6. Students with inadequate attendance or other personal professional development (PPD) concerns:** special arrangements for feedback and support operate through the system for tracking PPD, as detailed in study guides and the full code of practice on EEMeC (see below). Students are encouraged to discuss any concern raised about them with their Director of Studies.

**7. Students who fail an essential component:** will meet with an academic member of staff and/or the Year Director for formative feedback on the assessment. Students are also encouraged to meet with their Director of Studies to review performance overall and consider how to overcome difficulties. Discussion may be aided by encouraging the student to address a number of key questions, detailed in the main Code of Practice.

Students who repeat a year of the MBChB programme after failing will be offered and encouraged to take up feedback meetings as described above. They may also be referred to the Professional Development Committee for additional review and support.

The full Code of Practice on Academic Feedback can be accessed on EEMeC

<https://www.eemec.med.ed.ac.uk/myeemec.asp>

Please follow the links to the Programme Overview and Programme Policies.

#### Reference

1. van de Ridder JMM, Stokking KM, McGaghie WC, ten Cate OTJ. What is Feedback in Clinical Education? *Med Educ* 2008;**42**:189–197



**Disclaimer:** This code is advisory only and aims to provide guidance. While every effort will be made to follow it, its delivery is not guaranteed. It has no standing in regulation and should not be relied on for any aspect of progression in the MBChB programme. The University cannot be held liable for any alleged adverse effect on individual student performance.

The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336.

# Academic Feedback in the MBChB

## Summary Code of Practice

### What is Academic Feedback?

Academic feedback is the practice of giving students information about their performance against a known standard. The information comes from a variety of sources including peers, patients, teachers and examiners. Feedback from assessments almost always includes a grade but may in addition take the form of written or audio comments on a text assignment, ratings against criteria on a marking schedule, discussion with an individual or group after an examination, or a commentary on the Edinburgh Electronic Medical Curriculum [EEMeC]. Good teachers make academic feedback an integral part of their teaching. That is to say they routinely let learners know how they are doing, and how to improve their performance in settings such as class discussions, practicals, project work, oral presentations, clinical teaching, ward rounds and surgeries.

### What is the purpose of Academic Feedback?

Academic feedback aims to create change in learners. It helps students realize what they know and can do and most importantly how to improve their future performance. Academic feedback can therefore encourage and steer learning and is a vital part of high quality learning and teaching.

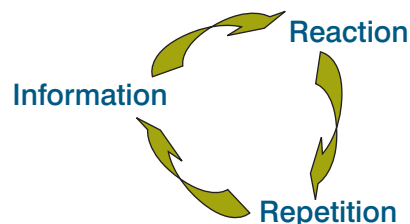
At review meetings Directors of Studies and other staff will discuss all relevant academic feedback with students and help them use it when considering priorities for learning and future career direction.



# Improving Practice in Academic Feedback

The challenge is to make the most of our current opportunities for academic feedback in teaching sessions and assessment. There are three important aspects to focus on and these form a cycle (adapted from van de Ridder<sup>1</sup>):

## Cycle of Feedback to Improve Performance:



**A. Information:** must be based on accurate analysis of observed performance or abilities, and shared promptly.

- Clear, focused, practical advice will be given on:
  - What to **Stop**.
  - How to Improve** – (absolutely essential for valuable feedback)
  - What to **Maintain**.  
(The **SHIM** Format is a useful reminder but the order of comments will vary to suit the situation.)
- Judgements on ability will be based on the standards appropriate for students in that year of the programme.

**B. Reaction:** students need help to interpret, understand and accept the feedback and to implement its implications. This may require discussion.

- Feedback is a collaborative activity, students are encouraged to seek learning opportunities that will provide feedback, collect feedback when available, take time to reflect upon it, find its meaning and put it into practice.
- Staff will encourage students to discuss their feedback with them if they require further explanation.
- Students will appreciate that the aim of these meetings is to improve their performance, not negotiate a better mark.

**Marks may not be challenged during meetings to discuss feedback.**

**C. Repetition:** learners need timely opportunities to act on the advice given, with further feedback so they can reflect on how successful their own efforts have been to improve their performance, and build on them.

# Standards for specific types of assessment:

- 1. Examination feedback:** there will be feedback on all MCQ examinations, although not necessarily on every question. Feedback may be in one of the following ways:
  - Whole class presentation and discussion.
  - Information on strengths and weaknesses on EEMeC.
  - Profile of individual performance identifying strengths and weaknesses in domains or themes.
- 2. Assignments:** Feedback in the **SHIM** format above, and provisional marks, will be returned to students within the following timescales:

ASSIGNMENT	WEEKS	ASSIGNMENT	WEEKS
Yr 1 ICA Essay	4	SSC2a and 2b	6
Yr1 TwF, HNOP	8*	SSC3	4
SSC1	3	SSC4	8
Yr 2 ICA 1 and 2	3 and 7*	Yrs 3-5 Portfolio Cases	3
Yr 2 ICP Studies	6*	Yrs 4 and 5 Overview Essays	5

\* Includes University Holiday Period

- 3. Observed in-course clinical tests:** staff will mark mini-CEX or SCEE tests and give feedback against criteria in terms of what to stop, how to improve and what to maintain (SHIM). Students should write this down for later reflection and action.
- 4. Team-working, interpersonal skills and other aspects of personal professional development (PPD):** these will be addressed in electronic feedback from peers and tutors in relation to problem-based learning and SSCs; and in end-of-clinical attachment forms and feedback sessions (see below).
- 5. Feedback at the end of clinical attachments:**

All students will have a one-to-one feedback session with a tutor

  - at the end of the following modules:
    - Year 3: Respiratory, Locomotor, Gastroenterology, SSC3.
    - Year 4: Obstetrics and Gynaecology, Psychiatry, GP, SSC4.
    - Year 5: Medicine, Surgery, GP, Geriatrics, Peripheral CL&H, Elective (though this is dependent on the host institution).
  - at the end of each theatre session in the Year 5 Anaesthetics module.

All students will have a group feedback session at the end of:

- Year 3 Cardiovascular.
- Year 5 Emergency Medicine.