## Contents

List	t of figures and tables	ix
Pre	face	xi
Aut	hor biographies	xiii
1	Evaluating Student Experiences of Medical Education in the Joint Medical Programme: a Case Study of a Unique Dual University	
	Programme	1
	Robyn Smyth, Ian Symonds and Cathryn McCormack	
	Introduction	1
	Evaluating the learning experience in the JMP: initial cohort 2008–2011	4
	The instruments, their purpose and reflection on performance	8
	Qualitative instruments	8
	Reflections on performance, years 1-3	13
	Closing the loop for students	15
	Issues of dependability, credibility, and trustworthiness	16
	Conclusions	18
	References	18
	Acknowledgements	19
2	Using Student Feedback to Enhance Teaching and Learning in an Undergraduate Medical Curriculum:	
	the University of Hong Kong Experience	21
	Julie Y Chen & Weng Yee Chin	
	Introduction	22
	Feedback to and from students in medical education settings	24
	Example: HKU iClass	25

Example: feedback to students on their performance from	
tutor and from peers	26
Example: feedback from students to tutor	28
Feedback in clinical teaching environments	29
Example: recorded consultation review as feedback to students	29
Example: student reflective writing as feedback to community-based clinical teachers	30
Feedback through course evaluation	31
HKU Student Learning Experience Questionnaire (HKUSLEQ)	34
Staff-Student Consultation Meetings (SSCM)	36
Focus group interviews	36
Faculty-co-ordinated paper questionnaires	36
Mechanisms for reviewing student evaluations for enhancement	50
of teaching and learning	37
Faculty Teaching and Learning Quality Committee (FTLQC)	38
Quality Assurance Sub-committee of the MBBS Curriculum Committee	39
Conclusion	40
References	40
Feedback as Conceptualised and Practised in South East Asia	43
Gominda Ponnamperuma	
Introduction	44
Feedback on the learning process	45
How feedback is conceptualised	45
How feedback is carried out	49
Improving current practice	51
Unhealthy practices related to the feedback provider	51
Unhealthy practices related to the feedback recipient	53
Feedback on the teaching process	53
Context	53
Feedback	55
Acting upon feedback	55
Conclusion	57
References	57

3

4	Enhancing Clinical Education with Student Feedback: a Thai Perspective	61
	Cherdsak Iramaneerat	
	Introduction	61
	Medical education in Thailand	63
	Use of student feedback in undergraduate medical education	65
	Student feedback on teaching strategies	66
	Student feedback on a medical curriculum	70
	Student feedback on assessment	71
	The use of resident feedback in postgraduate training	73
	Conclusion	74
	References	74
5	Student Feedback in Medical and Health Sciences: an Indian Perspective	77
	Rita Sood and Tejinder Singh	
	Use of student feedback for evaluation of faculty (SEF)	77
	Common criticisms and perceptions of SEF	78
	Key points on the utility of student feedback	79
	Some background in Indian medical education	80
	Cultural and contextual issues regarding use of student feedback in India	81
	Current use of student feedback in medical and health professional education in India	81
	Department of Physiology	82
	College of Nursing	84
	Utilisation of feedback	84
	Manipal University Experience	85
	Prospects of using student feedback effectively in India	86
	Role of faculty development	87
	Conclusion	87
	Acknowledgements	87
	References	88

6	Clerks' and Residents' Contributions to Building a Safe Educational Environment in a Medical Teaching Hospital: the Role of a System of Educational Quality Management (SEQM)	93
	Monica van de Ridder	
	Abbreviations	94
	Introduction	94
	Determinants of the learning environment	96
	Feedback system	97
	Description of a System of Educational Quality Management (SEQM)	98
	The development of a System for Educational Quality Management	100
	Instruments used in the SEQM	103
	Clerkship Evaluation	103
	Baseline Measure	104
	Pre-visit for accreditation	105
	Internal Audit	106
	Dutch Residency Educational Climate Test (D-RECT)	107
	Teaching Evaluation System (SETQ)	108
	Exit interviews	108
	How can residents contribute to the improvement of the system?	109
	Stimulation of participation	111
	Strengths, weaknesses, opportunities, and threats of the SEQM and learners' participation	112
	Concluding remarks	117
	Acknowledgements	117
	References	117
	Notes	121
7	Approaches to Student Feedback in the Health and Medical Sciences Chenicheri Sid Nair and Patricie Mertova	123
	Introduction	123
	Key trends, issues, and approaches	124
	Concluding remarks	126
	References	127
Inde	X	129

viii