T·E·A· TIME FEEDBACK

Using Appreciative Inquiry to gather feedback from University of Buckingham Medical Students

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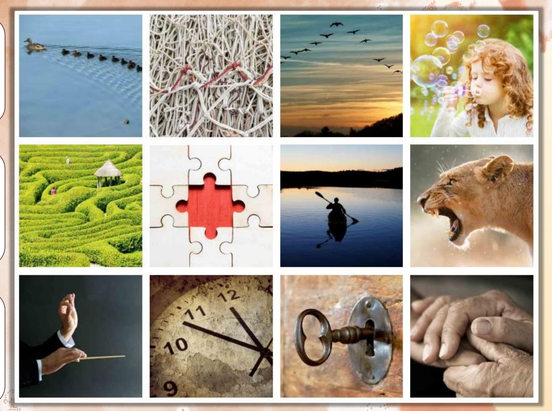
We usually gather feedback from the University of Buckingham medical students using traditional questionnaires and Likert scales. Having received training in Appreciative Inquiry which focuses on "what is working well" and "what is cared about", we trialled incorporating this methodology into how we seek feedback about clinical placements. We wanted to focus on the emotions experiences by gathering stories.

METHOD At the end of each clinical attachment the Undergraduate Team meet face to face with students and use a visual inquiry process to explore and gather feedback. The session takes place during 'tea time' and covers the following areas: teaching, experience and administration (T.E.A.) processes. These sessions are affectionately known as the TEA time session. Each session picks one area of T.E.A. and this is explored in depth. The students are empowered to share about their experiences.

RESULTS This novel method of gathering feedback has broadened the qualitative data obtained about the undergraduate education delivered at Buckinghamshire Healthcare NHS Trust. The stories shared highlighted people and practices that are outstanding educationally. This level of detail was previously underrepresented in traditional feedback.

TEACHING	What was the teaching like within the department? How could the teaching be improved? Were there any standout teachers and why?
EXPERIENCE	How was your overall experience? Do you have a specific highlight? Was there a negative moment at all?
ADMINISTRATION	How was the Administration Team? Were there any issues with your timetable? Is there anything you would like to be changed?



The Students pick different pictures to represent how they feel. Here are a few examples of the pictures we use:

Excerpts from the stories:

"I thought palliative care would be really sad but it wasn't. I learnt that you only get one chance at end of life care and it is important to get it right."

"I never felt like an 'extra' as I was always included. I was trusted to complete tasks and educators cared about what I had to say."

We also asked the students to pick emotion words to describe these new sessions. The most frequent words described feeling "connected, heard, supported".

We are very pleased with the depth and quality of the feedback we have received using Appreciative Inquiry methodology. We continue to utilise this format at the end of each clinical placement and share, with their permission, the stories with all the educators and interested parties.

> ***"I think this method of collecting feedback was fresh and innovative while also allowing us to speak our minds"***
>
> ***"We felt listened to, which was shown in small positive changes to our timetables"***
>
> ***"A good way to get open ended, emotive feedback from everyone"***
>
> ***"Initially felt confused and a bit embarrassed but only initially"***

Buckinghamshire Healthcare NHS Trust

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