

# What do medical students most value from teaching sessions? : lessons learnt from a foundation doctor-led medical education programme in Eastbourne

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## INTRODUCTION & AIM

From September 2023 to January 2024 a programme of teaching sessions was run at Eastbourne District General Hospital by foundation doctors for final-year medical students in the lead up to their finals. Student feedback in the form of an online questionnaire was collected at the end of each teaching session and answers were analysed to assess the perceived quality of these sessions to medical students.

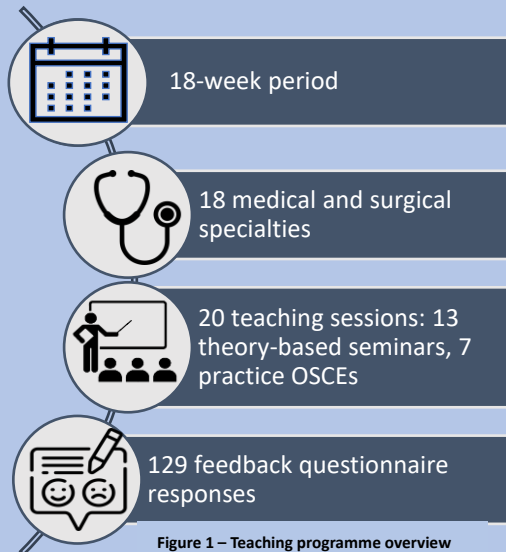


Figure 1 – Teaching programme overview

## METHODS

Students completed a six-item questionnaire in which a score of 1 (Poor) to 5 (Excellent) was given for four different domains: how useful and appropriate the content was, the tutors’ knowledge on the subject, the ability of the tutor to present the session and overall session rating. Students gave free-text answers to questions asking a) what students found most useful and b) what could be improved. Mean averages of session ratings were calculated and the most frequently used words in free-text answers were grouped into themes.

## RESULTS

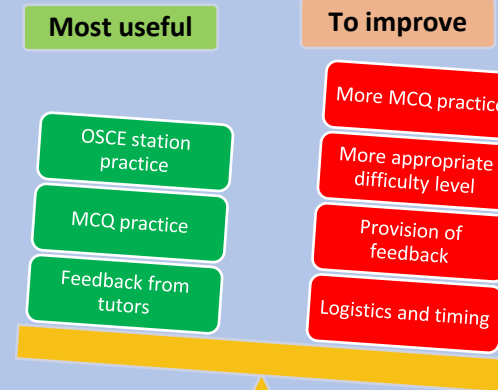


Figure 2 – Aspects of teaching which students cited as useful or in need of improvement

- Over 18 weeks, 20 teaching sessions were delivered by foundation doctors to groups of up to 12 medical students and 129 questionnaire responses were collected (Figure 1).
- Students gave mean scores in the range 4.88 to 4.93 across four domains - how useful and appropriate the content was, tutors’ knowledge on the subject, ability of the tutor to present and overall session rating.
- The elements of teaching sessions which were considered most useful were opportunities to apply knowledge and skills through answering mock questions and simulating OSCEs (Figure 2).
- To improve sessions, students called for more multiple-choice question practice. 2 responders thought that questions provided were too difficult for their training level. 1 responder asked for more feedback on performance. 4 negative responses related to logistical issues or poor time management during sessions (Figure 2)

## CONCLUSIONS

Aspects of teaching sessions which medical students considered most useful were opportunities to apply knowledge by answering MCQs or being examined in OSCE stations and receiving feedback on their performance. Feedback on areas for improvement relate to similar themes, with students asking for more opportunities to practise questions and more feedback on performance. Clearly, interactive teaching sessions formats which put students’ theoretical knowledge and clinical skills to the test are a highly effective way of learning!