

2/2016

Primary Health Care  
<http://www.bristol.ac.uk/primaryhealthcare>



## CAPC Teaching Newsletter

Canyng Hall, 39 Whatley Rd, BS8 2PS Tel 0117 33 14546  
[phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk)

### New Teachers' Workshop Tuesday 19th April 1.30-5pm at Canyng Hall (address above), Bristol

This workshop is suitable for qualified GPs who are new to teaching or have done very little student teaching in the past. There will be an overview of current GP student teaching in Years 1-5 and of changes for the future. You will learn transferable teaching skills. To book please email [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk)

### Teaching workshop for GPs in training

The workshop is intended for GPs in training who want to teach 3rd year medical students in their practice in the academic year 2016-17. This year we are offering the same workshop in 3 different locations. All GPs in training have already been emailed with relevant information.

2 <sup>nd</sup> June	1.30-5pm	Deanery Hse, Vantage Park, <b>Bristol</b>
8 <sup>th</sup> June	9.30-1.00pm	Academy, Yeovil District Hospital, <b>Yeovil</b>
14 <sup>th</sup> June	9.30-1.00pm	Downsview Hse, Great Western Hospital <b>Swindon</b>

### Maternity cover for our South Bristol GP Academy Lead

Interested to get involved with undergraduate teaching outside your practice? Would you like to find out more about student teaching in the South Bristol Academy and how this links to GP teaching? This locum GP Academy Lead post is for 4 hours a week (flexible) and is available from now until 2nd October 2016. The closing date is 10<sup>th</sup> March with interviews the week commencing 21<sup>st</sup> March. The post has been advertised on NHS jobs:

[https://www.jobs.nhs.uk/xi/vacancy/da8c21f4c73a996993b80eb12290c3f0/?vac\\_ref=914096276](https://www.jobs.nhs.uk/xi/vacancy/da8c21f4c73a996993b80eb12290c3f0/?vac_ref=914096276)

For more information please contact [Jane.Sansom@UH Bristol.nhs.uk](mailto:Jane.Sansom@UH Bristol.nhs.uk) (Academy Dean)  
or [Suzan.Fowweather@uhbristol.nhs.uk](mailto:Suzan.Fowweather@uhbristol.nhs.uk) (Academy Admin Manager)

### Student feedback for teachers

Should student feedback be anonymous or should we be able to trace feedback to individual students? For example, at present feedback from students in Years 2 and 3 cannot be traced back to individuals. We felt that it might be easier for students to raise negative points if they remained anonymous. But does that lead to good feedback and encourage professional behaviour and attitudes? What do you think? Read **Trevor Thompson's thoughts** on page 2.



### Severn Faculty RCGP Gala Dinner Friday 10th June 2016

Clifton Pavilion at Bristol Zoo Gardens, College Road, Clifton, Bristol, BS8 3HH  
*"Opening our eyes to Global Health—a philosophy of universal values"*

Don't miss this talk by **Professor Val Wass** OBE, a GP with an interest in Global Medicine and Chair of the RCGP International Committee! Why not make it an evening out with friends and colleagues and book your table now. Your ticket includes free viewing of outdoor Zoo enclosures and gardens from 18:00-19:30, a Reception drink and a Three Course Dinner with drinks and coffee from 19:30.

**To book go to** <http://www.rcgp.org.uk/learning/wales-and-south-west-england/severn-faculty/severn-faculty-rcgp-gala-dinner-2016.aspx>



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### The tyranny of anonymity

By Trevor Thompson, Head of CAPC teaching

I recently had an interesting discussion with our year one students on the topic of feedback.

There is a general view that students' feedback to faculty should be submitted anonymously. This, it is believed, will tend to produce more authentic responses because the student does not live in fear of retribution from the teacher.

It's interesting that in medical publishing most peer review is now not anonymised. I have no sense that this has reduced the quality of the review process.

I'm increasingly of the view that it would be better to remove anonymity from student feedback. This better reflects how feedback is used in clinical contexts. It would encourage the student to be thoughtful about how they structure what they say. Students can learn to be specific, focus on that which is changeable, help the recipient to feel valued and ensure that critical feedback is balanced and not relentless.

Encouraging anonymised feedback perpetuates a kind of "them and us" mentality. Wouldn't it be better for us to view feedback as a communal effort to improve quality? By overvaluing the freedom that comes with anonymity I sense we undervalue the overall value of feedback itself. Without anonymity, yes, we may miss some blunt truths but we will also gain a better overall quality of feedback and thus more system improvements.

Could this make a nice randomised controlled trial? One cohort of students could offer their feedback anonymously and the other with their identity attached. The feedback could then be compared to some established quality markers. Both groups would be pre-exposed to the same training in good feedback practice.

**What do you think? What is your experience?**

Please send any thoughts and comments to [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk). We will publish them in the March newsletter, with your name or anonymously depending on your preference.

CAPC = Centre for Academic primary Care