

## QA of Gloucestershire teaching 2013: summary

Feedback from: Michael Harris & Huw Morgan (collated by MH)

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### Highlights

- Innovative and bold use of reflective writing exercise
- Use of spoken and written guidelines and email mentoring to assist ST1/2's in preparing teaching presentations for their peers; gentle facilitative guidance and input during the session from TPD
- Friendly and interactive approach to participants
- Skillful reinforcement of adult learning by using non-directive facilitator style.
- Careful observation of group and responses to less involved members.
- Excellent system for large-group work: ST plans the session in advance, leads it on the day, TPDs there to support as needed, ST given written feedback afterwards

### Areas that must be changed in the next year

- None

### Recommendations

- Some TPDs used a lot of closed questions: ensure that most questions are open-ended
- Encourage small groups to use group time for personal sharing of issues arising from patient interactions rather than just discussing factual information
- Small groups may need challenging to move away from discussing factual information (their comfortable default position) to more personal sharing of attitudinal and emotional responses to patient interactions
- Ensure that all group members are encouraged to contribute; go round the group if needed

### Summary

- Overall, we saw highly motivated TPDs using plenty of impressive high-level teaching skills
- The newer TPDs welcomed the chance to review, work on and develop their skills