

Statement on the value and use of student feedback in UME

Approved by: Undergraduate Medical Education Executive Committee

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The UME program relies on various sources of information to provide feedback on the quality of the program as a whole, on individual components including courses, and on individual teachers. This feedback enables evidence-based continuous quality improvement of the program and student experience. It is also a core element of a faculty member's teaching dossier, which is used for promotion and related purposes.

One of the chief sources of such feedback is data obtained from students via evaluation forms distributed by course directors online or on paper.

Course directors are responsible for determining the optimal approach to evaluation within their courses, and should communicate their expectations to students at the beginning of the course and at subsequent points as necessary. Course directors should work with student course representatives to ensure that the importance of timely evaluation completion is well understood and that the outcomes of previous student feedback are highlighted.

For its part, the UME leadership (Vice-Dean UME, Preclerkship Director, and Clerkship Director) commits to support the ongoing improvement and coordination of evaluation strategies for the benefit of students, course directors, and faculty at large who are the recipients of evaluation data; in particular, strategies should be sought that promote sufficient response rates to allow meaningful interpretation, while respecting the challenges students may face in addressing large numbers of evaluation requests. Course directors have access to the UME Director of Evaluations and the staff under the Evaluations portfolio to achieve optimal results in their approaches to evaluation.

For their part, students should recognize the important role that providing evaluations and constructive feedback plays in their development as future members of healthcare teams, as managers, collaborators, and professionals. While students are not explicitly required to evaluate various aspects of the program, they should nevertheless appreciate their collective responsibility for the quality and improvement of their learning experience.