Using feedback to improve student expectations of a prosthodontics programme – a 5 year audit

Fariha Hussain, Brian J Millar

Unit of Distance Learning, King’s College London Dental Institute

Background
This blended learning programme (MClinDent Fixed & Removable Prosthodontics) is in its 20th year. Feedback is used to improve learner’s satisfaction.

Aims & Objectives
This audit aims to understand learner expectations, with reassessment at 5 years, and measure improved outcomes.

Materials and Methods
A quantitative questionnaire was developed for an online survey as part of ongoing quality assurance. The participants were students and graduates of the programme. Three separate samples were included: all new students embarking on the programme; all current students in years 2, 3 and 4 of the programme; graduates of the programme of the past 3 years. The rationale was to gain some longitudinal perspective over the 4-year duration of the degree. Statistical analyses tested for differences between the groups and for differences within the groups correlating to variables such as gender and Initial grade. The study was repeated 5 years later and results compared.

Results
Response rates were: 69% for new students, 81% for current students; 66% for graduates and 94% for new students. 87% of the respondents were satisfied, with 5% of students reporting they were ‘very satisfied and grateful for the experience I gained’. Changes were made and a 5 year follow-up audit showed 92% detection satisfaction for new and current students.

Conclusions
Interpretation of the data demonstrates that this blended Masters programme in Dentistry is meeting learner expectations and provides a positive, meaningful learning experience for students. Measures brought in to address recorded concerns have been effective. The learner view with assessment and ongoing auditing is essential for continued course evaluation and enhancement.

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‘Increased confidence and varied career options’
‘A social network of like minded dentists’
‘Convenience of studying at home without missing on family and also monetary self supporting’

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