

STANDARDISED EVALUATION OF TEACHING (SET) PORTFOLIO FORM- A Literature Review

Dr Laura Horne

Introduction

Teaching is a significant aspect of a doctor’s role. The development of teaching skills is a unanimous requirement in speciality training curricula. Despite this, approximately half of speciality training portfolios do not have a portfolio form designed for Student Evaluation of Teaching (SET), see Table 1. This review of the literature explores the evidence base and pedagogical theory to explore the question: *does the RCOG portfolio need a SET form?*

Table 1: Summary of which speciality colleges have a standardised evaluation of teaching form. Note only the largest 10 recruiting colleges and the foundation programme included

SET form	No SET form
Royal college of physicians	Royal College of Obstetricians and Gynaecologist
Royal College of Radiologists	Royal College of General Practitioners
Royal College of Surgeons	Royal College of Paediatrics and Child Health
Royal College of Emergency Medicine	Royal College of Anaesthetists
Royal College of Psychiatrists	Royal College of Ophthalmologists
Foundation Programme (FY1/FY2)	

Methods

A literature search was conducted using HDAS. All HDAS databases were searched (EMBASE, PsychINFO, AMED, EMCARE, PubMed, BNI, HMIC, CINAHL, Medline). Citation searching was also utilised to further expand the scope of the search. Inclusion and exclusion criteria (Table 2) were applied to consider the relevance and eligibility.

Table 2: Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
English language	Non-English language
Any format of text: report/research/audit	Grey literature
Specific to healthcare	Non-healthcare related
Undergraduate or postgraduate	Focus on evaluation of teaching programme rather than educator's individual teaching skills/competency
Specifically addresses evaluation of teaching	No consideration of evaluation of teaching
Offers insight into the advantages/disadvantages of the use of evaluation of teaching in development of healthcare professionals as teachers	Does not consider insight into the advantages/disadvantages of the use of evaluation in teaching in development of healthcare professionals as teachers
Considers evaluation of teaching in the context of continuing professional development/ portfolio/competency evidencing	Does not consider the use purpose or application of evaluation of teaching to CPD/portfolio/competency evidencing

Results

The search strategy identified 211 papers which, following the review process left 12 papers for inclusion (PRISMA Flow Diagram 1),

Flow Diagram 1: PRISMA Diagram

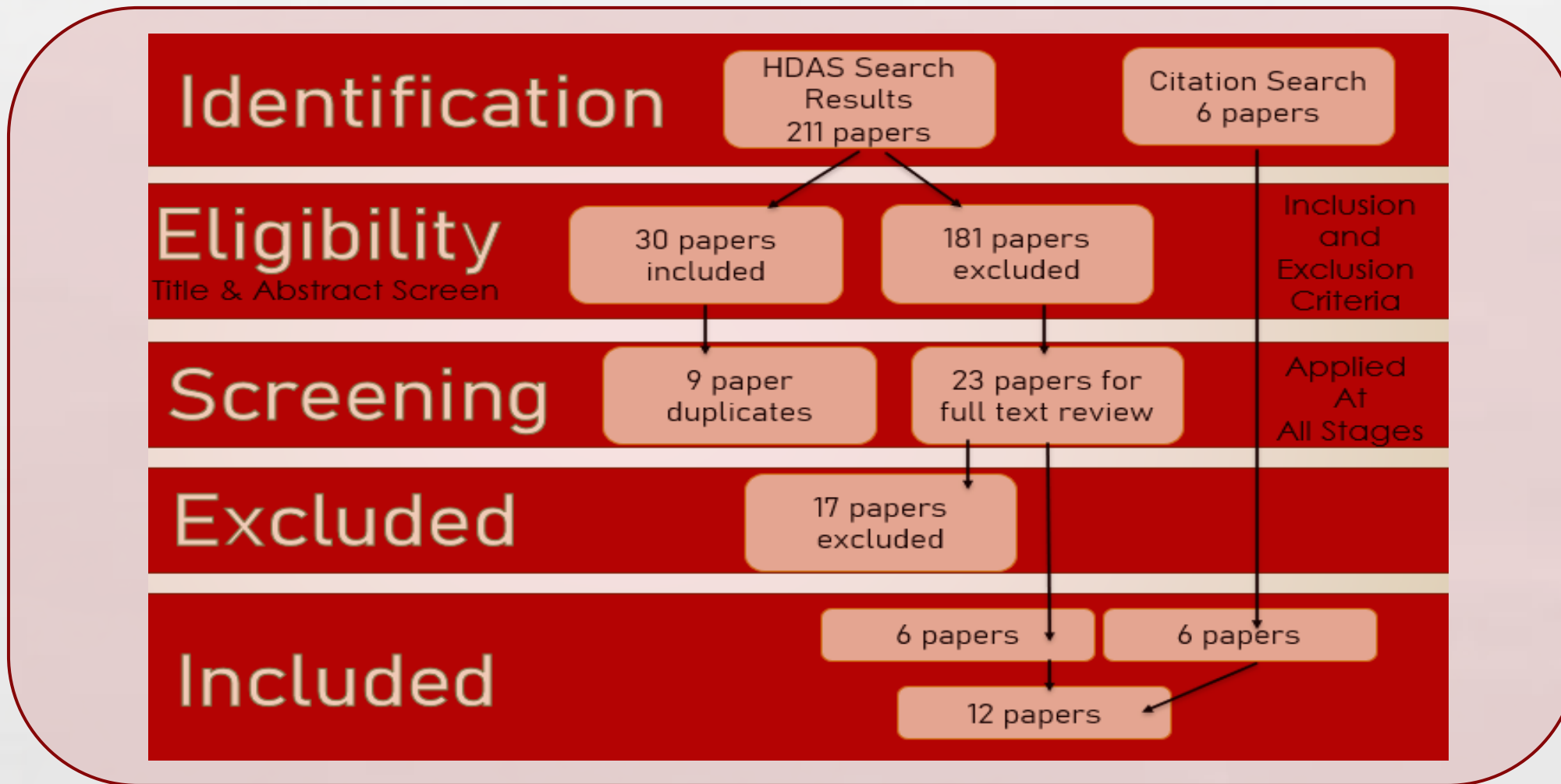


Table 3: Summary of Papers

	Type of Paper/Method	Predominantly For Evaluation Or For SET Form	Predominantly Against Evaluation Or Against SET Form
Lakin, 2016	Review of literature	X	
Hattie and Timperley, 2007	Meta-Analysis	X	
Wisniewski, Zierer and Hattie, 2020	Meta-Analysis		X
Beckman, Lee, Mandrekar, 2004a	Report of teaching observation and feedback programme		X
Williams, Klamen and McGaghie, 2003.	Review article		X
Uijtdehaage and O'Neal, 2015	Report of a teaching evaluation with a 'phantom professor' (multi-instructor course)		X
Veloski et al. 2006	Systematic review	X	
Cohen, Macrae and Jamieson, 1996.	The teaching effectiveness of 43 surgeons was evaluated continuously over a 9-year period.	X	
Shaw, 2013	Review of literature	X	X
Fluit et al. 2010.	Systematic review		X
Tigelaar et al. 2006	Five teachers and their personal coaches were individually interviewed about their experiences with the portfolio.	X	X
Carroll, 1996	Review article	X	

Conclusion

Similar to many other workplace based assessments utilised in speciality training portfolios (Kogan, Holmboe and Hauer , 2009), the execution of a SET rests on a turbulent evidence base. The absence of a 'gold standard' SET form (Fluit et al., 2010) has divided the speciality training colleges in how they ensure their trainees arrive at mutual destinations of teaching competency.

Whilst flexibility and trainee autonomy is rewarded in the absence of a standardised SET form, the presence of such a form may offer heightened reliability and validity in assessment of competencies notoriously difficult to standardise and monitor. The varied environments which trainees practice their teaching poses difficulties in constructing a single SET form applicable to all contexts (Beckman et al., 2004b).

In summary, a standardised format of SET form is recommended with flexible components allowing adaptation of the form to suit the trainee's specific teaching context. Triangulation of feedback should be aspired to with varied sources of feedback, including that of seniors (SeET, Senior Evaluation of Teaching) and peers (PET, peer evaluation of teaching), embraced to compliment the data from student evaluations (Beckman et al., 2004a).

Whilst SET forms should be recognised as evidence of engagement in developing teaching competency their reliability for summative assessment purposes may be limited (Solomon, 1997; Veloski et al, 2006; Cohen, MacRae and Jamieson, 1996).

Please also see poster 'Would a standardized evaluation of teaching form in the RCOG portfolio be beneficial?' for further research in this area