

Brought to you by [INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA](#)



Scopus



[Back](#)

Developing a framework for medical student feedback literacy using a triangulated thematic analysis

[Annals of Medicine](#) • Article • 2025 • DOI: 10.1080/07853890.2025.2520395

[Mohd Noor, Mohamad Nabil](#)^a; [Cockburn, Jessica Grace](#)^b; [Foong, Chan Choong](#)^a ;
[Thiam, Chiann Ni](#)^c; [Abdul Aziz, Yang Faridah](#)^d; +3 authors

^aMedical Education and Research Development Unit, Universiti Malaya, Kuala Lumpur, Malaysia

[Show all information](#)

0

Citations

[Full text](#) [Export](#) [Save to list](#)

[Document](#) [Impact](#) [Cited by \(0\)](#) [References \(60\)](#) [Similar documents](#)

Abstract

Introduction: Feedback literacy is critical for medical students to develop their competencies. However, a conceptualisation or framework of feedback literacy specific to the medical education context has yet to be developed. A comprehensive framework that addresses diverse feedback sources, dynamic environments, and the prioritisation of patient safety can guide the development of feedback literacy in medical students. **Materials and Methods:** The present study explored and triangulated stakeholder perspectives (medical students, medical educators and patients) on medical student feedback literacy through semi-structured interviews. This information was then used to develop a feedback literacy framework. Data collection took place over approximately six months,

from August 2023 to January 2024. Results: Nine focus group discussions and 26 individual interviews were conducted, involving 38 medical students from 14 medical schools, 15 medical educators from six medical schools and 11 patients from four healthcare facilities. The resulting transcripts were thematically analysed, and stakeholder perspectives were triangulated to identify emerging patterns. A feedback literacy framework for medical students was then designed based on the coded themes. The framework comprises seven elements, including a fundamental appreciation of feedback, preparation for and engagement in the process, analysis and evaluation of information and the need for emotional regulation to effectively internalise feedback and become safe, competent doctors. Conclusion: This study builds on existing frameworks to reveal novel elements of feedback literacy. Patient safety and reflective practice emerged as new components of feedback literacy exclusive to medical students, while emotional regulation and the use of multiple feedback sources were adapted to fit the medical education context. Thus, this framework addresses an identified gap and advances the conceptualisation of feedback literacy to suit medical students better. © 2025 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.

Author keywords

Feedback literacy; framework; thematic analysis; undergraduate medical students

Indexed keywords

MeSH

Adult; Clinical Competence; Education, Medical; Education, Medical, Undergraduate; Faculty, Medical; Feedback; Female; Focus Groups; Formative Feedback; Humans; Interviews as Topic; Male; Qualitative Research; Students, Medical

EMTREE medical terms

article; emotion regulation; health care facility; human; interview; literacy; medical education; medical school; medical student; patient safety; physician; semi structured interview; thematic analysis; adult; clinical competence; constructive feedback; feedback system; female; information processing; male; procedures; psychology; qualitative research

Funding details

Details about financial support for research, including funding sources and grant numbers as provided in academic publications.

Funding sponsor	Funding number	Acronym
Universiti Malaya See opportunities by UM		UM
Ministry of Higher Education, Malaysia See opportunities by MOHE	FRGS/1/2022/SSI07/UM/02/19, FP050-2022	MOHE
Ministry of Higher Education, Malaysia See opportunities by MOHE		MOHE

Funding text

The authors acknowledge financial support from the Ministry of Higher Education Malaysia through the Fundamental Research Grant Scheme (FRGS) (FRGS/1/2022/SSI07/UM/02/19) (FP050-2022). This research was conducted as part of fulfilling the requirements of a doctoral degree at Universiti Malaya.

Corresponding authors

Corresponding author	C.C. Foong
Affiliation	Medical Education and Research Development Unit, Faculty of Medicine, Universiti Malaya, Kuala Lumpur, Malaysia
Email address	foongchangoong@um.edu.my

© Copyright 2025 Elsevier B.V., All rights reserved.

- Abstract
- Author keywords
- Indexed keywords