

### 4G3

#### Providing holistic integrated OSCE feedback to students

*Bunmi Malau Aduli\*, Craig Zimitat\* (Medical Education, School of Medicine, University of Tasmania, Australia)*

**Background:** An OSCE comprises a specified number of stations designed according to a blueprint to sample appropriately across the clinical curriculum, organised to provide maximum reliability and validity.

**Summary of work:** OSCE blueprints were used to classify each of the criteria in each OSCE station in summative assessments into specific themes (e.g. interpretation of data, therapeutics, management). Student's OSCE scores were reported as gross scores station x station. In addition, OSCE scores were also reported by theme across the whole examination. Student and staff responses to this change in feedback was evaluated by survey.

**Conclusions:** Holistic integrated OSCE feedback providing a broad view of strengths and weaknesses in skills across the whole clinical examination was very positively received by students and staff when compared with typical feedback consisting of a piecemeal collection of comments / data about different elements of performance on each station.

**Take-home message:** Holistic integrated OSCE feedback provides students with a broad view of their strengths and weaknesses across the whole clinical examination.

### 4G4

#### The exam skills workshop: A formative tool to improve medical student performance in summative assessment

*Z Hashim\*<sup>1</sup>, A Miller\*<sup>1</sup>, N Fahim\*<sup>2</sup>, V Jones\*<sup>1</sup>, H Brewer\*<sup>1</sup>, P Dunning<sup>1</sup> (<sup>1</sup>United Lincolnshire Hospitals NHS Trust, Lincoln County Hospital, Undergraduate medical education centre, Lincoln, UK; <sup>2</sup>Northern Lincolnshire & Goole NHS Foundation Trust, Scunthorpe General Hospital, Respiratory medicine, Scunthorpe, UK)*

**Background:** The assessment of medical students is a complicated process with medical schools making regular updates to the process to ensure it is not only comprehensive and robust but also standardised and fair.

**Summary of work:** An exam skills workshop was organised for final year Nottingham University students at Lincoln for their surgical placement. It was a 6 station OSCE utilising examiners with variable experience. Post-workshop feedback was gathered from the students. Student performance in the summative OSCE was compared to that of a control group (who did not attend the workshop).

**Summary of results:** All 24 students, who attended the workshop, felt that the experience would help them in coping better with the summative OSCE as they had an idea about what to expect. Pass rate in the summative OSCE for

students who attended the workshop was 100% as compared to 83% for the control group (p-value 0.0197).

**Conclusions:** The exam skills workshop, is valued by students and may improve their performance in summative assessment. Further research that identifies and controls for confounding factors is needed to confirm this observation.

**Take-home messages:** Formative assessments such as an exam skills workshop should be used to facilitate student learning.

### 4G5

#### Introducing an OSCE examination as a formative feedback tool into a clinical skills preparation course for final year medical students. Do the OSCE results give any additional value to students?

*M Simon\*<sup>1</sup>, S Beckers<sup>2</sup>, S Sopka<sup>2</sup> (<sup>1</sup>RWTH Aachen University, Dean's office for Study affairs, Aachen, Germany; <sup>2</sup>RWTH Aachen University, University Hospital, Department of Intensive Care & Training Centre AIXTRA, Skillslab of Medical Faculty of RWTH Aachen University, Aachen, Germany)*

**Background:** Final year medical students start their clinical rotations with a skills-preparation-course. It is difficult for those students to value their clinical competencies. Due to the lack of any formative or summative assessment in clinical competencies we added a formative OSCE to the preparation-course.

**Summary of work:** Overall 18 students took part in a formative OSCE. Seven stations were developed using a blueprint and a standard setting with a modified Angoff-method. Checklists were created with a global rating by expert consultation. Students had to value their self-perception (s-p) before starting with the examination. After the OSCE the results were compared to students self perception.

**Summary of results:** Students' s-p does not correlate with the OSCE results. Only 3-times students rated their competence correctly (49 OSCE>s-p, 38 s-p>OSCE). Students valued that OSCE increases their s-p (2.1; n=18; 6-point likert-scale 1=I totally agree, 6=I do not agree).

**Conclusion:** The formative OSCE is a helpful feedback tool to increase student's self-perception before starting their final year clinical rotation. Students' self-perception of clinical competence does not correlate with OSCE performance.

**Take-home message:** Students' self-perception needs to be supplemented by an outcome-based parameter such as an OSCE examination.