Optimizing OSCE Performance through Written Feedback

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1 Introduction & Objective

OSCEs are a proven way to assess students' practical skills, but how best to include feedback is still debated. Oral feedback is valuable, yet students often forget it. We introduced structured written feedback into an OSCE to improve retention and self-assessment.

8	5 min	1–6	60%	up to 90%
stations	per station	grading scale	passing mark	oral feedback forgotten*

2 Method

- **Participants:** undergraduate surgical technologists, Kerman University of Medical Sciences.
- **Assessment:** OSCE with eight 5-minute stations (history taking, physical exam, suturing, informed consent for surgery).
- **Scoring:** 1 (subpar) to 6 (excellent); pass mark 60%.
- **Intervention:** structured written feedback designed on the Principles of Giving Feedback.
- **Added support:** optional private meetings with examiners, on top of oral feedback.

Feedback process

OSCE station + examiner scoring (1–6)
▼
Structured written feedback
▼
Student review, also before future exams
▼
Optional private meeting with examiner

3 Findings: Lessons Learned

CHALLENGE	RESPONSE
No standard framework: inconsistent feedback, potential bias	Standardized written-feedback model: uniform and more objective
Students needed clarification of their performance	Private examiner meetings: cost-effective, scalable, individualized
General, non-specific comments from examiners	Written format prompted specific, actionable guidance (passive → active evaluation)

	Oral feedback	Written feedback
Timing	Real-time, interactive	Reviewed later, reflective
Retention	Often forgotten (up to 90%*)	Permanent reference
Best use	Engagement, immediate questions	Review before future assessments

4 Conclusion

Structured written feedback was successfully integrated into the OSCE. Students and examiners found it effective. Both want it to remain part of the OSCE curriculum. Combined with oral feedback, it is a model for clinical and surgical education.

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*Reported in the Principles of Giving Feedback (ref. 3)

References
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