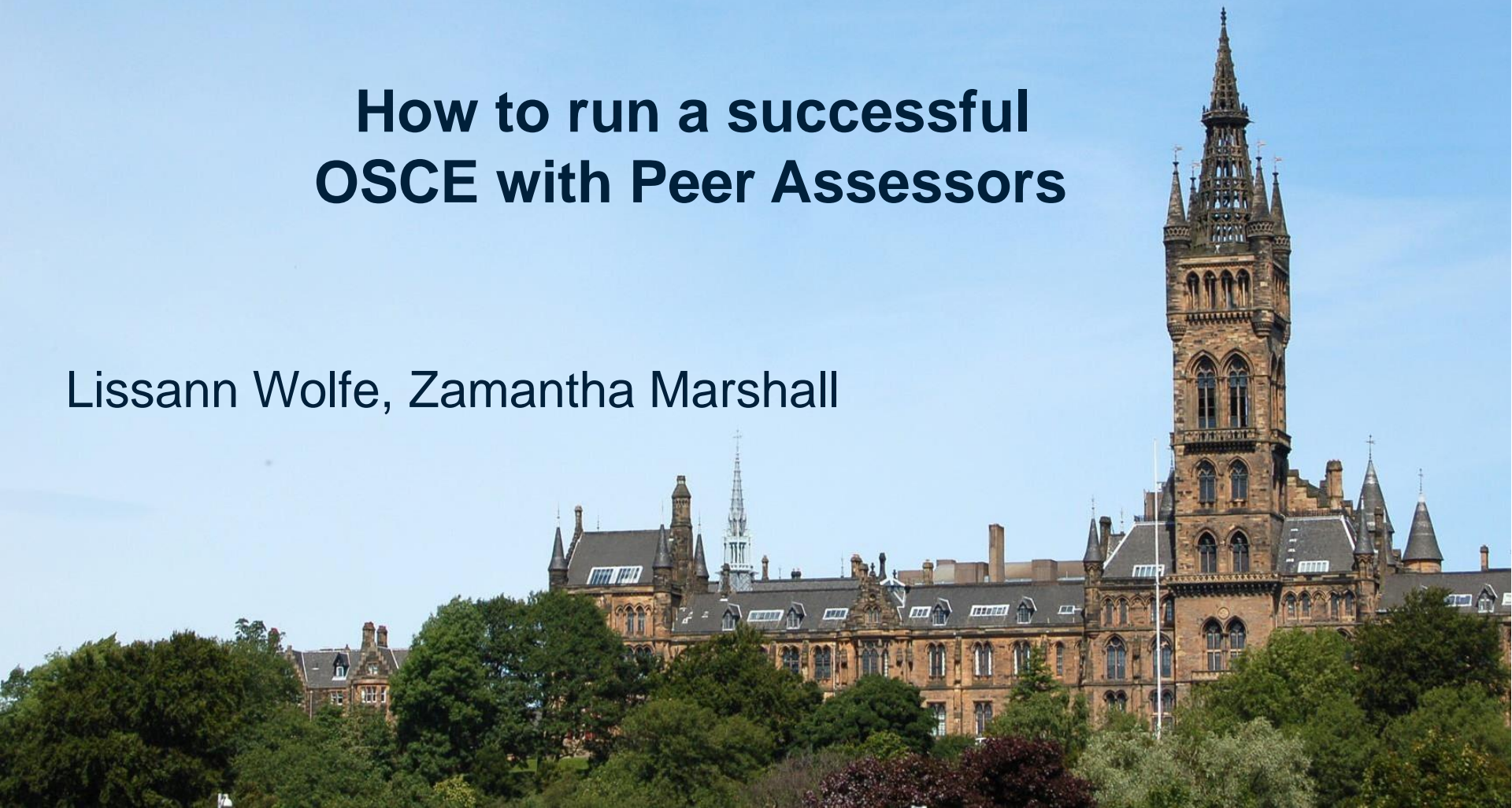


# How to run a successful OSCE with Peer Assessors

Lissann Wolfe, Zamantha Marshall



# Introductions

- Name & institution
- OSCE experience
- Experience with peer assessment



## Workshop Agenda

- Why use Peer Assessors (PA's)
- Group Discussion
- Peer Assessor Training
- Group Discussion
- Student Acceptance of Peer Assessment
- Peer Assessor Selection
- Running an OSCE with Peer Assessors
- OSCE Questions
- OSCE Station Tour
- Student Q & A
- Feedback
- Conclusions



## Why do we use Peer Assessors?

- 3 Formative OSCEs
  - 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Years
- 4 Summative OSCEs + 4 Resits
- Foundation Phase Summative
  - 1st Year – 14 stations, 3 days
  - 2<sup>nd</sup> Year – 14 stations, 3 days
- Clinical Phase Summative
  - 3<sup>rd</sup> Year – 21 stations, 4 days
  - 4<sup>th</sup> Year – 21 stations, 4 days

## Why do we use Peer Assessors?

- 14 days of Summative OSCEs
- 6 days of Resit OSCEs
- Difficulty in scheduling assessor training
- Over 100 staff involved
- Impact on clinics
- Costs
  - External assessors, actors



University  
of Glasgow

# **Group Discussion - Pros & Cons of Using Peer Assessors?**

## Pros of Peer Assessment

- Staff unnecessary
- Reduced cost
- PA's less intimidating
- Ability to run more OSCEs
- PA's do as they are told!
- PA's love to see the mark scheme
- Assessment process more explicit
- PA's gain insight into assessor perspective
- Increased confidence for PA's
- Meaningful learning activity
- Helps prepare them for professional lives





# Pros of Peer Assessment



## Cons of Peer Assessment

- PA lack of knowledge
- Time spent on skill training
- Time spent teaching how to assess & give feedback
- Lack of anonymity
- Lack of confidence in PA's
- Not trusting PA's judgement
- Reluctance to give negative feedback
- PA's over/under mark
- Difficulty with argumentative students
- Uncomfortable failing their peers





## Cons of Peer Assessment



University  
of Glasgow

# How do we handle these challenges?







University  
of Glasgow

**TRAINING!**  
**TRAINING!**  
**TRAINING!**







# Peer Assessor Training



Where to start?

# Clinical Skill

- Give advance notice of the skill
- Student prior revision
- Make resources available
- Demonstrate during training
- Demonstrate again!
- Check level of knowledge
- Demo back
- Don't underestimate staff time!!!



# How we teach assessment

- Practical aspects
- Mark sheets
- Pass marks
- Recording marks
- Borderline method
- What to wear
- What to bring
- Timing, buzzers
- Equipment checks
- Exam format
- Upset students



# How to give feedback

- 90 secs
- Feedback sandwich
- Constructive
- Don't overwhelm
- Long list of errors
- Fear of negative feedback
- Emphasise consequences of over marking
- Positives for poor students





# Role play

- Staff act as students – common errors
  - Ensure that errors are noticed!
  - Ask PAs to give feedback
  - Give feedback on giving feedback
- 
- PAs then assess each other – this takes time!
  - Final discussion of what happened – good, bad, ugly



University  
of Glasgow

# Break??





University  
of Glasgow

## *Veterinary Medicine*

It's All Fun And Games



Until The Anal Glands  
Explode!



University  
of Glasgow



**Group Discussion – How do we ensure that students accept peer assessment?**



# Student acceptance of peer assessment

- Try to limit assessor mistakes
  - Training, training, training!
- More than one PA on a station
- Answer concerns immediately
- Otherwise formatives would not be possible
- Greater empathy from PAs than from staff!
- Word of mouth is key!

## Peer Assessor Selection – How to choose?

- Volunteers vs hand picked
- Can't show favouritism (no matter how much you want to!)
- Back up assessors & assistants
- Who benefits the most?
- Can borderline students be good PAs?





University  
of Glasgow

# How to run an OSCE with Peer Assessors



- Timetabling
- Who assesses who?
- Senior & junior students available at same time
- Email months in advance
- Sufficient training time
  - OSCE setup & training
- Who does the training?
- Choose appropriate stations: new vs tested
- Admin support





- Inform PAs in advance of training
  - Tell them what station
- Reminder emails!
- Training day
  - Show PAs their question
- Extra training if needed
- More reminder emails!
- Inform staff of dates & times – no walking through exam
- Detailed instructions
  - Students fear the unknown!

Don't  Forget!

# On the day...

- Tea, coffee, biscuits
- Assessor check-in
- Backups if needed
- PA station check
  - equipment & question
- Check layout
- Final debriefing
- Go through timings
- Go through timings again!
- Pep talk
- Debrief waiting students – need reassurance PAs are fully trained & competent
- Press start buzzer
- Pause after first group
- Gather feedback



University  
of Glasgow

# OSCE Questions







University  
of Glasgow

# Station Tour







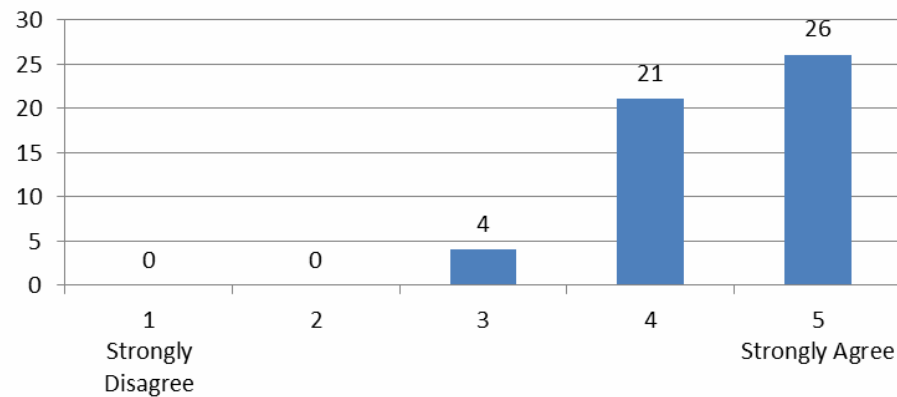
# Student Q & A



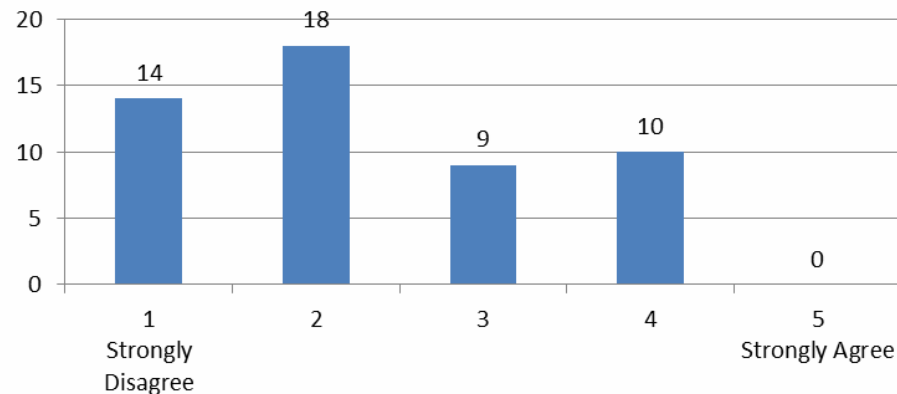


# Feedback from Peer Assessors – Post Formative Exam

**I was comfortable giving feedback to the students.**



**I found it difficult to provide negative feedback.**



# Feedback from Peer Assessors - Post Formative Exam

It was difficult to be mean and critical

It was quite hard to criticise, didn't want to demoralise

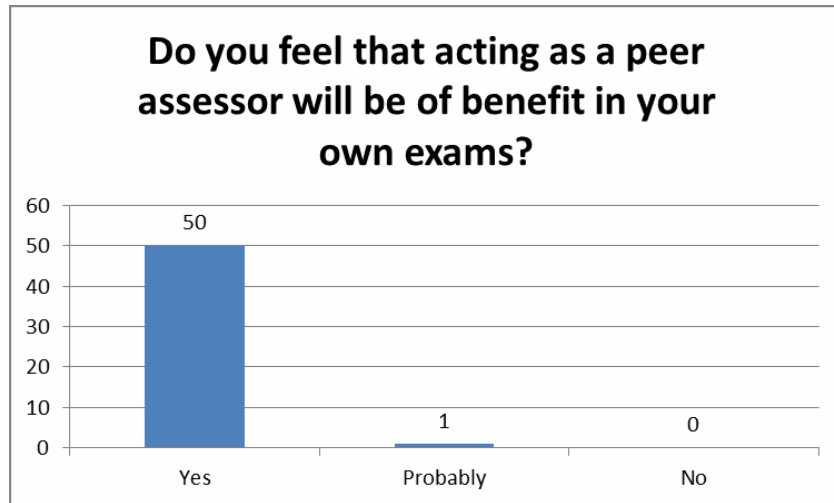
Most accepted it well but one person looked upset which was harder

If the student did really bad I found it hard

I felt ok being negative, it was for their benefit



# Feedback from Peer Assessors – Post Formative Exam



I won't stress as much

I feel more confident now

Feel more comfortable with OSCEs generally

I understand the exam better

You get to see that everyone makes the same mistakes so not to panic

I know a little better what assessors may be looking for

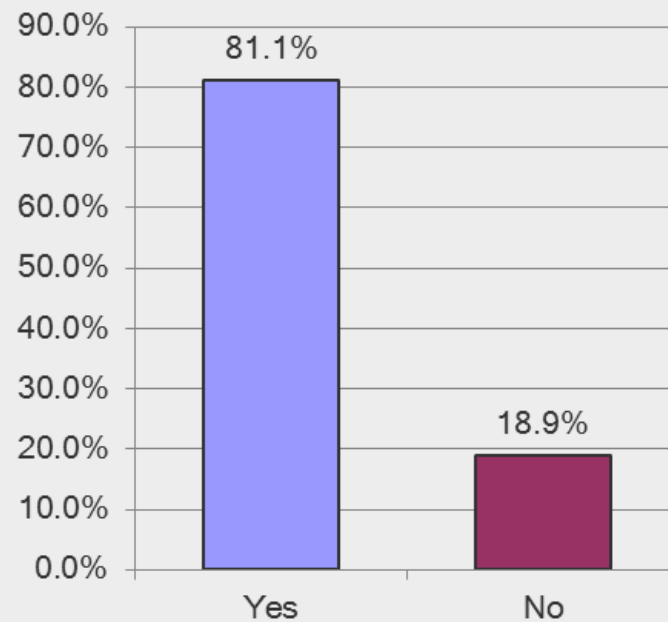
I feel calmer and much more aware of common mistakes to avoid





# Feedback from Peer Assessors – Post Summative Exam

Did acting as a Peer Assessor help to prepare for your summative OSCE?  
Please explain your answer.



## Increased confidence

I feel it gave me a better understanding of how the stations were marked, so I felt more confident in my own OSCE exam

I found I was a lot more confident in the majority of stations. I felt that as second years were able to be confident why couldn't I be.

It allowed me to be confident in my abilities whilst practicing for the practical OSCEs

During the summative I felt that I was generally more relaxed and made fewer stupid mistakes because I understood how the assessors mark stations.

I felt more confident because I understood how the mark schemes work

## Common Errors

Watching other students' mistakes made me realize what NOT to do.

It helped me realise what mistakes I should avoid, having seen the younger students make them.

I felt like a pro at gloving and gowning! Especially after seeing all the students make different mistakes... it made me extra aware of what not to do and what problems could arise.

I learned all the mistakes that people often make on it while assessing them

when u see how the students perform, u can actually picked up common mistakes and explaining to them is like another revision session for myself.

## Empathy with Assessors

I felt much more calm after assessing the OSCEs, the summative OSCE felt more manageable and I finally understood that the assessors are not criticizing or judging as they mark you.

the assessors felt more human

Being on the grading side made you aware of how the assessors feel while grading. It made the process a little less intimidating, however there is still the fear of the unknown.

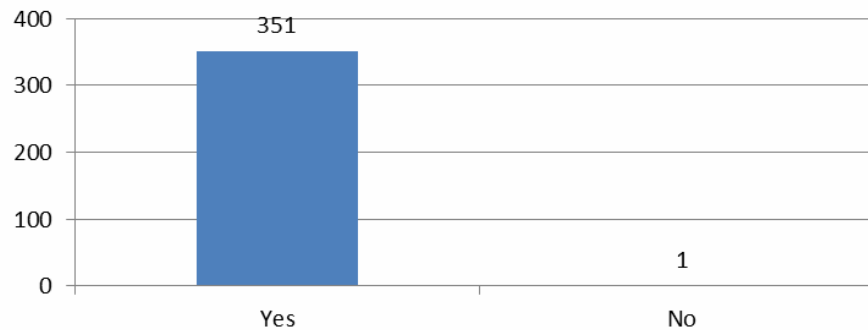
It gave me an insight to what it is like on the other side,

I felt more at ease knowing the assessors and how the mark scheme is awarded and that points can still be awarded even if its not perfect

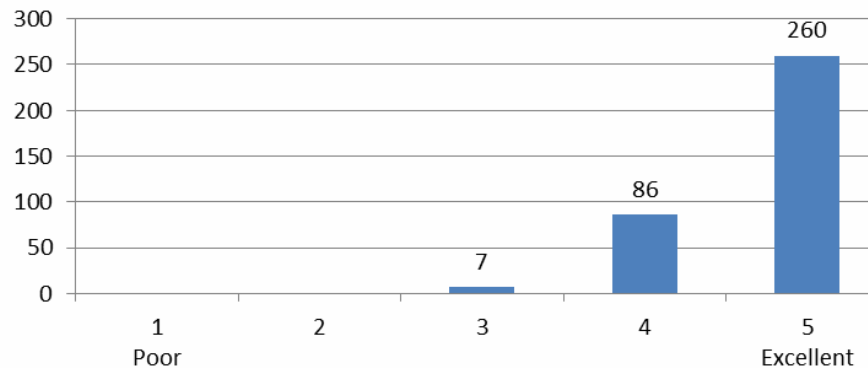


# Feedback from Students – Post Formative Exam

**Were the peer assessors were  
sufficiently knowledgeable in the  
clinical skill they were assessing?**



**Overall, how would you rate the peer assessors'  
ability to provide constructive and appropriate  
feedback?**

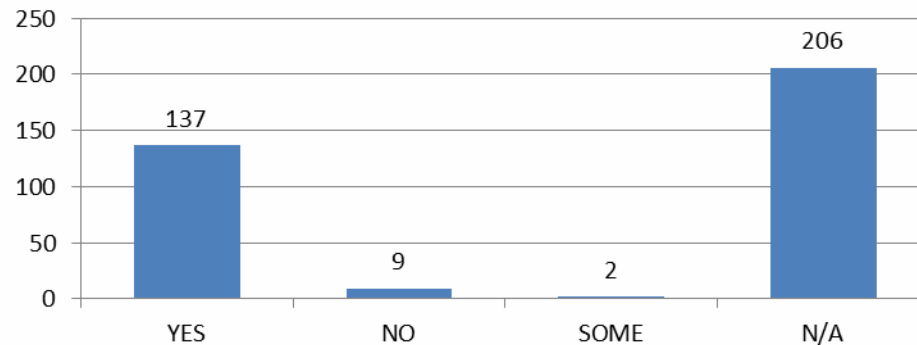




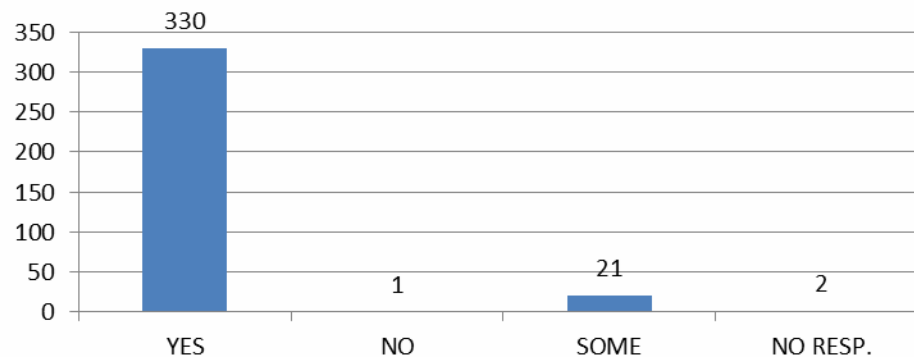


# Feedback from Students – Post Formative Exam

**If you received a fail on any of the stations, did the peer assessor clearly explain why?**



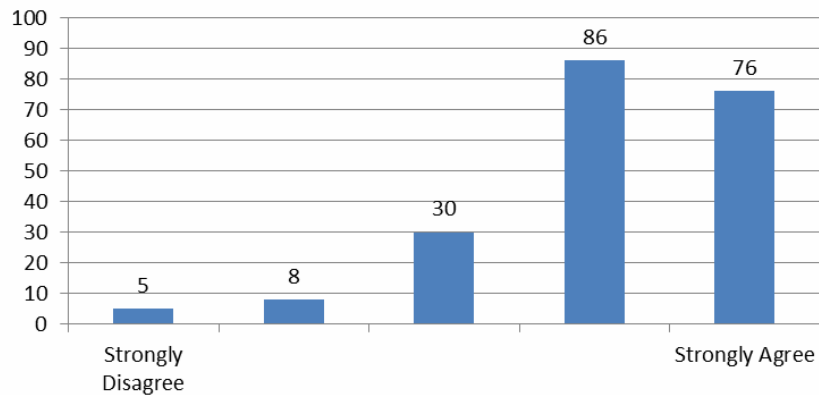
**Did the peer assessors provide useful advice on how to improve your performance?**



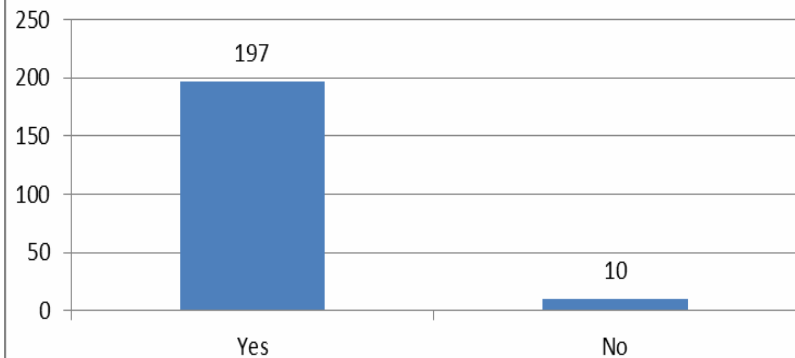


# Feedback from Students – Post Summative Exam

**The feedback was helpful in  
preparing for the summative  
assessment.**



**Did you act on feedback given in the  
formative OSCE in preparation for  
your summative OSCE?**



- >95% acted on feedback given by PAs

# Conclusions

- Students highly rate PAs feedback
- Felt assessment was fair
- Advice was helpful
- Increased the confidence of the PAs
- Clearer understanding of OSCE process

“Personally, the best way I learn is by teaching. The OSCE peer assessing is fantastic in my opinion.”



University  
of Glasgow

# Questions?







# Thank you for attending!

**"I want to be a horse vet!"**

Childhood



Reality

