

# A Hybrid Teaching Model to Improve Confidence and Preparation for Undergraduate Medical Objective Structured Clinical Examinations (OSCEs)

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## INTRODUCTION

Objective Structured Clinical Examinations (OSCEs) are a vital component of undergraduate medical training but are often seen as challenging due to their unique format (1). OSCEs are linked to higher stress than traditional assessments and existing teaching strategies frequently lack a structured hands-on focus (2). Hybrid teaching (a combination of online and face-to-face) has emerged as a flexible and effective teaching tool, particularly since the Covid-19 pandemic (3). This project evaluated a hybrid OSCE teaching programme designed for Year 4 medical students.

## AIMS/OBJECTIVES

- To design and deliver a hybrid OSCE teaching programme for undergraduate medical students
- To evaluate the impact on students' confidence and understanding before and after the teaching series
- To assess the benefits of a hybrid teaching model versus traditional face-to-face teaching models

## METHODS

- Design:** Prospective educational evaluation at Wrexham Maelor Hospital and Glan Clwyd Hospital, North Wales
- Participants:** Undergraduate medical students in two separate cohorts
- Intervention:** 4-week OSCE teaching series per cohort delivered by Resident Doctors
- Format:** Hybrid model – online sessions via Zoom + weekly face-to-face teaching
- Data Collection:** Pre-series and Post-session surveys using a 5-point Likert Scale including qualitative data
- Analysis:** Comparison of mean confidence scores before and after teaching; thematic feedback on overall experience

## RESULTS

Results are presented in four domains: participation, student satisfaction, confidence scores and overall program evaluation.

### Participation

- Cohort 1: N = 43 students
- Cohort 2: N = 40 students
- Attendance **improved** over time, with in-person sessions attended better than virtual

### Confidence Scores

- Self-reported student confidence significantly increased following series, **mean pre-course score of 2.76** to a **post-course mean of 3.33** ( $p=0.0011$ )
- Both cohorts showed consistent gains across all 4 weeks (Fig 1)

Fig 1: How confident do you currently feel about sitting the Year 4 OSCE?

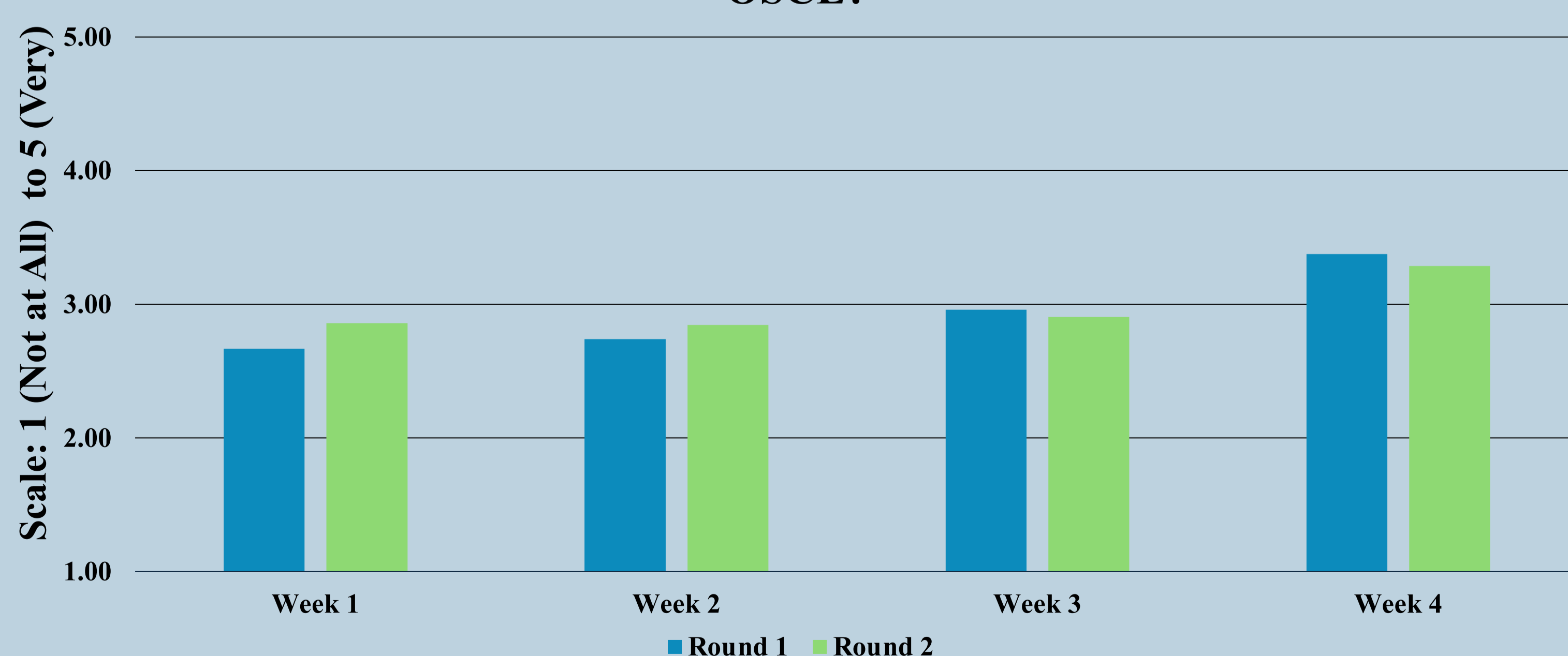
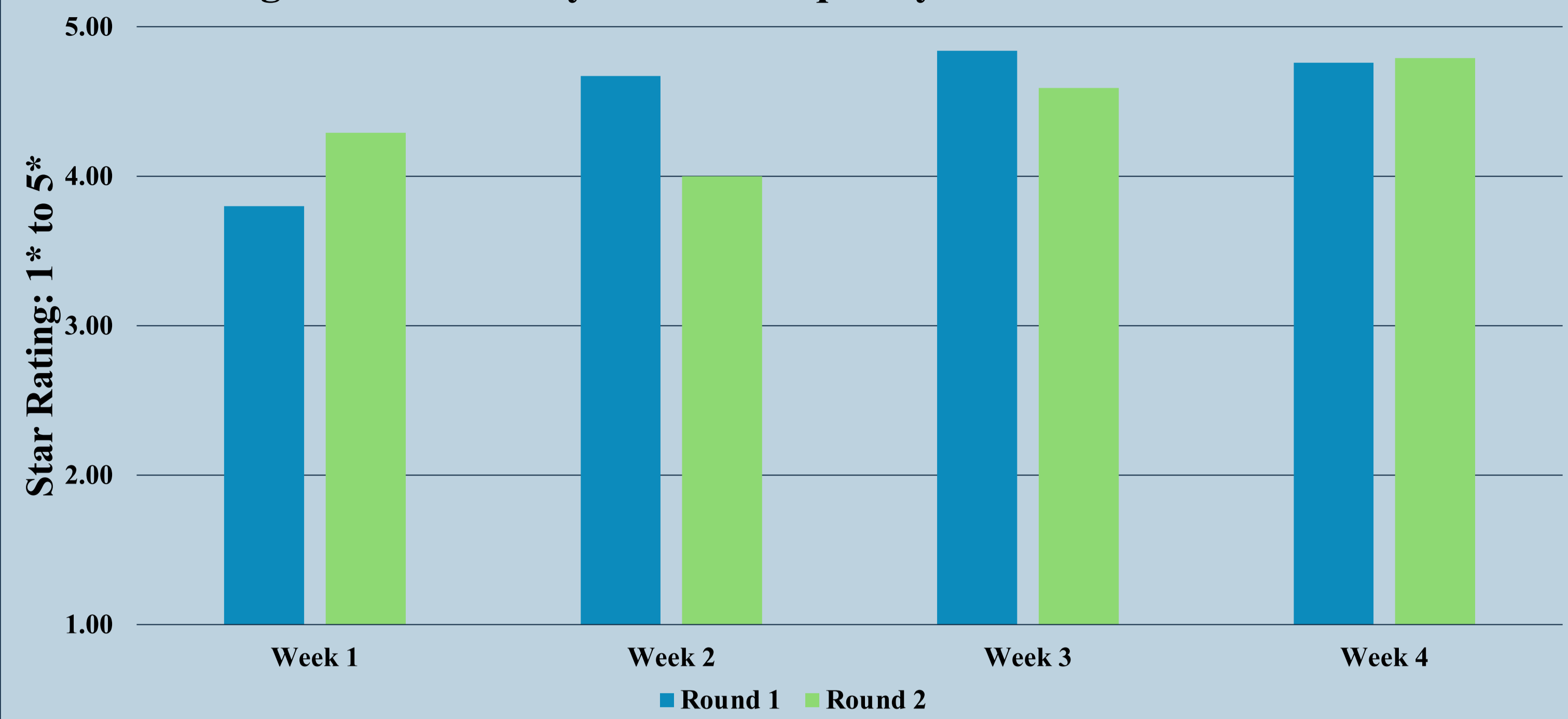


Fig 2: How would you rate the quality of the virtual session?



## RESULTS

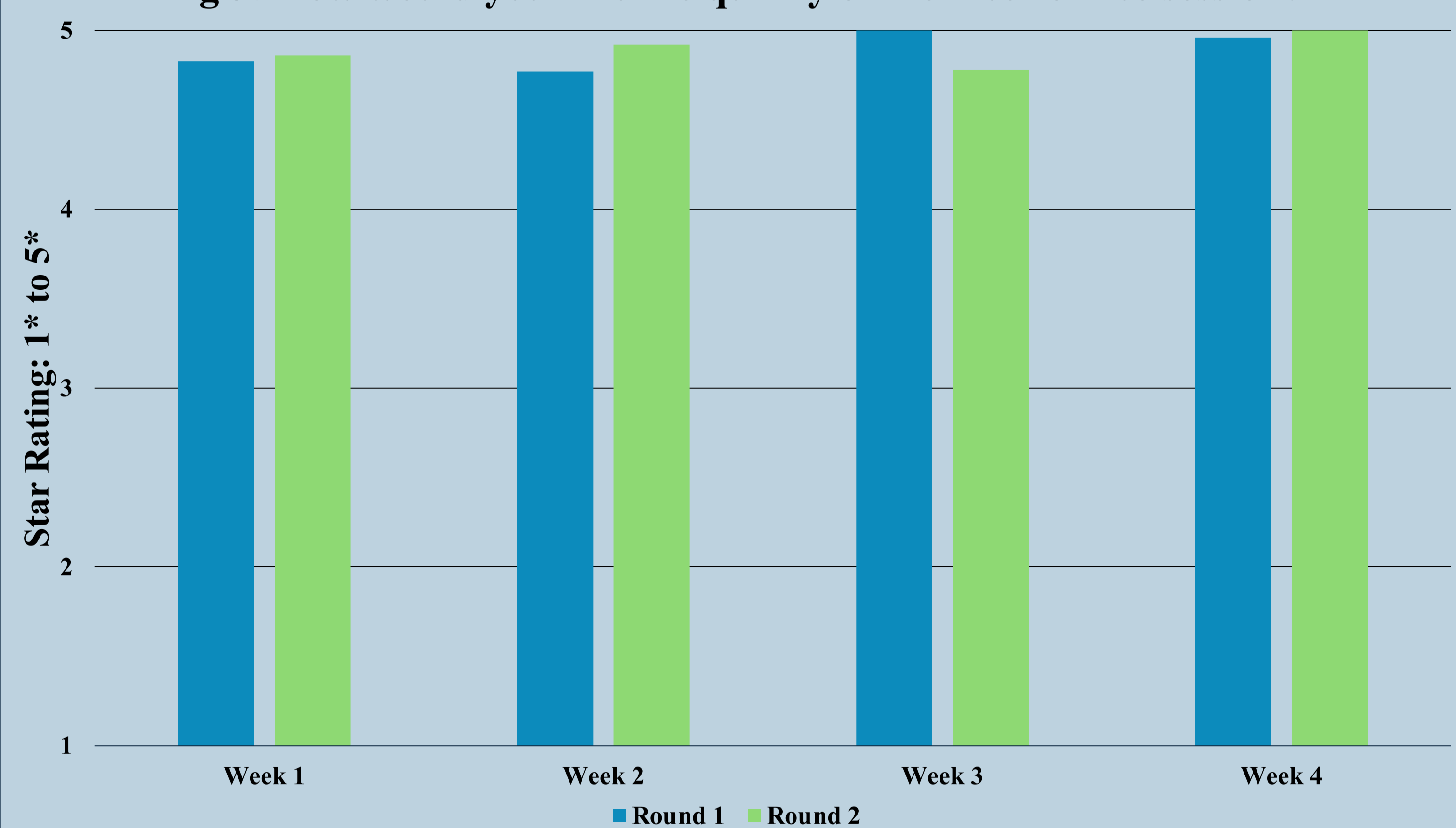
### Student Satisfaction

- Virtual sessions were rated at 4.52/5 (Cohort 1) and 4.42/5 stars (Cohort 2) (Fig 2)
- In-person** sessions consistently received a **higher average rating of 4.89/5** in both cohorts (Fig 3)

### Program Evaluation

- 100% of students** agreed that the hybrid format was **effective** for OSCE preparation and indicated a desire to attend similar sessions in the future
- Common themes included: usefulness of hybrid model, value of longitudinal delivery and near-peer teaching

Fig 3: How would you rate the quality of the face-to-face session?



## DISCUSSION

- Hybrid OSCE teaching improved student confidence and was well received.
- Feedback highlighted the value of combining theoretical teaching with practical application.
- High overall satisfaction indicates that hybrid delivery is a viable and acceptable approach.
- Limitations include single-centre findings, small sample size and reliance on self-reported outcomes.

## CONCLUSION

- Hybrid OSCE teaching** is an **effective, well-received model** for undergraduate exam preparation
- Offers a **sustainable approach** by combining the flexibility of online learning with the practical strengths of face-to-face learning

## ACKNOWLEDGEMENTS

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