

Supplementary Information

Feedback Quality Assessment Scale (FQAS)

Purpose: This scale is designed to evaluate the quality of feedback provided by teachers during formative assessments. It aims to translate the abstract concept of “high-quality feedback” into observable and measurable specific behaviors, ultimately serving to enhance the effectiveness of feedback and support student competency development.

Instructions: The evaluator (e.g., teaching supervisor, peer teacher, or even trained students) should score the following items based on observations of a feedback session (e.g., after an OSCE, Mini-CEX, or assignment review) or a review of written feedback comments.

Use the Likert five-point scoring method:

5 - Excellent: Fully meets the description, exemplary.

4 - Good: Mostly meets the description, high quality.

3 - Adequate: Partially meets, but has clear room for improvement.

2 - Needs Improvement: Rarely meets, quality needs significant enhancement.

1 - Missing/Poor: Not observed or negative effect.

Dimension	Core indicator	Specific behavioral descriptions & observation points	Score (1-5)
Timeliness	Promptness of feedback	Feedback is provided as soon as possible after the assessment activity (e.g., ideally within 24-48 hours of the task/performance). Feedback is received while the student still clearly remembers the details of the task.	
Specificity	Clarity & detail of feedback	Feedback includes specific, observable examples of behavior or work product (e.g., “During the history taking, you accurately asked about the character of the pain, but did not inquire about aggravating or relieving factors”). Avoids vague, general language (e.g., “not good enough”, “need to work harder”). Clearly identifies the specific context where the strength or weakness occurred.	
Behavior-based	Focus on actions, not person	Feedback focuses on the student’s specific behaviors, performance, or work product, not their personal traits or character. Uses descriptive rather than judgmental language (e.g., describes “Your diagnostic rationale lacked reference to the key imaging finding”, rather than “Your diagnosis was careless”).	
Constructiveness	Providing a path forward	Not only identifies areas for improvement but also offers clear, actionable suggestions or strategies for improvement (e.g., “Next time, try using the ‘SOCRATES’ pain assessment framework to ensure you cover all key elements”). Aims to help the student understand “what to do next”, not just “what was wrong”.	
Interactivity	Encouraging student engagement	The teacher uses questions to prompt student self-assessment (e.g., “Which part of the procedure did you find most challenging?”). Creates a safe environment encouraging the student to clarify, ask questions, and express concerns. Feedback is a dialogue, not a one-way delivery of information.	
Goal alignment	Linking to learning objectives	Feedback is explicitly linked to course objectives, competency dimensions, or assessment criteria (e.g., “This skill maps to the ‘Clinical Knowledge Application’ dimension in our competency model; you demonstrated good understanding here, but could strengthen...”). Helps the student understand the gap between their performance and the expected standard.	

Overall Evaluation & Qualitative Feedback:

1. What was the most outstanding strength of this feedback session?

2. What is the single most important aspect needing improvement?

3. What was the student's overall reaction to the feedback? (e.g., Did they understand? Appear to accept it? Show willingness to improve?)

Total Score: _____/30 points (Sum of scores across all six dimensions)

Guidelines for Use

For Faculty Development: Can be used as a training tool during workshops for peer observation and evaluation of feedback skills, fostering self-awareness.

For Teaching Supervision: Academic leaders can use this scale periodically to observe faculty feedback practices, using the results as a basis for personalized teaching guidance and professional development support.

For Formative Improvement: The primary purpose of this scale is formative development of teaching skills, not for summative performance evaluation. It is recommended that results be discussed with faculty constructively.

Triangulating with Student Feedback: This scale can be complemented with simple student satisfaction surveys (e.g., "Did you find the teacher's feedback helpful for improving your learning?") to assess feedback effectiveness from multiple perspectives.