**UPDATE ON THE OSCE**

Useful resources on MedEdWorld

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**GLOSSARY**

A database of the expanding vocabulary used in medical education

**Objective Structured Clinical Examination (OSCE):** Introduced by Harden in 1972, the OSCE provides a standardised means to assess clinical competencies, including physical examination and history-taking skills, communication skills with patients and family members, breadth and depth of knowledge, ability to summarise and document findings, and ability to make a differential diagnosis or plan treatment. The examiners carefully plan the tested areas and objectives of the test are identified and recorded. The clinical competency to be tested is broken down into its various components such as taking a history, auscultation of the heart, interpretation of an ECG, or making a conclusion on a basis of findings. Candidates rotate through a series of “stations”, usually 10-20, and in a specified time perform a standardised task.

The format of individual OSCE varies significantly. Real patients, clinical mannequins and standardised patients or simulated patients can be used and large numbers of students can be tested on the same clinical problem. Direct or indirect observations as well as checklists and rating scales measure the performance against predetermined standards resulting in a more objective examination than with traditional methods. This provides a more valid and more reliable examination permitting the move away from testing factual knowledge to testing a wide range of skills. The variables of the examiner and the patient are, to a large extent, removed. The OSCE is particularly suited to situations where a pass/fail decision has to be taken and where a decision has to be made as to whether a student has reached a prescribed standard. It is cost-effective when many candidates are examined at once. It requires resources and expertise to administer.


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**WEBINARS**

Hour-long interactive presentations with experts in medical education

**Measurement and improvement of the OSCE: Recognition and remediation of station level problems (part 1)**

*Date: 2013*

*Presenters: Richard Fuller and Godfrey Pell*

*Host Institution: School of Medicine, University of Leeds, UK*


Part 1 in this Webinar mini-series concentrates on common OSCE standard setting techniques, with special reference to the borderline methods, and discusses the use and interpretation of a variety of psychometric indicators using ‘real’ data.

**Measurement and improvement of the OSCE: Recognition and remediation of station level problems (part 2)**

*Date: 2013*

*Presenters: Richard Fuller and Godfrey Pell*

*Host Institution: School of Medicine, University of Leeds, UK*


Part 2 of the mini-series uses a range of ‘diagnostic’ exercises to assist participants to gain confidence in interpreting station level metrics and remediation of station level problems.
A selection of texts recommended on MedEdWorld

Simplifies and explains key communication theories and concepts, illustrating them through practical role plays.

Contains a section discussing the OSCE, including aspects of reliability and validity.

www.mededworld.org/Publications/Textbooks/Clinical-Skills-for-OSCEs.aspx
A concise and comprehensive guide of clinical skills for OSCE stations.

Chapter includes discussion of the OSCE and other assessments of clinical competence.

An invaluable aid for everyone preparing for clinical practice and the associated OSCE examinations.

www.mededworld.org/Publications/Textbooks/Essential-Skills-for-a-Medical-Teacher-An-Introduct.aspx
Chapter 30 provides an overview of the OSCE and other approaches to clinical assessment.

This Foucauldian socio-history explores how discourses of performance, psychometrics and production have legitimised the widespread adoption of OSCEs.

Summarises important history and physical examination skills, presenting the information in a Q & A format.

This book serves as a comprehensive how-to manual for planning and implementing OSCEs and addresses the need for best practice guidelines.

www.mededworld.org/Publications/Articles/Assessment-of-clinical-competence-using-objective.aspx
Seminal article introducing the OSCE as a method of clinical assessment.

Analyzes whether and how exactly SP data can be best used to enhance the robustness of the formal standard setting process.

This article reviews the evidence on the technical and economic feasibility of the OSCE in undergraduate medical studies.

Investigates the longitudinal performance of the UK undergraduate medical degree student, with a particular focus on comparing the poorly performing with the main cohort of students.

The authors review the metrics available for measuring quality and indicate how a rounded picture of OSCE assessment quality may be constructed by using a variety of such measures, and consider which characteristics of the OSCE are appropriately judged by which measure(s).

www.mededworld.org/Publications/Articles/Twelve-tips-for-designing-and-implementing-a-structured-rat.aspx
These 12 tips were developed as a result of a tailored rater training programme.

The Objective Structured Teaching Encounter (OSTE) has been proposed as a means of promoting and assessing the teaching skills of medical faculty. This paper describes the uses of the OSTE and the evidence supporting its effectiveness.

Explores competency in the management of acutely unwell patients using an objective structured clinical examination (OSCE).

The OSCE Examiner: Training and Development
www.mededworld.org/Resources/Resources-Items/OSCE-Training-website.aspx
A valuable web tool for OSCE examiners from Queens University, Belfast, The OSCE Examiner features a Global Scoring Exercise, as well as a Dilemma Sorter as resources for examiners.

JOURNAL ARTICLES

A selection of key articles recommended by the MedEdWorld Community

www.mededworld.org/Publications/Articles/Senior-medical-students-as-peer-examiners-in-an-OSCE.aspx
Reports on the use of peer assessment using a practice OSCE at Sydney Medical School.

Reports on a novel online resource developed to aid OSCE examiner training, involving a series of videos of OSCE performances that allow inter-examiner comparison of global grade decisions.

RESOURCES

Including reports, websites, video clips, images and diagrams.

Resources contains over 300 images, video clips, websites and conference presentations that may be incorporated into lectures, including:

The OSCE Examiner: Training and Development
www.mededworld.org/Resources/Resources-Items/OSCE-Training-website.aspx
A valuable web tool for OSCE examiners from Queens University, Belfast, The OSCE Examiner features a Global Scoring Exercise, as well as a Dilemma Sorter as resources for examiners.
LEARNING TECHNOLOGY

CliniQuest OSCE Software
www.mededworld.org/Learning-Technology/Equipment-Items/CliniQuest-OSCE-Software.aspx
CliniQuest can be used to create individual station or assessment sheets, with candidate response interpreted by Speedwell’s OSCE software CliniQuest and Optical Mark Reading (OMR) technology.

eOSCE: A three component digital OSCE process
The Electronic Registration of Objective Structured Clinical Examination (eOSCE) aims to create a more efficient and entirely digital preparation, execution and analysis process of OSCEs which is less erroneous and quicker to evaluate.

moscee
www.mededworld.org/Learning-Technology/Equipment-Items/Moscee-For-OSCE-examiners.aspx
moscee is an application designed to run on mobile devices such as the Apple iPhone™. It can be used to set up an OSCE exam, mark and collate the results.

OSCEonline
A free iPad demo app for conducting online paperless Objective Structured Clinical Examinations (OSCE).

Qpercom: OSCE Solution
www.mededworld.org/Learning-Technology/Equipment-Items/Qpercom-OSCE-Solution.aspx
An OSCE Management Information System (OMIS) which allows universities to create forms, administer OSCEs and analyse results.

FORUMS

A space for debating a wide range of topics of current interest to the health professions.

eLearning for OSCE
www.mededworld.org/Forums/f129/t2579/e-learning-for-OSCE.aspx
Post your queries, ideas and suggestions about eLearning for OSCE here for discussion with colleagues.

You can also add your recommendations on topics to a forum for upload into the MedEdWorld site.

POLLS

Our survey said...

Which do you use in an OSCE: Real patients or standardised/simulated patients?
www.mededworld.org/News/News-Articles/Poll-Results-Which-do-you-use-in-an-OSCE.aspx
The results of our June survey revealed that 55% of respondents reported that they used both real patients and standardised/simulated patients for the OSCE, whilst 45% use standardised/simulated patients only. None of the respondents used only real patients.

MedEdWorld was launched by AMEE to help all with an interest in health professions education learn, connect and debate key issues in medical education. Join the MedEdWorld Community by registering as a user for free or joining as a member at:

www.mededworld.org

AMEE members have full and free access to MedEdWorld. Simply login with your AMEE username and password.

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