## Contents

Foreword	vii
Preface	xi
About the Authors	xiv
Contributors to Case Studies	xvi
Acknowledgements	xix

#### SECTION A

An introduction to the OSCE		1
1	What is an OSCE? An introduction to the OSCE for readers unfamiliar with the concept and, for those already familiar with the OSCE, a more in-depth insight into the characteristics that define the OSCE as an assessment tool.	1
2	The inside story of the development of the OSCE An account of how the OSCE was conceived and developed in the 1970s in response to the assessment challenges facing educators in the healthcare professions.	13
3	The OSCE as the gold standard for performance assessment The OSCE with its multiple samples of performance has come to dominate performance assessment and merits a place in every assessor's toolkit.	23
4	How the OSCE can contribute to the education programme	35

The OSCE can be adopted as an assessment tool in any situation or phase of education where an assessment of the learner's clinical or practical skills is important.

#### 5 What is assessed in an OSCE?

The OSCE can be used to assess a range of learning outcomes, including communication skills, physical examination, practical procedures, problem solving, clinical reasoning, decision making, attitudes and ethics and other competencies or abilities.

#### SECTION B

#### Implementation of an OSCE

#### Choosing a format for an OSCE

Flexibility is a major advantage of the OSCE. Many factors influence the choice of format. These include the number of examinees, the purpose of the examination, the learning outcomes to be assessed, the resources available and the context of the local situation.

#### The setting for an OSCE

#### 值以地设计

The OSCE can be located in a range of settings. The selection of a venue will depend on the nature of the examination and the local circumstances.

#### 65

49

#### 65

#### 83

## 8 The patient

Patients in an OSCE may be represented by real or simulated patients, computer representations, video recordings, medical records and investigation results or a combination of all these. Each has a specific role to play.

#### 9 The examiner

CONTENTS

Health professionals, simulated patients and students can serve as examiners in an OSCE. Their roles and responsibilities should be defined and training provided.

## 10 Implementing an OSCE

There are 'good' and 'bad' OSCEs. Advance planning and effective organisation on the day are necessary to deliver a 'good' OSCE.

#### 11 Evaluating the examinee's performance

Different approaches can be adopted for assessing performance in an OSCE, making pass/fail decisions and setting standards.

### 12 Providing feedback to the learner

The OSCE can be a powerful learning experience, and a variety of approaches can be adopted for the

91

105

115

127

149

provision of feedback to the learner.

### 13 The examinee's perspective

Communicating with learners about the OSCE is important. Examinees can prepare for and maximise their performance during an OSCE.

## 14 Evaluating an OSCE

Evaluation and quality control of an OSCE is important, and constant monitoring and improvement are necessary.

## 15 Costs and implementing an OSCE with limited resources

The resources required and the costs incurred can be tailored to the local situation. The OSCE can, but need not, be expensive to administer. Many OSCEs are run at little or no additional cost.

## SECTION C

### **Some final thoughts**

### 16 Limitations of the OSCE

The OSCE has an important role to play in the examiner's toolkit alongside other assessment approaches. If recognised, the limitations of the OSCE can be addressed. 193

193

203

#### 161

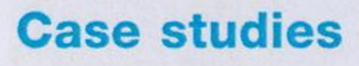
169

181

### 17 Conclusions and looking to the future

The OSCE will continue to evolve and have a major role to play in response to changes in medical education.

# SECTION D



213

# SECTION E

References

323

# **SECTION F**

**Bibliography** 

Index

VI

345

353