

Examiner Training for Clinical Practical Exams (OSCE)



Dr Alan Jaap
Consultant Physician
Deputy Director of Teaching (Assessment)

© 2011 University of Edinburgh. All rights reserved. To reuse this resource please contact cep@ed.ac.uk.



THE UNIVERSITY
of EDINBURGH

Learning Objectives

By the end of this session you should be able to:

- Discuss the impact of **equality, diversity** and **unconscious bias** in relation to **fairness** in performance assessments
- Demonstrate appropriate **examiner conduct** in OSCEs
- Evaluate and **calibrate** an OSCE station
- Identify appropriate performance standards and **mark** an OSCE station using a standardised marking scheme
- Provide appropriate **focused feedback** on candidate and station performance

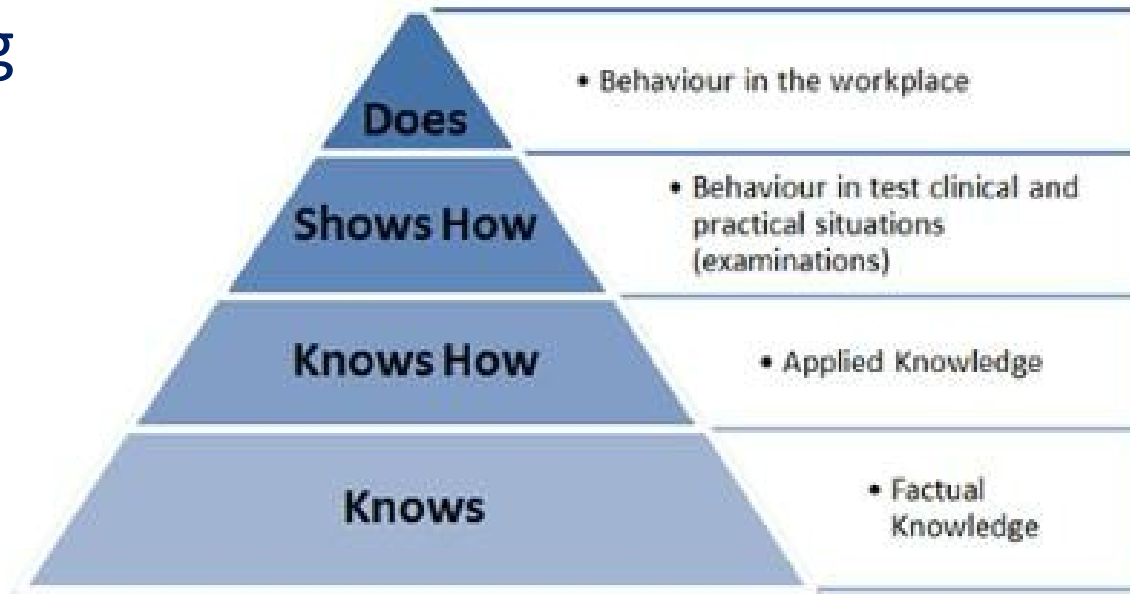
Over to you...

Role of Performance Assessments

Why do we use OSCEs?

Role of Performance Assessments

- Demonstrate standards are being met
 - GMC Outcomes for Graduates – key knowledge, skills and attitudes
- Part of blended assessment strategy



Adaptation of Miller's Pyramid (1990)

Fairness in Performance Assessments



THE UNIVERSITY
of EDINBURGH

Equality and Diversity Considerations

- Concept of recorded score versus true score
 - measurement error and bias
- Unconscious bias

Over to you...

Examiner conduct

In pairs: Discuss your experiences of examiner conduct – both good and bad.

5 minutes

Be prepared to share these experiences with the wider group



THE UNIVERSITY
of EDINBURGH

Examiner conduct

- Warm, neutral and consistent approach
- Avoid saying anything that could be construed as feedback (good or bad)
- Avoid teaching or coaching
- Stick to set questions and stop as soon as bell sounds

Examiner variability



THE UNIVERSITY
of EDINBURGH

- Hawk / dove
- Sequencing
- Cognitive biases
 - ‘Halo effect’

Review of marking scheme



THE UNIVERSITY
of EDINBURGH

- Edinburgh MBChB performance domains (Y4,5,6):
 - Communication and interpersonal skills
 - Data gathering and technical skills
 - Assessment and management skills
 - Professional values and behaviours

(handout 1)



THE UNIVERSITY
of EDINBURGH

Review of marking scheme

Each station scored out of 20

- Performance on each domain rated on 5-point scale:
 - 5 = Highly competent in most areas
 - 4 = Highly competent in some areas
 - 3 = Competent in most areas
 - 2 = Minimally competent
 - 1 = Not yet competent
- (Global judgement for standard setting)

Global judgement (Y6 standard)



THE UNIVERSITY
of EDINBURGH

"How did the overall performance relate to what you would expect of a week one F1 doctor?"

| | |
|--------------------------|---|
| Above expectation | Performing above the level expected of a new FY1 doctor |
| Satisfactory | Performing at the level expected of a new FY1 doctor |
| Borderline | Performing at the level of a just safe new FY1 doctor |
| Unsatisfactory | Performing below the level expected of a new FY1 doctor |

Comfort break



5 minutes



THE UNIVERSITY
of EDINBURGH

Calibration

Key to ensuring a consistent and fair exam

- Review scenario content / check candidate instructions
- Rehearse with role player / verify physical signs
- Agree specific performance criteria (n.b. red flags) with co-examiner(s)

(handout 2)

Over to you...

In your groups: Calibrate the example station including a brief run through

20 minutes

Resources:

- Candidate, role player and examiner instructions
- Mark-sheet
- Copy of detailed marking descriptors (handouts 1, 2 &3)

Still with you...

Individually: Use the mark-sheets to independently mark a video recording of a candidate completing the station you have just calibrated (10 minutes)

https://media.ed.ac.uk/media/OSCE+Examiners/0_m626739o/41567121

Key points from calibration and marking exercises



THE UNIVERSITY
of EDINBURGH

Effective calibration is pivotal for a valid and fair exam

- Helps ensure consistent role player and examiner performance
- Agreeing standards is most difficult at pass-fail boundary – you should focus on this



THE UNIVERSITY
of EDINBURGH

Workshop Objectives

You should now be able to:

- Discuss the impact of **equality, diversity** and **unconscious bias** in relation to **fairness** in performance assessments
- Demonstrate appropriate **examiner conduct** in OSCEs
- Evaluate and **calibrate** an OSCE station
- Identify appropriate performance standards and **mark** an OSCE station using a standardised marking scheme
- Provide appropriate **focused feedback** on candidate and station performance



THE UNIVERSITY
of EDINBURGH

Any questions?

Want to get involved?

MBChBAssessment@ed.ac.uk

Examiner Training for Clinical Practical Exams (OSCE)



www.clinicaleducator.org

CEP@ed.ac.uk

CEP_UofE

References

- GMC, (2018). **Outcomes for Graduates**. London: GMC. Available online: https://www.gmc-uk.org/-/media/documents/dc11326-outcomes-for-graduates-2018_pdf-75040796.pdf
- GMC, (2015). **Promoting Excellence: standards for medical education and training**. London: GMC. Available online: http://www.gmc-uk.org/Promoting_excellence_standards_for_medical_education_and_training_0715.pdf_61939165.pdf
- Miller, G.E. (1990). **The assessment of clinical skills/competence/performance**. *Academic Medicine*. 1990; September; 65, (9 Supplement): S63-67.