

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?	1
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.	
2 The inside story of the development of the OSCE	13
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.	
3 The OSCE as the gold standard for performance assessment	23
The OSCE with its multiple samples of performance has come to dominate performance assessment and merits a place in every assessor's toolkit.	
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?	49
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	65
6 Choosing a format for an OSCE	65
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.	
7 The setting for an OSCE	83
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.	

8	The patient	91
	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	105
	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	115
	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	127
	Different approaches can be adopted for assessing performance in an OSCE, making pass/fail decisions and setting standards.	
12	Providing feedback to the learner	149
	The OSCE can be a powerful learning experience, and a variety of approaches can be adopted for the provision of feedback to the learner.	
13	The examinee's perspective	161
	Communicating with learners about the OSCE is important. Examinees can prepare for and maximise their performance during an OSCE.	
14	Evaluating an OSCE	169
	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	181
	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	193
16	Limitations of the OSCE	193
	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.	
17	Conclusions and looking to the future	203
	The OSCE will continue to evolve and have a major role to play in response to changes in medical education.	
SECTION D		
	Case studies	213
SECTION E		
	References	323
SECTION F		
	Bibliography	345
	Index	353