An MSc in nursing (pre-registration) Objective
Structured Clinical Examination
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Andragogy for Inter-professional Practice Learning

OSCEs developed in the 1970s for assessment of medical students (Harden & Gleeson 1979)

In medicine, they continue to consist of a series of short stations designed to test discrete clinical skills.

Other allied health professionals, including nurses, have since adapted them for use, with a focus on integrated rather than isolated assessment tasks, which are considered to reflect more accurately real-life clinical settings (Major 2005).
# The MSc Programme: Year Two

## Edge Hill University

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**Legend:**
- **INDUCTION**
- **PRACTICE LEARNING MODULE**
- **CAMPUS BASED LEARNING**
- **ANNUAL LEAVE**
- **ASSESSMENT WEEK**
- **FLEXIBLE STUDY DAY**
- **NATIONAL / INTERNATIONAL SPOKE OPPORTUNITY**
- **FLEXIBLE LEARNING**
- **PRACTICE STUDY DAY**
- **MID-TERM REVIEW OF PRACTICE**

Subject to change at any time.
Assessment FOR Inter-professional Practice Learning

- Integration into the curriculum
- Alignment of assessment to teaching and learning
- Progression criteria for end of year two - "demonstrate increasing ability to work autonomously"
- Validity/Authenticity
OSCE Assessment

- Summative
- In addition to assessment of learning in practice
- Greater emphasis on critical application and evaluation
- Holistic patient assessment establishing and exploring information processing, applying and discussing knowledge and skills
OSCE: A patient Assessment

Task
Each student has 10 minutes to undertake a patient assessment in a confident manner, demonstrating care and compassion.

She has been married for 15 years and has two young children.

She works part time in the family estate agent business.

She has recently been on a family holiday to India.

A female patient presents with a history of weight loss over a period of several weeks.

She has come to see the Nurse Practitioner as she is concerned that she is losing weight.
Height is 1.66m

Weight is currently 50kg with a weight loss of 2.5kg over the past three months

The patient appears thin but says she has always been like this

There are no reports of pain or nausea but a few recent episodes of “loose stools”

There are no reports of difficulties in either chewing or swallowing food or fluids.

The patient appears low in mood and voices her concerns about both her condition and worries about her family.

She doesn’t have the energy to look after her children like she used to as she feels tired all the time

Task
Each student has 5 minutes to accurately complete associated assessment tools with a given set of data i.e. a nutritional screening tool and a BMI
Each student has 5 minutes to discuss their interpretation of information and any referrals to inter-professional services that may be required.
The “patients” were not part of the module team and not involved in the development of the OSCE.

- An evidence booklet included all parts of the assessment
- This was used for internal moderation purposes
- An overall academic PASS with minimum scores for each section
- Some essential components must be met

- Use of a global rating score differentiating between quality of students' performance and a score

The design of the mark sheet must cover:

- Competence
- Objectivity
- Reliability & Consistency

The diagram presents the assessment of learning with a focus on the design of the mark sheet.
Variation on the ESC
Inclusion of mentors/service users?
On campus or in practice?
Use of the virtual world to prepare students?
The Student Experience
References

• Harden, R. M. & Gleeson, F. A. (1979) Assessment of clinical competence using an objective structured clinical examination (OSCE). Medical Education 13 (1) 41-54