



**BHARATI VIDYAPEETH UNIVERSITY**  
**MEDICAL COLLEGE**  
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**Medical Education Unit**

**Workshop on Designing OSCE for Undergraduate Students**

**2<sup>nd</sup> February 2024**

**Report**

OSCE is an essential assessment method which is now mandatory for both undergraduate and postgraduate education. The directives from NMC have mandated conduct of National Exit Test examination 2 which will comprise of OSCE-based examination at the end of internship for certification. The latest GMER for postgraduates released on January 2<sup>nd</sup>, 2024 has highlighted inclusion of OSCE in assessment. Thus, shortly OSCE will be an integral part of formative, internal assessments as well as University Examinations. Each broad speciality therefore needs to build OSCE stations for the competencies covering knowledge, psychomotor and affective domain with response, procedure and communication stations.

The implementation of these guidelines warrants training of faculty for capacity building. A half day Hands-on workshop was designed to answer this perceived need of faculty training to enable creating OSCE stations for undergraduate competencies. The workshop was arranged for the faculty appointed as internal examiners. It accommodated 12 participants including 3 faculty members from the department of Surgery, 2 faculty members from the departments of Medicine, OBGyn, Pediatrics and 1 faculty from the departments of Ophthalmology, Orthopedics and Urology.

The workshop started with an interactive session on OSCE, where limitations of conventional assessment of clinical skills and need for OSCE were discussed. Participants were enlightened about blueprinting, selection of topic, preparation for OSCE, conduct, the role and responsibilities of teachers, advantages and disadvantages of this tool.

This was followed by discussion on the differences between the checklists for teaching and assessment. Directions for designing OSCE checklists were explained. The importance of selection of a particular aspect of the skill for assessment was highlighted. The focus of the first activity was to create OSCE checklist with scoring for a skill belonging to the following categories: knowledge, procedure, clinical examination and communication. Each participant presented the OSCE checklist prepared and feedback was given by facilitators as well as other participants. The importance of validation was highlighted during discussion.

The focus of the next activity was designing OSCE station. An OSCE station template was shared with the participants in which they had to fill the details with respect to topic, objective, type of station, domain assessed, resources and instructions to students. The need to arrange standardized patients for skills to be demonstrated on human volunteers was highlighted. Feedback and suggestions were given on all the components. The participants checked their individual stations.

The last activity involved conduct of OSCE for students. The stations were arranged ensuring the required consumables, equipment, checklists, instruction paper for students and human volunteers. The students had to complete the task given in five minutes. They were scored by the teacher using the checklist as well as global scoring guide.

The program concluded with a debriefing session when the participants reflected on what went well and challenges faced while conducting OSCE. The focus of the session was pilot testing. It highlighted the need for pilot testing of the OSCE stations. It also brought out the need for modifying the checklist and station template. Doubts were cleared and opinions were sought from other participants. The need for preparing a script for simulated patients and training them for communication stations was stressed.

Feedback was collected from the participants with questions designed to assess the perceptions about the effectiveness of the training conducted.



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