Experiences in OSCE: at the University of Graz

Angelika Hofer

Department of Dermatology and Venereology, Medical University of Graz, Austria

Further development of objective structured clinical examinations (OSCE) in Graz since 2002

In 2002 an OSCE with 12 stations was implemented in the human medicine curriculum at the Medical University of Graz. As a part of the final year examination students of their 5th year of training have to pass the exam before attending the clinical practical year. The topics of the 10 minutes stations, such as performance of practical and communicative skills, physical examinations and interpretation of diagnostic material, can be practiced in a clinical skills centre. At the beginning most of the practical skills were integrated in OSCEs however, as many of the skills should be handled earlier, a pre clinical training was introduced in the first and second year of study, which is required before attending the clinical training in hospital. Altogether in the past years thirty OSCE stations have been developed and also the clinical skills centre has shown continuous increments. In 2012 the MUG joined the German Prüfungsverbund and started to use their Item Management System for OSCEs. An evaluation of the OSCE parcours found a strong trend of rankings towards „very good“ and „good“ (760 out of 847 students). Besides some of the OSCE stations did not hit the new learning objectives and from questionnaires given to medical students we learnt that the acceptance of OSCE was reduced because of the missing feedback. Due to these results a working group was established in 2013 that defined a continuous process for OSCE quality assurance and initiated the review of all OSCE stations.

Main points of action:

1. OSCE based on the recently defined learning objectives
2. Blueprint of the 12 station OSCE parcours covering the whole spectrum of skills
3. Complex design of OSCE stations (clinical symptoms / diagnostic methods / practical procedures)
4. Standard setting carried out with a modified Angoff method
5. Short feedback at the end of each station

Summary: To ensure high quality standards of assessment tools such as OSCEs, close re-evaluations and a continuous process for quality assurance are essential.