Practice example
Assessing medical student clinical skills electronically using an iPad App

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Abstract
Objective Structured Clinical Examinations (OSCEs) are an effective and widely used method for assessing clinical skills in medical and health science education but they are time consuming to write, schedule, administer and process and score sheets often have missing data. We identified an application for the iPad (eOSCE, University of Bern) that addressed some of these problems. In 2013, we trialed this software in the clinical assessments of Year 1 and 2 medical students at five hospitals. The application was easy to use and program, reduced administrative loads and eliminated missing data. There was no significant difference in the performance of students assessed with electronic means versus paper scoring. Surveys of examiners indicated that they felt more able to focus on the student without the distraction of the paper marking sheets. This innovation in our clinical assessment processes has enabled us to provide feedback to students about their clinical skills in a very short time frame which has enabled us to implement an innovative teaching process whereby students who are unsatisfactory or borderline in their performance can undergo remedial teaching and re-assessment within their standard timetable. After the success of the trial, the eOSCE is being implemented across all clinical assessments in 2014 for the Sydney Medical Program. We will demonstrate the usefulness of this tool with a sample marking task with audience members using a paper based or iPad scoring method. The Assessment Unit staff worked closely with ICT in developing this process and both groups will share our experiences and skill development. The faculties of Pharmacy and Health Sciences are trialing the eOSCE Application in 2014 and will be available to answer audience questions. This innovation has implications for any faculty that undertakes assessment of practical skills in their students.

Theme
Innovative examples of departmental, school, or faculty approaches to using assessment data for curriculum change and renewal (theme 6)