Using Learning Space to Enhance Translational Learning through OSCEs

Ann Sunderland
Director of Clinical Skills & Simulation

Andrew Martin
Senior Lecturer in Clinical Skills & Simulation
Workshop Learning Outcomes

• To explore how Learning Space can enhance student feedback
• To recognise how Learning Space can strengthen quality assurance mechanisms
• To identify how Learning Space can support academic roles in assessment
• To consider how simulated practice can be linked to academic assessment
Case study: PGDip Advanced Practice

- Course commenced in 2001 initially just for nurses working in primary care
- Now multidisciplinary programme run part time over 18 months (primary and secondary care nurses, pharmacists, paramedics and physiotherapists)
- Two clinical modules, each involving OSCEs
- Focus on formative OSCEs (1 x 20 minutes)
November

Formative OSCE – One station

November

Results – Letter through the mail with brief feedback 5 working days later

December

Video consultation in practice – Peer review and reflective assignment

Assignment deadline

January

Commence course

September
Pre Learning Space

Feedback
- Brief
- Long wait

Video consultation
- Often proved difficult to record
- Often format incompatible

Moderator/External examiner
- In room with student – increased anxiety
- No video of student performance if issue raised

Inter-rater reliability
- Examiner standards and conduct needs parity
- Difficult to see trends when marking on paper
Journey Post Learning Space

1. Formative OSCE – November
   Moderator not present at time of OSCE but reviews online

2. Feedback – Same or next day
   • Online access to video, examiner marks/comment and SP feedback

3. Formative OSCE video used for reflective assignment

4. Assignment completed- January
   Clear links between theory and practice
Post Learning Space

Feedback
- Detailed feedback online in < 24 hours
- Marking into Learning Space in real time

Video consultation
- Not required – captured on Learning Space
- Can be reviewed if any issues raised

Moderator/External examiner
- Only examiner and SP in with student
- Moderation/External examiner review remotely

Inter-rater reliability
- Increased inter-rater reliability
- Can instantly see trends

Fully transparent process
Translational learning: applying theory to practice

- Mean increase of 9% in assignment marks (improved critical reflection)
- Clear links between video consultation and assignment brief
- Anecdotal evidence from practice demonstrates reduced transition time from “observer” to “do-er”
- Increased confidence and competence at summative OSCEs
- Increased positive feedback from managers
OSCE examiners needed!

Andy has just undertaken an OSCE which has been recorded on Learning Space.

We’d like you to mark his performance.

https://meti.leedsbeckett.ac.uk
Feedback

Please log in to Learning Space using your allocated student email and password.

Click on “data entry” to complete the short questionnaire.

Thank you.

https://meti.leedsbeckett.ac.uk
The future…

- Automated OSCE scheduling
- Virtual case studies
- Educational prescriptions
- SP marking via iPad
- Developing an OSCE bank that can be shared with other Learning Space users
- Learning Space user forum
- CAE reference site
Thank you for listening. Any questions?

Contact details:

Ann Sunderland
A.Sunderland@leedsbeckett.ac.uk

Andrew Martin
A.J.Martin@leedsbeckett.ac.uk