

Value of OSCE assessments in a post-COVID & AI world

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Abstract

Background

Assessments including the Objective Structured Clinical Examinations (OSCEs) have been impacted by the COVID-19 pandemic. (1) Implementing a costly OSCEs is challenging, however, the increased use of artificial intelligence (AI) in written assessments, emphasises the value of practical assessments. There is a need to consider what an 'OSCE' looks like in 2024, and to re-examine its value and best practice.

Summary of work

This study was conducted under the auspices of the Australasian Collaboration for Clinical Assessment in Medicine (ACCLAiM) which develops and benchmarks OSCEs across medical schools in Australia and New Zealand. Stakeholders' perceptions of the continued relevance and significance of OSCEs in post-COVID and AI world were evaluated by using quantitative and qualitative data methods adding to previous ACCLAiM research findings. (2, 3)

Results

The results indicated differences (e.g. station numbers, timing, feedback, reassessment, remediation, student progression) in how OSCEs are delivered across medical schools which could affect their validity. The sustainability of this model of assessment was discussed by participants, and the major themes arising are presented.

Discussion

OSCEs are still a highly relevant form of clinical assessment because they enable the evaluation of a diverse range of skill sets. However, a quality assurance approach to OSCEs is recommended to ensure equitable standards in OSCE assessment across medical schools. More research is needed to understand the impact of current assessment practices on learning.

Conclusions

The results from this study show the current state of OSCEs across medical schools, including areas of best practice and areas that would benefit from more collaborative research to improve practice.

Take-home messages / implications for further research or practice

The OSCE continues to play an important role in assessment with relevance and value in an ever-evolving educational landscape, especially when AI can compromise the reliability of written examinations.

References (maximum three)

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3. Heal C, D'Souza K, Hall L, Smith J, Jones K. Changes to objective structured clinical examinations (OSCE) at Australian medical schools in response to the COVID-19 pandemic. *Medical Teacher*. 2022;44(4):418-24.