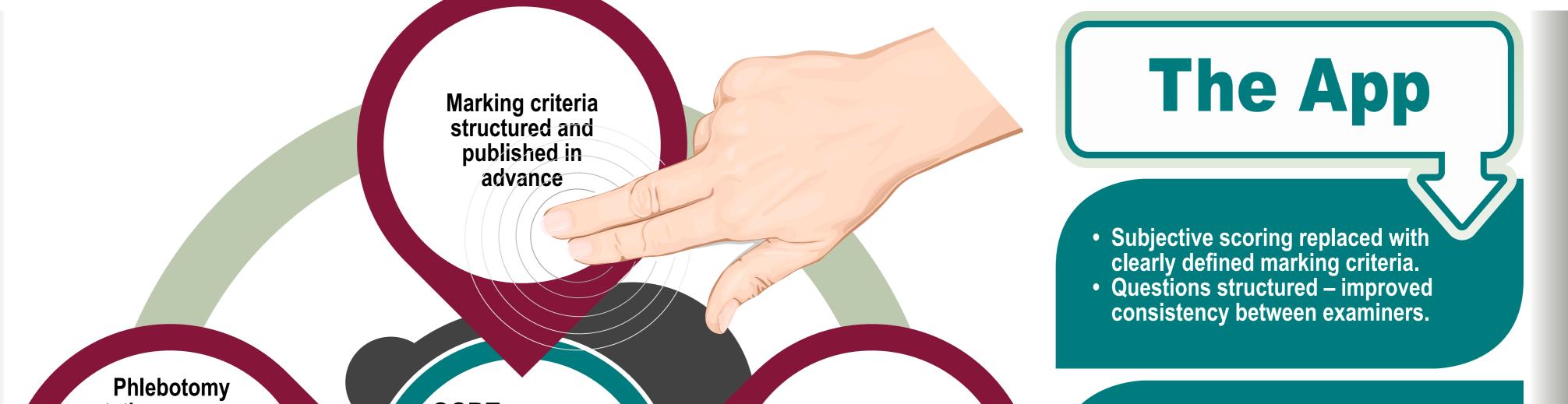
Use of iPads for Objective Structured Practical Examination (OSPE) to assess clinically-related science skills

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station - assess communication skills when undertaking a complex task. Paper –based system time consuming to collate and feedback to students OSPE – assess theoretical, practical and problem-solving skills at multiple stations

Could iPad

technology be

used to optimise

quality and speed of

feedback to students

and minimise

variation between

examiners?

Students receive the same test and interaction with different examiners • Marking scheme (positive and negative marks) not visible to examiners

Comments added manually in final section

 Different styles of assessment and feedback utilised

 Marks and comments quickly downloaded to spreadsheets after examination

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Blood spillage

actory Borderline Highly Satisfactory Excellent

Introduces self, identifies 'volunteer' and explains procedure Checks consent has been given Considerate and polite approach (includes saying thank you to volunteer) Confident approach Able to engage volunteer in conversation Station specific skills Technique of Hand Washing / alcohol get hand rub Coffect / select all necessary equipment and materials into a kidney dish / confiamer for venpuncture. Assembles syringe with needle using aseptic technique		Dr Alison Jenkinson	(001)
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Station specific skills Technique of Hand Washing / alcohol gel hand Tub Coffect / select all necessary equipment and materials into a kidney dish / container for venipuncture. Assembles syringe with needle using asoptic	Confident approach		
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	materials into a kidney dis	ary equipment and th / container for	
		cedle using aseptic	







Phlebotomy station - assess communication skills when undertaking a complex task. Paper –based system time consuming to collate and feedback to students

Outcomes & Conclusions

- Examiner marks were reviewed showing greater consistency between examiners.
- Overall student performance on questions can now be evaluated to assess whether particular aspects are more challenging or particular questions more difficult.
- Numerical and text based feedback returned within 2 days of the final assessment in comparison with 2 weeks the year before.
- Speed of feedback and detail of comments was reported to be useful for preparation for research projects and other practical classes.
- Further developments of the app are planned to ease navigation, automatically time the station and also include common feedback statements which will enhance the quality of examiners comments.