

Marking & grading

- Criteria for assessment should be determined by academics, clinicians & service users and reflect the learning outcomes of the course.
- Criteria should be based upon the teaching with a strong evidence-base utilising national guidelines where available.
- Criteria should include the skill & underlying knowledge base.
- The development of national guidelines would be useful to ensure standard practice & consistency across the country.
- Should we have essential criteria or weight certain criteria?
- The use of a global rating scale assists in assessing the fluency of the student's performance.
- Stations should be trialled by academics and students to ensure feasibility.
- Should we focus on pass /fail criteria or have percentages ?
- How is the pass mark set?
- Moderation needs to be undertaken during the OSCE
- Videoing the student's performance can be a useful tool for moderation. Does this require student consent?
- Examiners should be prepared to ensure they have credibility with the skill.