



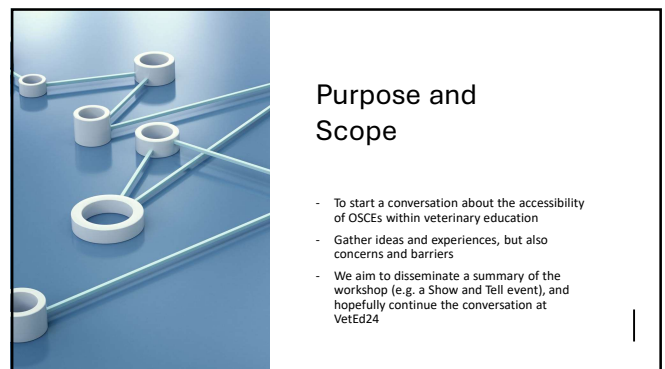
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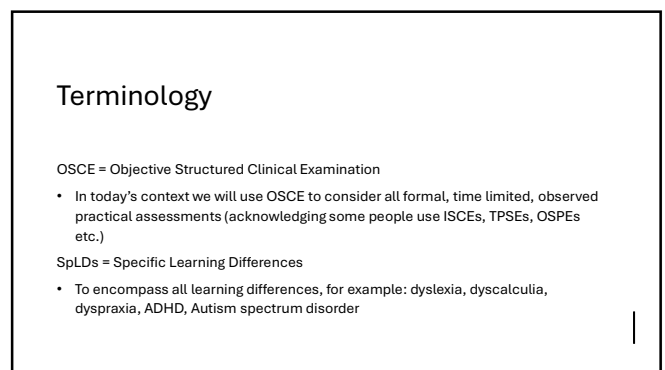
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How could SpLD characteristics potentially impact OSCE performance?

Characteristic	Associated skill difficulties and consequences
Reduced short term/ working memory	<ul style="list-style-type: none"> Forgetting instructions Forgetting names Double checking/ asking for confirmation can resemble lack of ability/ understanding
Misreading text, word insertion/ deletion	<ul style="list-style-type: none"> Confusing similar spelling/ sounding words
Avoidance of known technical terminology	<ul style="list-style-type: none"> Failure to answer questions as desired (explain principles instead to demonstrate understanding) Appear less knowledgeable
Increased anxiety under verbal questioning	<ul style="list-style-type: none"> Failure to answer questions Failure to perform tasks Speaking too quickly to be understood Becoming unable to speak or freezing Forgetting the question
Difficulty coordinating movement	<ul style="list-style-type: none"> Fumble when holding unfamiliar items Perform skills differently or in a mirror image Takes longer to perform skill successfully or to standard
Reduced coordination and speech under observation	<ul style="list-style-type: none"> Unable to represent abilities to their usual standard More clumsy completing skills e.g., tripping or knocking over objects Unable to speak Stutter or repeat words

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Legally, what do we need to know? UK Equality Act 2010 – education considerations

- **1st requirement:** provision/criterion/practice to ensure a disabled person is not at a significant disadvantage e.g. accessibly designed questions
- **2nd requirement:** physical features to ensure a disabled person is not at a significant disadvantage e.g. height adjustments
- **3rd requirement:** auxiliary aids to ensure a disabled student is not at a significant disadvantage e.g. bluetooth stethoscope
- Students are NOT expected to pay for reasonable adjustments



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Exemptions to application of the Act (GMC, 2013):

- Physical adjustments – compliance with the Act does not include removing the physical feature, altering it, or avoiding it e.g., simply removing a station that requires the student to tip a sheep is not appropriate.
- Regulations exist that restrict the application of those considerations under the Act:
 - A professional qualification awarding body is under no obligation to require adjustments that would alter the standard of competency required.
- However:
 - Reasonable adjustments, in relation to modes of assessment of these outcomes and procedures (except where the method or performance is part of the competence to be attained) may be made.
 - Medical schools and/or deaneries which organise the delivery of medical education are responsible for putting those arrangements in place.



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Existing research:

- **Esmail & Roberts (2013)** – reported evidence of achievement bias for UK-trained students
 - Cultural familiarity affecting attainment?
 - Increased risk of failing the MRCGP statutory membership exam
- **Haladyna and Downing (2005)** – highlighted the issues with construct irrelevant variation in assessment
 - e.g. reading ability impacting performance in a maths exam due to question phrasing

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Medicine/Nursing research

- Disabled medical/nursing students are more likely to take absence, leave training, graduate with lower scores, need to re-sit exams/years than non-disabled students.
- Aggar et al. (2019) – Lower pass rate for MRCGP candidates with dyslexia.
 - Those declaring dyslexia late (after a previous failed attempt) less likely to pass than those declaring early (before any attempts).
- No impact on clinical exam scores (Ellis et al. (2022); Revell & Nolan (2022))
- Mental health conditions only disability to have a significant impact on failing an OSCE (Revell & Nolan (2022))
- Students with academic accommodations in place for learning/physical disabilities may perform no worse than students without a declared disability (Meeks et al. (2021); Gray and Burr (2020))
- A student with SpLD requires over a year of adjustments being in place to significantly increase applied medical knowledge assessment performance.
 - Time of diagnosis and implementation of modified assessment provision has a significant impact


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UK Vet Students with SpLDs experiences of OSCEs (Lawrence, 2023)

Students from 7 UK institutions (various years of study) participated in semi-structured interviews:

- Students report the exam environment (and being observed) negatively impacted their ability to perform.
- None believed they had received appropriate reasonable adjustments in OSCEs, despite receiving them in clinical practice.
- Many reported significant negative mental health impacts associated with OSCEs.
- Students felt subjected to discrimination.
- Disparity between student and faculty perceptions of reasonable adjustment provision.

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Why yes, I'm a bit stressed. Why do you ask?

Glasgow OSCE experiences

Johnstone & Wolfe (2023) – Glasgow vet students report:

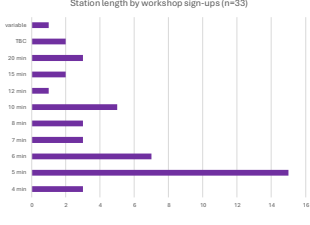
- OSCEs considered to be the most stressful form of assessment
- 54% felt less stressed after station titles released, 34% more stressed!
- But 100% would want the titles released
- Conflicting guidance on task methodology increased stress (video library)
- Assessor non-verbal behaviour caused stress (no small talk rule, have now introduced a request to ☺ more!)

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OSCE station time variation

Station length by workshop sign-ups (n=33)



Station Length	Number of Sign-ups
15 min	1
14 min	1
13 min	1
12 min	1
11 min	1
10 min	1
9 min	1
8 min	1
7 min	1
6 min	1
5 min	16
4 min	1

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Who's taken part?

34 institutions from 11 countries
11 VN/Tech assessors
32 Vet surgeon assessors

Domains represented



Domain	Number of Domains
Equine	20
Large animal	25
Small animal	35

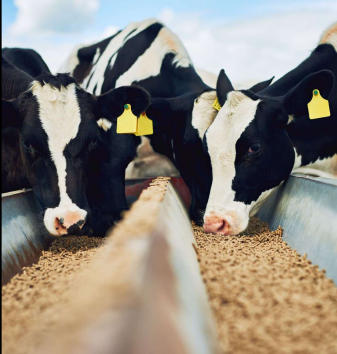
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Break-out Rooms

- We will place you into a break-out room based on your preference submissions
- Each room has a primary topic, and if this is fully explored a designated secondary topic
- The Facilitator for your room will introduce the topic and help steer the discussion

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Break

- Welcome back!
- We encourage everyone to take a short 5 minute break
- Then we give each room the chance to summarise their discussion

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