

Standard setting in OSCE using Rasch analysis

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Abstract

Background

Rasch mathematics modelling is used in educational assessment. In medical education, it is commonly used in knowledge-based assessment and to some extent in the clinical assessment. Objective Structured Clinical Examination (OSCE) is considered to be the gold standard in the assessment of clinical competence. The examination comprises of a series of authentic clinical tasks called stations. Most of these tasks are observed by an examiner and involves standardised patients.

There are few studies which have applied Rasch modelling to explore the uni-dimensionality of the exam as such, effect of the training. No study has looked at the performance of students in individual stations.

Aim of the study

To use Rasch analysis to estimate the ability of students on each of the OSCE stations.

Methods

Scores from two stations used in OSCE were used for analysis. There are three domains assessed at this station.

- Technique
- Description of signs
- Differential diagnosis

. It was observed that the first two domains technique and description of signs were easier compared to the differential diagnosis. This information is important for academics to set the standard for each academic year and will be discussed in the presentation.

Results

We have used the Rasch analysis for the scores received on each checklist as part of the Quality Assurance process and feedback to the academics.

References (maximum three)

NO REFERENCES