

Exploring "behind the scenes" work:  
An institutional ethnography of the OSCE  
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# The Objective Structured Clinical Examination (OSCE)



Gormley GJ, Hodges BD, McNaughton N, Johnston JL. (2016.)  
The show must go on? Patients, props and pedagogy in the  
theatre of the OSCE. *Medical Education*. 50; 1237-1240.

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## Medical Licensing Assessment

We're developing plans to establish a UK-wide Medical Licensing Assessment (MLA).

### What is the Medical Licensing Assessment?

We've defined the aim of the MLA as:

*to create a single, objective demonstration that those applying for registration with a licence to practise medicine in the UK can meet a common threshold for safe practice.*

### Consultation

A full consultation on our plans for the MLA closed on 30 April 2017. We'll consider all the responses to the consultation and prepare a report on our findings. This report will be considered by our Council – our governing body – along with recommendations on the way ahead.

### What's next

Subject to the outcome of this consultation and Council's view, we envisage developing detailed plans with experts and partners. We would then pilot the assessment extensively with a view to implementing the MLA fully in 2022.

To find out more, email us at [mla@gmc-uk.org](mailto:mla@gmc-uk.org).

# Institutional Ethnography

- ▶ *“Institutional ethnography begins where people are and proceeds to discover the workings of the social structure that extends beyond any one of us.”*

D. Smith (Ed) Institutional Ethnography as Practice. 2006

- ▶ *Standpoint*
- ▶ *Problematics*

# Research Aim

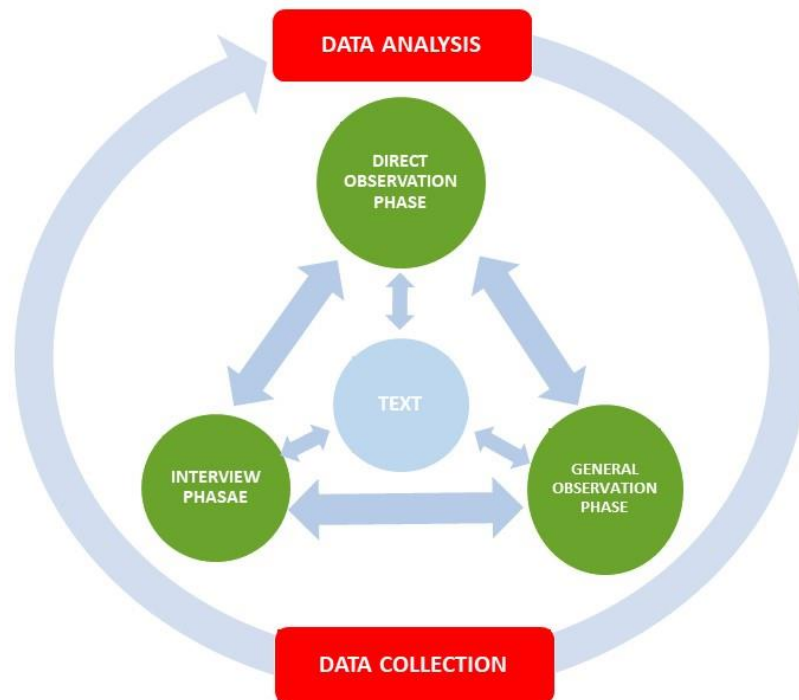
## Research objectives

- ▶ *To explore and explicate the social organisation of undergraduate final OSCEs in medicine.*
- ▶ *To create a (social) map of what individuals do on the ground to show how this work central to OSCE examinations is organised and coordinated; highlighting any disjunctures between policy and practice.*

## Research questions

- ▶ *What work goes into implementing OSCEs? How do these individuals give meaning to their work? How do they know what to do and why do they do it?*
- ▶ *What are the higher-level influences on this work?*
- ▶ *What is the role of "texts" in mediating the implementation of undergraduate final year OSCEs?*

# Phases of data collection running concurrently with data analysis



Kearney G, Johnston J, Hart N, Corman M & Gormley G. 2018 "Protocol: Exploring the Objective Structured Clinical Examination (OSCE) using Institutional Ethnography." *International Journal of Educational Research*. 88C (2018) pp. 42-47.

# Early thoughts/Problematics ...

- ▶ Spirit of Innovation, dampened by the inflexible logistics
- ▶ Real patients in OSCEs - flying in the face of the “standardisation” agenda
- ▶ Creep of “Under new public management”
- ▶ Power of the organising texts e.g. the blueprint, the marking sheet

*Any Questions ...*

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text 'Any Questions ...' is positioned in the upper left quadrant in a light green, italicized font.