

Background: 19% of student nurses at London South Bank University on the Children's nursing Programme are registered as having dyslexia; this is higher than the national average (HESA, 2017).

All students on the nursing course need to be assessed to meet NMC requirements for registration, but do the assessments hinder students with dyslexia. The aim of this research was to explore the perceptions and experiences of pre-registration nursing students with dyslexia, of the OSCE as an assessment method.

Methods: Two-phase mixed methods approach.

Phase 1: 12 nursing students in year 3 completed the online questionnaire to ascertain insight into dyslexia and the OSCE assessment

Phase 2: Six object elicitation interviews, were conducted.

All data was analysed using the 'Framework Analysis' method (Richie and Spence, 1994).



Findings: The findings from this study highlighted;

1. The unique journeys of the participants;

"as a song and a dance like you have to remember the words and then you've got to remember the moves..if you listen to it again and again you're gonna able to do it again"



2. The impact of dyslexia on individual;

"it's like trying to open padlock, you know the combination but sometimes you key in the wrong code or you get the wrong information and you have to keep trying at it to try and unlock."



"I enjoy coconut, I really, really like coconut, um but's really difficult to get into...Even though getting into this coconut, for anyone is gonna be really difficult... [those] with dyslexia, don't have the tools, they have to go and kind of borrow the tools and, you know, find little ways of getting there that you wouldn't normally use..[they] just find the whole experience a bit more difficult"

3. The OSCE assessment process;

"..so [for a dyslexic] student bearing in mind, in terms of an OSCE, it's all recall and it's all communication within a timeframe so it's not ideal!.."



"teddy bears at home...just practised all the time... this is my life (laughs) for like three months of practising"



Discussion: The study offers recommendations and discussion around the OSCE as an 'inclusive' teaching and assessment method, considering how the design of curricula and assessment assists in recognising students' individualism and in reducing potential issues.

It is the first study to consider the OSCE with regard to such students and offers and opening for future studies focusing on learning difficulties and OSCE assessments within nursing.

Richie, J. and Spencer, L. (1994) *Qualitative data analysis for applied policy research*. In analysing Qualitative Data, ed. Bryman, A. and Burgess, R., p173-194

HESA. (2016/7) Widening participation of students in receipt of DSA [online]. Available from: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/receipt-of-dsa> {accessed August 2019}.