Figure 3. Effect of OSCE tutor programme. (a) on perceptions of the importance of different teaching roles. (b) On the personal qualities required of a clinical teacher

Fig 3 (a) Effects of the OSCE tutor programme on tutor perceptions of the importance of different teaching roles

![Bar chart showing the effects of the OSCE tutor programme on tutor perceptions of the importance of different teaching roles.](chart)

- Assessment: 12% increased, 19% unchanged, 10% decreased
- Facilitator: 11% increased, 20% unchanged, 10% decreased
- Role model: 10% increased, 20% unchanged, 11% decreased
- Resource provider: 13% increased, 13% unchanged, 15% decreased
- Information provider: 6% increased, 25% unchanged, 10% decreased
- Planner: 22% increased, 9% unchanged, 10% decreased

Fig 3 (b) Effects of the OSCE tutor programme on tutor perceptions of the qualities required of a good clinical teacher

![Bar chart showing the effects of the OSCE tutor programme on tutor perceptions of the qualities required of a good clinical teacher.](chart)

- Ability to assess student progress fairly: 9% increased, 20% unchanged, 12% decreased
- Ability to use assessment to give feedback to students: 11% increased, 22% unchanged, 8% decreased
- Practical teaching skills: 9% increased, 22% unchanged, 10% decreased
- Understanding of research method: 12% increased, 19% unchanged, 9% decreased
- Understanding of the principles of education as applied to medicine: 12% increased, 19% unchanged, 10% decreased
- Ability to promote professional attitudes and values: 12% increased, 22% unchanged, 7% decreased
- Sensitivity: 7% increased, 26% unchanged, 8% decreased
- Commitment: 6% increased, 21% unchanged, 14% decreased
- Enthusiasm: 3% increased, 30% unchanged, 8% decreased

[Chart legend: Increased, Unchanged, Decreased]