## Workshop “Training of Examiners (Anatomy)"

**7th July, 2008**

### Attendance Sheet

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Name</th>
<th>Designation</th>
<th>Institute</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Athar Maqbool</td>
<td>Associate Professor</td>
<td>Allama Iqbal Medical College Lahore</td>
<td>Athar</td>
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<tr>
<td>2</td>
<td>Dr. Khaliq Muhammad Akhtar</td>
<td>Associate Professor</td>
<td>Lypah Medical College Faisalabad</td>
<td>Ali</td>
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<tr>
<td>3</td>
<td>Dr. Iqbal Ahmed Alia</td>
<td>Professor</td>
<td>Independent Institute</td>
<td>Jeevan</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Mushtaq Noor</td>
<td>Professor</td>
<td>FMH, CMD</td>
<td>Shams</td>
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<tr>
<td>5</td>
<td>Dr. Tassadiq Ali</td>
<td>Professor</td>
<td>DCH, CMD Lahore</td>
<td>Zia</td>
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<tr>
<td>6</td>
<td>Prof. M. Tahir</td>
<td>Professor</td>
<td>FMH</td>
<td>Shams</td>
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<tr>
<td>7</td>
<td>Dr. Noor Fassia</td>
<td>Associate Prof</td>
<td>FMH CME</td>
<td>Fia</td>
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<tr>
<td>8</td>
<td>Prof. Dr. Khaliq-ul-Hassan</td>
<td>Professor</td>
<td>Ilmer</td>
<td>Dawn</td>
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<tr>
<td>9</td>
<td>Prof. Dr. Tehmina Shabbir</td>
<td>Professor</td>
<td>University College of Medical Sciences</td>
<td>Tehmina</td>
</tr>
<tr>
<td>10</td>
<td>Prof. Dr. Fazal Bhatti</td>
<td>Professor</td>
<td>Jinnah University</td>
<td>Shams</td>
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<tr>
<td>11</td>
<td>Prof. Dr. Zulfiqar Ali</td>
<td>Professor</td>
<td>Jinnah Medical College, Faisalabad</td>
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<tr>
<td>12</td>
<td>Prof. Dr. Raheel Taseer</td>
<td>Professor</td>
<td>Lahore Med. and Dental College</td>
<td>Tiwana</td>
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<tr>
<td>13</td>
<td>Prof. Dr. Owais Hameed</td>
<td>A/P</td>
<td>Dr. Zayed Medical College</td>
<td>YK Medical</td>
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<td>14</td>
<td>Prof. Dr. Liaquat Ali</td>
<td>Professor</td>
<td>University Medical College, Faisalabad</td>
<td>Shams</td>
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<td>15</td>
<td>Prof. Dr. Riaz Ahmad</td>
<td>Professor</td>
<td>University Medical College, Faisalabad</td>
<td>Shams</td>
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<td>16</td>
<td>Dr. Muhammad Javaid</td>
<td>A/P</td>
<td>Pak Medical College, Faisalabad</td>
<td>Shams</td>
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<tr>
<td>17</td>
<td>Prof. Dr. Tehmina Ram</td>
<td>Prof</td>
<td>University of Punjab, Lahore</td>
<td>Shams</td>
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Format (Practical Examination / OSPE)
MBBS First Professional Examination (Part-I)

ANATOMY (PART-I)

BREAK UP OF AWARDS

<table>
<thead>
<tr>
<th>PRACTICAL OSPE</th>
<th>STRUCTURED VIVA</th>
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<tr>
<td>Gross</td>
<td>Total of GS &amp; Histology 45</td>
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<tr>
<td>Spotting 25</td>
<td>Spotting 12</td>
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Short Slides
Total Stations = 12
Total Marks = 12
Marks for correct Identification of slide = 0.5
Marks for at least 02 specific identification points of slide = 0.25 + 0.25 = 0.5
Time per Station = 2 minutes

Long Slides
Draw and Label = 3 Marks
Identification = 1 Mark
Time = 10 mins.
Long slides may be different for different students
Viva = 04 Marks
Conduct of OSPE

- The Batches for Major viva voce and Practical / OSPE exam will be same on any particular day and will be 26 students strong each.
- The Practical Answer Books for OSPE stations will be sent separately to each centre one for each candidate.
- The candidates are to carry the Practical Answer Books from station to station and are to register their responses to each question at these desks separately on the same Practical Answer Sheet in the designated areas.
- Before leaving the Assessment Hall the candidate should deposit the Answer Book either at the “Marking Desk” or with the organizer as per decision of the convener.
- All candidates will complete a mandatory “Feedback Proforma” and deposit the same confidentially in the sealed collection boxes provided.
- The candidates leaving the OSPE Hall will not mingle with candidates awaiting assessment, who are to be kept under supervision in a separate holding bay.
- Each batch of the candidates while waiting for the OSPE in the waiting area should be briefed about the OSPE process and the layout of the OSPE hall as well as the flow of candidates through the hall. They are not to bring any mobile phones or any other technology that could be used for communication within the premises of the examination centre.
- Any student found having mobile phone or any other electronic medium should be removed from the OSPE examination centre and an Unfair Means Case registered against him/ her.
DISTRIBUTION OF MARKS:

Total Marks = 25

Total Stations = 10 (2.5 minutes at each station)

Each Station = 05 Identification Spots, each spot of 0.5 Marks which makes 2.5 Marks for each station (2.5 x 10 stations = 25)

STATION – 1 (Osteology and Arthrology):

2.5 Marks
05 identification spots (Each 0.5 Marks)

- Bones of Whole Body (Identify and Classify)
- Joints of the Limbs (Written) : Classify
- Muscles of Limbs (Written) : Classify

STATION – 2 & 3 (UPPER LIMB):

2.5 Marks for each station
05 identification spots per station (Each 0.5 Marks)

- Soft Parts and Bones

STATION – 4 & 5 (LOWER LIMB):

2.5 Marks for each station
05 identification spots per station (Each 0.5 Marks)

- Soft Parts and Bones

STATION – 6 & 7 (Thorax):

2.5 Marks for each station
05 identification spots per station (Each 0.5 Marks)

- Soft Parts and Bones

STATION – 8 (Radiology):

2.5 Marks
05 identification spots (Each 0.5 Marks)

- X-Rays of both the Limbs and Chest
STATION – 9 & 10 (Embryology):

2.5 Marks for each station
05 identification spots per station (Each 0.5 Marks)

• Models / Figures

HISTOLOGY (20 Marks):

SPOTTING: 12 marks
12 Stations (each of 01 mark and 02 minutes at each station)

➢ Identify (0.5 mark)
➢ 02 Specific Identification points (0.25 + 0.25)

Long Slide: 8 marks
Draw and label = 3 Marks
Identification = 1 Mark
Different slides may be used for different students.
Viva voce on Long Slide = 4 Marks

VIVA VOCE:

At least 09 Questions each carrying 05 marks will be asked from each candidate with the following weightage:

• Upper Limb - 2
• Lower Limb - 2
• Surface Anatomy - 1
• Thorax - 2
• General Embryology - 2
University of Health Sciences believes that the actual beneficiary of Medical Education is the Public of Pakistan. Therefore, the University has introduced clinically-oriented and community-based objectives in the teaching and learning strategies as well as the evaluation criteria. Replacing certain subjective components of the Practical Examination with Objectively Structured Performance Evaluation is yet another step by the University towards that goal. The University also strongly believes that the students are the key stakeholders of the Medical Education Cycle therefore any improvement both qualitative and quantitative in Medical Education cannot be achieved without the input of our students.

The University has, therefore, developed an anonymous mandatory “Feedback Proforma” that the students are required to complete at the end of each OSPE and shall drop the same in the sealed boxes provided which will be delivered in confidence to the Examinations Department for study and analysis. A copy of the “Feedback Proforma” is provided for your information and perusal.
STUDENT’S FEEDBACK FORM
UNIVERSITY OF HEALTH SCIENCES LAHORE
EXAMINATION: ______________________
SUBJECT: ____________________________

OSPE SECTION

Instructions: COMPULSORY & ANONYMOUS, fill all sections and tick appropriate box

1. PRE EXAMINATION ARRANGMENTS
   a) Were you sent / conveyed information about time, place and format in time?

2. EXAMINATION CONDUCT:
   a) Waiting area (comfortable, provided with basic amenities etc.) Comfortable Un-Comfortable
   b) Timings observed punctually? YES NO
   c) Instructions clearly conveyed prior to start of examination? YES NO
   d) Conducting staff helpful / cooperative? Very helpful / cooperative Helpful / cooperative Not helpful Not helpful at all
   e) Instructions on stations were clear / concise? YES NO
   f) Attitude of Examiner? Friendly Neutral Hostile
   g) Organisation of flow between stations? Smooth Haphazard
   h) Time provided in tasks? Excessive Adequate In-adequate

3. GENERAL ATMOSPHERE OF EXAMINATION HALL? Noisy Quiet Conducive to smooth conduct Disruptive

4. GENERAL IMPRESSION ABOUT OVERALL CONDUCT OF EXAMINATION?

5. GENERAL IMPRESSION ABOUT CURRICULUM OF THE SUBJECT AND THE QUALITY OF ITS TEACHING?

6. ANY SUGGESTIONS FOR IMPROVING MEDICAL EDUCATION SYSTEMS AT UHS?