



## Availability of tools for objective structured practical examination

Sir,

Guidelines state that a medical school must have sufficient physical facilities for its staff and the student population so that curriculum contents could be delivered adequately and effectively [1]. Physical resources not only include the lecture hall, laboratories, skill labs, and teaching hospitals but also the specimen (anatomy, pathology, etc.), manikin, pre-clinical lab reagents. To fulfill the requirement of educational resources, it is common practice that medical schools bring one set of instruments on the shelf to display to the Accreditation Committee.

Many medical schools run their medical program by having one set of lab instruments. Now what happens, the instruments (microscopic slides, manikin, microscopes, chemical reagents) are used in curriculum delivery during the normal academic period (semester or year). As a fact, some are broken or lost. Their repair or replacement takes much longer time. Many times, such tools and equipment are not available at the time of assessment such as Objective structured practical examination (OSPE). As a result, there is an excuse from the concerned pre-clinical or clinical department, e.g., anatomy, pathology, microbiology, medicine, etc.) that such slides/specimen/manikin are not available so cannot be included in the examination.

We suggest that accreditation bodies of concerned regions make sure that each medical school within their jurisdiction must have a separate set of all required items which may likely to be put in objective structured practical/clinical examination (OSPE/OSCE) or any other employed method of assessment in the school. Such equipment/specimens must be present at all times, and accreditation bodies should visit time to time unanimously to check the availability of such specimen/

manikin reserved for assessment. In this manner, minimum requirement of such specimens/instruments and their qualities may be prepared and displayed at the website of concerned accreditation bodies. This action would help improve the quality of assessment of medical schools as well as produce the medical graduates as stipulated in the program outcome.

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1. Guidelines for Accreditation of Medical Schools in Countries of the South East Asia Region. SEA-HSD-318. Available from: <http://www.apps.searo.who.int/PDS-DOCS/B4299.pdf>. [Last Accessed on 2015 Oct 10].

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