



## Mini-test blueprint for OSPE in Physiology

**Reem Rachel Abraham, Sharmila Torke, Surekha Kamath**

Department of Physiology, Melaka Manipal Medical College (MMMC) (Manipal Campus), Manipal University, Manipal, Karnataka, India

---

### ARTICLE INFO

Received : 02/08/2013  
Accepted : 09/09/2013  
Published : 01/12/2013

---

### KEYWORD

Blueprint  
Physiology  
OSPE

© Medical Education Department, School of Medical Sciences, Universiti Sains Malaysia. All rights reserved.

---

**CORRESPONDING AUTHOR:** Dr Reem Rachel Abraham, Department of Physiology, Melaka Manipal Medical College, Manipal Campus, Manipal University, Karnataka, INDIA 576 104. Email: reemabraham@yahoo.com

### Introduction

The blueprint approach to assessment is gaining momentum in recent years. Blueprinting involves developing a template to define the content of a given test(1).The department of Physiology at MMMC has incorporated Objective Structured Practical Examination (OSPE) as an assessment tool into the curriculum in 2009. Examiners for the final summative examination constitute two internal examiners from MMMC and two external examiners, one from India and another from Malaysia. At the end of examination, which is spread over three to four days, the examiners present a report on examination process which includes suggestions for refinement of examination.

We received suggestions such as, in OSPE, more skills should be assessed and some skills are repeating frequently across stations. Therefore in order to increase content validity of the

assessment content, we initiated to develop a mini- test blueprint before conduct of the examination, from September 2010 onwards.

Internal examiners for each of the three days prepare questions separately. The questions are intended to assess identification skills (identifying a cell), diagnostic skills (diagnosing an endocrine disorder), recall, problem solving skills, interpretation skills (interpreting a graph) and communication skills (in performance stations). All the examiners (n=6; 2 each for 3 days) meet and discuss each question in each OSPE station for all three days and identify the skill or attribute that particular question intends to assess. In this process it is ensured that each station assesses different skills. A consensus is reached among the examiners regarding the final mini-test blueprint. A copy of the same is given to the two external examiners. Over the years, we received comments from external examiners stating that mini-test blueprint is a useful tool in

enhancing the validity of OSPE. It also allowed the external examiners to test knowledge in all three domains; cognitive, psychomotor and affective domains. It also ensured uniform difficulty level. From our experience, we ascertain that blueprints are easy to use and give an in-depth idea about the type of questions asked and the specific skills they intend to assess.

### **Reference**

1. Sales D, Sturrock A, Boursicot K, Dacre. Blueprinting for clinical performance deficiencies-Lessons and principles from the General Medical Council's fitness to practice procedures. *Medical Teacher* 2010; 32: e111-e114.