



OTAGO MEDICAL SCHOOL  
*Te Kura Hauora o Ōtākou*

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# Module Conveners Assessment Guide



**OMS**  
**MB ChB**

WELCOME

A warm welcome to you from the University of [Otago Medical School's Education Development and Staff Support Unit](#). This handbook is a guide to student assessment for the undergraduate medical degree, the Bachelor of Medicine and Bachelor of Surgery (MB ChB). It is intended to provide module conveners with a brief explanation of the purpose of assessment and an overview of major assessment events in the MB ChB programme. We are here to assist you in your convenue role, so please contact us. This document supplements the [MB ChB Module Conveners Role Description booklet](#) with information specific to assessment within the MB ChB programme and to your module.



Updated annually, The [MB ChB Assessment Policies and Procedures document \(APP\)](#) is the overarching resource for information on all aspects of assessment for the MB ChB programme. Staff involved with assessing students should be familiar with the APP and other relevant policies.



MB ChB  
System of Assessment  
Policies and Procedures  
(the APP)

## PURPOSES OF ASSESSMENT

### **Kaupapa – Our Vision for the MB ChB system of assessment**

A system of assessment that ensures Otago Medical School MB ChB graduates are fit to transition to clinical practice to serve the population of Aotearoa New Zealand, is respected by students and educators, and is highly regarded nationally and internationally.

**At the Otago Medical School (OMS), we have three main purposes of assessment for the MB ChB:**

1. Guiding student learning – Assessment should enable students to understand their progress relative to defined standards and identify their strengths and weaknesses. Should be encouraged to use self-assessment with other assessment information to direct and motivate their future learning by identifying areas for improvement and achieve personal excellence.
2. Ensuring that individual students are satisfactory to progress – Assessment should ensure that students are performing to at least a satisfactory standard to progress during the course. At the completion of the course, assessment should ensure that students have the necessary knowledge, skills, and professional conduct that lead to safe fit-for-purpose practice.
3. Evaluating the course – Assessment results should be used as part of the quality improvement process of the MB ChB degree.

As a module convener, you are involved with in all three purposes of assessment.

### **Guiding student learning**

All assessment events should guide individual student learning. In addition to assessment events, the module outcomes and learning opportunities will guide learning within the module. However, feedback to students is the most valuable way of guiding current and future learning. The type of assessment event will influence the nature of the feedback. Feedback may be written (e.g. electronic or paper-based) or verbal (e.g. giving oral feedback after a student has been observed). Feedback may immediately follow an assessment event and/or be collated from several assessment events to provide a more complete picture.

Throughout the Early Learning in Medicine (ELM) years 2-3 and the Advanced Learning in

Medicine (ALM) years 4-6, there are opportunities to provide feedback through a variety of assessments events that are associated with each module. Assessment information is made available to the students on Moodle and it can provide powerful opportunities to guide student learning.

The following resource on feedback may be useful:  
DYK 10 [Making the most of participating in feedback](#).



## Ensuring students are satisfactory to progress

Students must complete a variety of assessment events to a satisfactory standard for each year level of the degree programme.

Assessment policy, procedures, and processes are managed centrally through the Otago Medical School's MB ChB Assessment Sub-Committee (MASC). Module assessments are developed and delivered locally at each campus.

At the module level, module conveners are the principal conduit for assessment and they are the first contact for staff who wish to clarify their role in ELM/ALM assessments.

In ELM, the assessment of student progress is carried out through a variety of in-course and end-of-year assessments. Although, the assessments are broadly divided into written and clinical components, there is significant overlap between these components with respect to the targeting and reinforcement of the knowledge, skills, and behavioural learning outcomes of the programme. Progress decisions are based on students reaching a pass standard in written and clinical components.

Students complete in-course written assessments covering the foundational basic sciences, cultural safety, and professional development learning outcomes. These in-course assessments contribute towards their end-of-year written assessment grade.

Within the clinical skills component of ELM, in-course assessments are more frequent and may facilitate a decision about whether a student has performed satisfactorily at the standard set for the course, prior to the end of the year. In the absence of an end-of-year clinical skills assessment, progression decision-making can be made on the basis of student performance in these in-course assessments. However, students are required to complete an additional end-of-year clinical skills assessment if either (i) they have not met the pass standard in the in-course assessments or (ii) there is insufficient evidence, usually due to student absence from in-course assessments, to determine if satisfactory performance has been demonstrated by that student to make a progression decision.

In ALM, the Common Component Examinations (CCEs) are managed by assessment sub-committees. CCEs occur at the end of the year and they are the same for all students in a particular year of the MB ChB programme.

In ELM and ALM, students must complete all specified assessments to meet Terms requirements. Terms decisions are based on the aggregated information across a number of modules, in-course assessment events, and other information related to student performance. In order to progress from one year to the next, a student must meet the

Terms requirements, have no outstanding concerns regarding professional conduct, and meet the required standard in the ELM2, ELM3 and ALM5 CCE.

The decisions about student progress are made by separate Boards of Censors for students in ELM and ALM.

### Module assessments

The Summary of Achievement (SoA) is the common progress report used in ELM and ALM to summarise a student’s progress and achievement, including professional conduct.

#### **Summary of Achievement (SoA) report (as seen in MedMoodle)**

Case Appreciation	Standard achieved with excellence	
Case Write-up	Standard achieved	
Logbook	Standard not yet achieved	On Call attendance below expected standard
OSCE: History Taking	18:00	
OSCE: Clinical Examination	14:00	
Clinical Question Mark	13:00	
Consultant Feedback form		End of run feedback Worked well in the team. Active learner, good clinical skill, knowledge and clinical reasoning for beginning 4th year. No concerns.
<input type="checkbox"/> Clinical Skills Competencies	Standard achieved	
<input type="checkbox"/> Professional Conduct	Standard achieved	
First Quarter MCQ	6:00	
OSCE History Taking Outcome	Standard achieved with excellence	
OSCE Clinical Examination Outcome	Standard achieved	
MCQ and Clinical Question Outcome	Standard achieved	
<b>Professional Conduct Assessments</b>		
Interactions with patients and their whānau	Standard achieved	
Personal and Professional Expectations	Standard achieved	
Relationships with staff and colleagues (including teamwork)	Standard achieved	
Commitment to continuing improvement in practices, self, and others.	Standard achieved	
<b>Overall Module Outcome</b>		
Module-delivered Assessments: Overall Grade	Conditional Pass	
Professional Conduct Assessments: Overall Grade	Pass	
<input type="checkbox"/> Comments: Strengths / Areas for improvement / Conditions for CP / Other		XXS Surgery run was disrupted with 15 days absence due to Covid Conditions to complete: Complete on-call requirements of subsequent modules. To be reviewed at SPC meeting at end of the 3rd quarter.
Overall Assessment	Conditional Pass	

Your attendance at the relevant Student Progress Committee (SPC) is expected. SPCs typically meet four times per year to discuss student results including an end of year Terms meeting. Before each SPC meeting you will be given an opportunity to identify students and their results you wish to discuss. You should prepare documentation to support the discussion. You are also encouraged to contribute to the discussions initiated by other conveners.

#### ELM requirements:

The marks gained from the in-course assessments are aggregated with the results of end-of-year examinations.

The ELM2, in-course assessments include:

- (i) For the Clinical Skills component: on-line assessments and quizzes, physical examination and history-taking Feedback OSCEs (FOSCEs).
- (ii) For the Written assessments component: Objective Structured Practical Examination (OSPE), Integrated Cases assessments, Early Professional Experience (EPE) assessment, and the Genetics assignment.

The ELM3 in-course assessments include:

- (i) For the Clinical Skills component: on-line assessments and quizzes, physical examination and history-taking FOSCEs.
- (ii) For the Written assessments component: OSPE, Integrated Cases assessment, Renal assessment, and EPE reflective essay.

At present, the ELM SoA, which is discussed at the SPC, is populated with attendance data and data from in-course assessments. Ideally, these data should be brought up-to-date prior to an upcoming SPC meeting.

In-course assessment:

The development of in-course assessments is guided by the [MB ChB Standards for Assessment](#) document.



**Standards for the System of Assessment  
for the MB ChB programme**

July 2022

Please contact the [ELM Assessment Convener](#) and/or the [Director of the ELM programme](#) if you wish to introduce a module assessment that will be used to inform Terms decisions.

Why does the MB ChB programme need standards for our system of assessment?  
The primary purpose of the Otago Medical School MBChB programme is to graduate students who are fit to practise as PGY1 doctors in New Zealand. As part of the programme, the system of assessment promotes and guides student learning and ensures minimum requirements are met by individual students. The MB ChB Assessment Sub-committee (MASC) believes that developing, working towards, and meeting standards for the system of assessment will support the planning, implementation, evaluation and quality improvement of assessment items, events and system, and will provide quality information to support sound and correct decisions to progress and graduate students.

ALM requirements:

In ALM, an SoA form is completed for each student at the end of all block modules and some vertical modules. MedMoodle is the current method used to record the SoA results. We recommend providing rich and actionable feedback to students as they complete assessments during your module rather than just at the end of the module as part of the SoA.

When you are completing the SoA, note:

- a provisional SoA should be completed and available to students **within 10 working days** after module completion.
- for those students with a provisional CP/Fail in your module, it is expected that the convener/delegate should initiate contact with the student to discuss their results.
- there should be a mechanism for all students to discuss their provisional SoA/results with the convener (or delegate) should they wish. Depending on convener/delegate workload capacity, and the reason from the student for the meeting, not all requests will be granted.
- the relevant SPC will meet to discuss and confirm the final SoA outcome, including the Conditions to Pass set for students awarded a CP.
- consider contacting your schools Associate Dean Student Affairs (ADSA) to discuss individual student's personal situation that may require ADSA support/assistance.

In-course assessment:

- When developing an assessment event, pay attention to the learning outcomes identified for the module, then choose assessment method/s that require students

to demonstrate their learning within that outcome context (i.e. the assessment event is fit for purpose).

- Factors to consider will include: validity (content, marking, standard setting, weighting/aggregation), feasibility (resources), acceptability (to students, staff, patients), and reliability (consistency of scores and results).
- Consider spreading assessment events across the module duration to avoid several due on the last day or in final week of the module. This spread may help students to balance their work load. It may also provide opportunities for students to revise or re-take unsatisfactory assessments within allocated module time.
- Refer to the [MB ChB Standards for Assessment](#) document for more information.

### **Common component examinations (CCEs) (End of year 2, 3, 5)**

Students must complete a number of centrally coordinated common assessments throughout the course that contribute significantly towards progression decisions. These CCEs may also be referred to as end-of-year (EOY) exams.

The standard of performance required on these CCEs will usually be the minimum required to demonstrate readiness to progress to the next stage of the course.

Module conveners may be asked to contribute to the CCEs for the phase in which their module is situated.

#### ELM

At the end of each year in ELM, there will be the following CCEs:

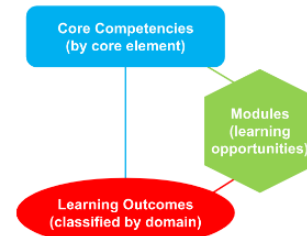
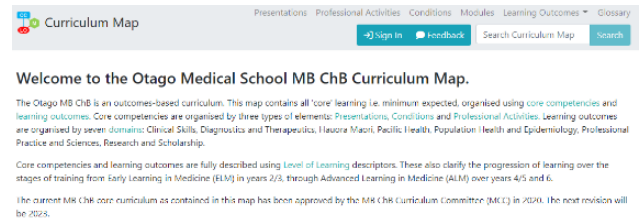
- a written exam consisting of three 2-hour question papers comprising approximately 4 hours of case-based short answer questions and approximately 2 hours of multiple-choice questions,
- a 50-minute OSPE which consists of questions that include anatomy (including histology) and pathology, and
- an additional Clinical Skills OSCE which is reserved for only those for whom there is insufficient evidence to determine satisfactory progress through the year.

#### ALM

The end-of-year ALM5 CCE examination consists of two three-hour MCQ papers.

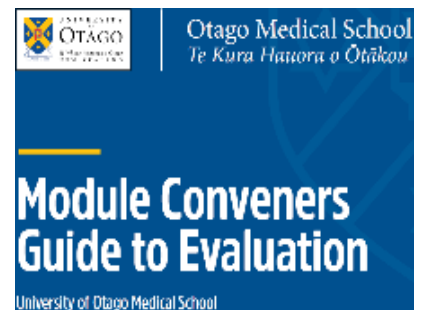
Module conveners may be asked to contribute to CCEs, in the writing and/or reviewing of items/questions/stations, examining stations, and/or marking scripts. There are sub-committees that oversee the development of the CCEs. If you would like further information or would like to be more involved in the CCEs, please contact the Assessment Lead MBChB Programme [Lynette Murdoch](#).

The CCE complements the content covered during module and in-course based assessments. Some content may be covered only in CCEs or in-course. The content required will be set by mapping the examination content to the [Otago Medical School MB ChB Curriculum Map](#) and blueprinting against the Map to ensure adequate coverage. The [Curriculum Map](#) indicates to students and staff the learning outcomes related to core competencies within the MB ChB programme, and demonstrates how they are organised, structured and related/linked to each other.



## Evaluating the course

Student performance in assessment events should contribute to the quality assurance of your module. In-module and CCE assessment events produce data that you can use to evaluate your module. You will likely have easy access to your in-module data. If you don't have the CCE assessment data, contact [mbchb-assessment@otago.ac.nz](mailto:mbchb-assessment@otago.ac.nz). These two sources of assessment data should be included in your evaluation report titled: Summary of Module Evaluations. The report is required every three years. For detailed guidance about how to evaluate your module, refer to the [Module Conveners Governance and Evaluation Guide](#) and the [MB ChB System of Assessment Policies and Procedures \(APP\)](#).



## Programmatic assessment

The OMS assessment strategy encourages a system of programmatic assessment. Instead of making decisions about student performance and progression based on the results of a single set of end-of-year assessments, programmatic assessment involves the systematic collection and critical analysis of multiple pieces of assessment information gathered over time and from several sources to gain an accurate picture of a student's performance.

These sources involve different observers using a variety of assessments methods across multiple modules. Programmatic assessment provides information to continuously guide learning and to determine whether a student is ready to progress. One challenge of using programmatic assessment is to collect the appropriate amount of information necessary to make robust progress decisions sustainably and efficiently. With oversight from MASC, this breadth of assessment information will be carefully managed to improve the quality of the progress decisions.

To support students in our programmatic system of assessment at OMS, we suggest that you:

- provide feedback to guide each student's future learning after as many assessment events as possible; and
- contribute information to enable progress decisions to be made based on multiple assessments across modules.

The OMS office will notify you in a timely manner of how programmatic assessment will affect your role as module convener

All three assessment purposes (for learning, for progression, for evaluation) have their place in an overall assessment system. No one purpose should dominate; each should complement the others.

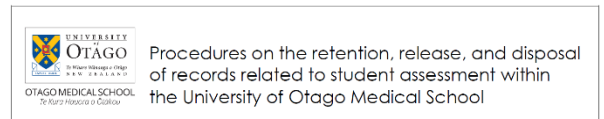
The whole is greater than the sum of its parts

ARISTOTLE

## University policies

You need to be aware of the following policies:

[Procedures on the retention, release, and disposal of records related to student assessment within the University of Otago Medical School.](#)



[Guidelines for the Assessment of Student Performance](#)

### Guidelines for the Assessment of Student Performance

[Home](#) / [Administration](#) / [Policies and regulations](#)

Category	Academic
Type	Guideline
Approved by	Senate
Date Guideline Took Effect	27 August 2014
Last approved revision	24 November 2021
Sponsor	Deputy Vice-Chancellor (Academic)
Responsible officer	Senior Analyst, Research and Policy

[Provision of Course and Study Information to Enrolled Students Policy.](#)

### Provision of Course and Study Information to Enrolled Students Policy

[Home](#) / [Administration](#) / [Policies and regulations](#)

Category	Academic
Type	Policy
Approved by	Senate 10 March 2016
Date Policy Took Effect	30 March 2016
Last approved revision	21 May 2018
Sponsor	Deputy Vice-Chancellor (Academic)
Responsible officer	Senior Analyst, Research and Policy

Contact [mbchb-assessment@otago.ac.nz](mailto:mbchb-assessment@otago.ac.nz) if you have any queries related to assessment policies.

## A quick guide to key assessment terms

<b>Assessment item</b>	An activity that is used, either independently or together with other items, to determine whether a student has reached the required standard e.g. a multiple-choice or short-answer question, or an OSCE station.
<b>Assessment event</b>	<p>A number of assessment items applied at the same time – e.g. an MCQ test or a set of OSCE stations – and which generates assessment information that contribute to progress decisions.</p> <p>As we continue on our journey developing a programmatic system of assessment, progress decisions should be made on multiple assessment events, with each event potentially contributing differentially to the final progress decision.</p> <p>One assessment event will not result in an end of year progress decision.</p>
<b>Progress decision</b>	The decision whether a student is satisfactory to progress to the next phase of the course and/or to practise in postgraduate year 1 (PGY1) e.g. the decision whether a student has reached the standard required to pass a module, or to be granted Terms, or progress to the next level of the course, or to graduate.
<b>Terms</b>	Terms will be awarded by Boards of Censors for each year based on the overall performance of each student in all components of the course during the year. Concerns about performance with respect to any of these components during the year can contribute to a decision to deny Terms. Such denial of Terms can also take into account concerns of a similar nature raised in previous years, particularly if there is a pattern of behaviours that suggest that there is insufficient progress in addressing the concerns.

## Frequently Used Abbreviations

<b>ADSA</b>	Associate Dean Student Affairs
<b>CCE</b>	Common component examination
<b>CP</b>	Conditional pass
<b>EOY</b>	End-of-year
<b>FOSCE</b>	Feedback OSCE
<b>MCQ</b>	Multiple choice question
<b>OSCE</b>	Objective Structured Clinical Examination
<b>OSPE</b>	Objective Structured Practical Examination
<b>SAQ</b>	Short answer question
<b>SoA</b>	Summary of Achievement



University of Otago, Otago Medical School  
Module Conveners Assessment Guide

Resources cited in this publication can be accessed from the Otago Medical School's Resources for staff page:  
<https://www.otago.ac.nz/oms/education/mbchb/staff/resources/assessment/>

For more information or support, please contact Otago Medical School MB ChB assessment staff:

- Assessment Lead MBChB Programme | Dr Lynette Murdoch | [lynette.murdoch@otago.ac.nz](mailto:lynette.murdoch@otago.ac.nz)
- MB ChB Assessment Administrator | [mbchb-assessment@otago.ac.nz](mailto:mbchb-assessment@otago.ac.nz)
- ELM Assessment Co-Convener | Annika Bokor | [annika.bokor@otago.ac.nz](mailto:annika.bokor@otago.ac.nz)
- ELM Assessment Co-Convener | Rachel Lissaman | [rachel.lissaman@otago.ac.nz](mailto:rachel.lissaman@otago.ac.nz)

Or, to discuss module assessments on your local campus:

#### UOC

**Louise Beckingsale/Anthony Ali/Dale Sheehan**

Education Advisers  
University of Otago, Christchurch  
Email: [louise.beckingsale@otago.ac.nz](mailto:louise.beckingsale@otago.ac.nz)  
Tel: 02102213165  
Email: [anthony.ali@otago.ac.nz](mailto:anthony.ali@otago.ac.nz)  
Tel: 0273187928  
Email: [dale.sheehan@otago.ac.nz](mailto:dale.sheehan@otago.ac.nz)  
Tel: 021395747

#### UOW

**Tehmina Gladman/Philippa Nicoll Antipas**

Education Advisers  
University of Otago, Wellington  
PO Box 7343  
Wellington South  
Email: [tehmina.gladman@otago.ac.nz](mailto:tehmina.gladman@otago.ac.nz)  
Tel: 64 4 918 6749  
Email: [philippa.nicollantipas@otago.ac.nz](mailto:philippa.nicollantipas@otago.ac.nz)  
Tel: 0210704776

#### DSM

**Kayla Young**

Education Adviser  
Dunedin School of Medicine  
Otago Medical School  
University of Otago  
PO Box 56,  
Dunedin 9016  
Email: [kayla.young@otago.ac.nz](mailto:kayla.young@otago.ac.nz)  
Tel: 0224128930

#### ELM (year 2-3)

**Jon Cornwall**

Education Advisor and Senior Lecturer  
Centre for Early Learning in Medicine  
University of Otago  
PO Box 56  
Dunedin 9016  
Email: [jon.cornwall@otago.ac.nz](mailto:jon.cornwall@otago.ac.nz)  
Tel 64 3 471 6378

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Please send feedback on this publication to Joy Rudland: [joy.rudland@otago.ac.nz](mailto:joy.rudland@otago.ac.nz).