



OTAGO MEDICAL SCHOOL
Te Kura Hauora o Ōtākou

Induction Material for Teachers of the MB ChB

Otago Medical School
University of Otago
MB ChB



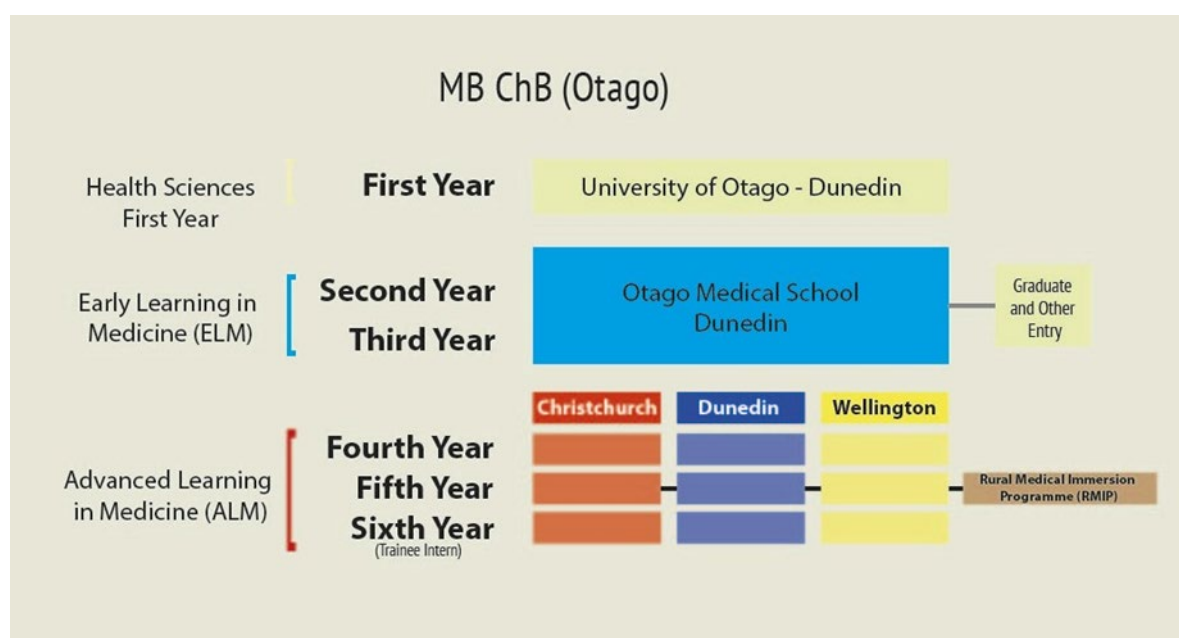
OMS
MBChB

WELCOME

A warm welcome to you from the University of Otago Medical School's Education Unit. This handbook is primarily intended as a guide for newly appointed teaching staff and provides a brief overview of the undergraduate medical degree (MB ChB) that is offered by the Otago Medical School. The information in this handbook will be useful for those who are teaching and for staff who support the teaching of Otago students. The Education Unit is here to assist you in your teaching role, so please do not hesitate to contact us.

Where does my teaching fit in the course?

The undergraduate medical programme consists of 'modules' that are taught over five years. More than two-thirds of students enter the MB ChB programme after achieving entry via the Health Science First Year (HSFY) course. This course provides a foundation for several health-related disciplines including dentistry, medicine, pharmacy, and physiotherapy at the University of Otago. Almost one-third of medical students enter the medical programme as graduates, some of whom are from other health disciplines. The Medical School has a 'Mirror on Society' policy for admissions.

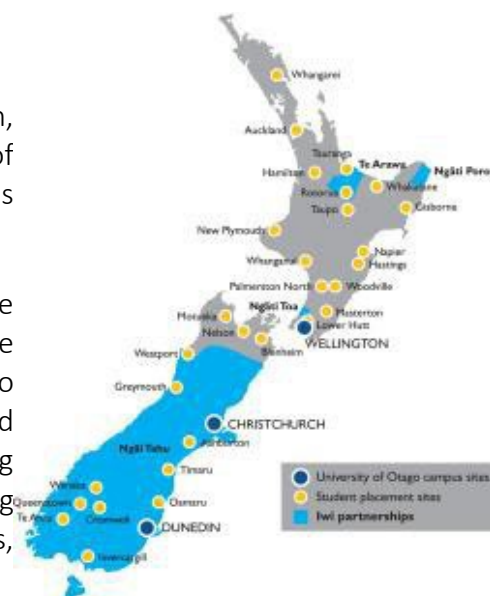


After two years in Dunedin, referred to as Early Learning in Medicine (ELM), students continue their Advanced Learning in Medicine (ALM) studies at one of the three campuses:

Dunedin, Christchurch or Wellington.

Several regional sites (Hastings, Gisborne, Palmerston North, Nelson, Timaru, Invercargill, and Whanganui), are also part of the wider Division of Health Sciences. Many other areas around New Zealand also provide student placements.

For more information about the medical programme, see the [MB ChB website](#). In ELM, Year 2 and 3 modules introduce students to normal body structure and function. Students also learn foundational clinical and communication skills, and aspects of professionalism. We employ a variety of teaching approaches to provide students with a range of learning opportunities that include lectures, small group tutorials, labs, community visits, and independent work.



In ALM, learning in years 4 to 6 mainly occurs in the clinical workplace complemented by small group tutorials. In these years, teaching approaches are likely to be specifically aligned to the learning outcomes associated with a particular module.

In the MB ChB programme, groups of teaching events and learning opportunities are organised into units called 'modules'. There are two types of modules: block and vertical. Block modules run for several consecutive weeks of time during the year. Vertical modules run at intermittent times across one or more years of the programme.

Who are the key people involved in the MB ChB programme?

Students are at the centre of our medical programme. To support student learning, each module has an academic assigned to lead it and they are called the 'module convenor'. Module convenors are responsible for overseeing the learning, teaching, assessment, and evaluation for their module. Each module has at least one administrator assigned to support the module convenor with education-related process associated with their module. They can provide you with the names and photos of the students you are responsible for teaching.

If you need help, there are education experts who can provide assistance located on your campus or in your region. They can be contacted in campus-based Education Units in Christchurch, Dunedin, and Wellington (EUs). The typical membership of an Education Unit is depicted below. Please refer to the specific information for the actual membership of the Education Unit located on each campus:

Associate Dean Medical Education:

Coordinates course delivery on the relevant campus by liaising with module convenors and relevant committees to ensure that the School is meeting the overall objectives of the medical programme processes.

eLearning Facilitator / Coordinator:

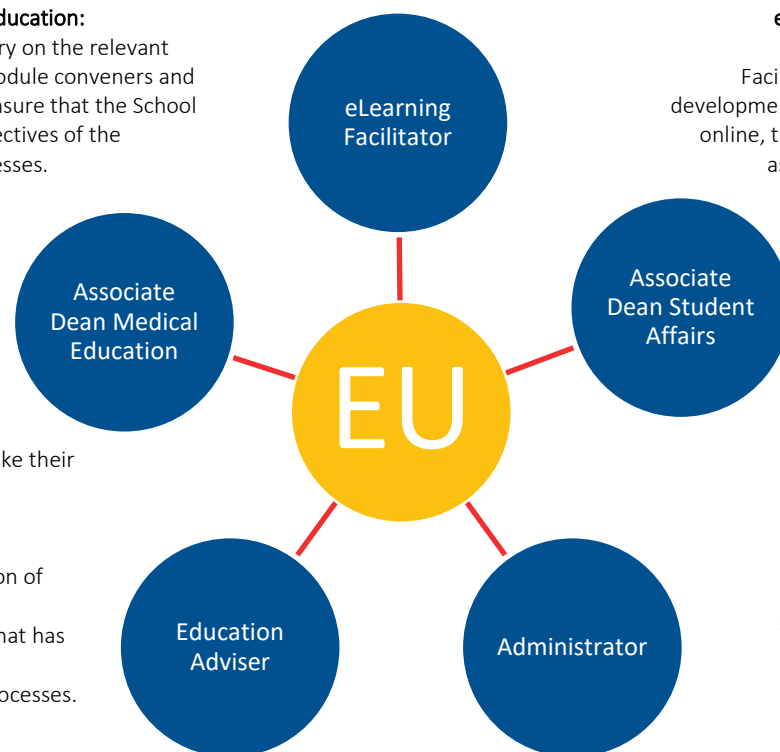
Facilitates the design and development of quality, blended online, teaching, learning and assessment processes.

Education Adviser:

Supports staff to undertake their education-related roles, including: the planning, development, delivery, assessment and evaluation of courses, professional development, research that has an educational focus and confirmation pathway processes.

Associate Dean Student Affairs:

Provides support and academic advice to all students on the campus, monitors and assists students who are challenged by various aspects of the course, and considers applications for leave where there are health issues etc.



How do I know what students should learn?

To ensure that teaching events are planned and students are provided with optimal learning opportunities, outcomes are specified for each module. Your module convener is your first point of contact for information and/or concerns about the module that you are teaching in. Module conveners are central to the efficient and effective delivery of the curriculum. They will be able to give you detailed information about the areas that you are expected to teach and the experiences which can support learning. Outcomes for each of the modules are also available on Moodle. Moodle is the Otago Medical School's online learning management tool. A list of module conveners is provided in the accompanying part 2 of this handbook. A detailed account of the role of the convener in the medical degree can be found in the [MB ChB Module Conveners Role Description](#) (PDF).

The curriculum is defined through the broad learning outcomes that are listed in the [Curriculum Map](#). It is also recommended that you check in with students about their current level of learning and modify any teaching accordingly.

Is there a preferred approach to teaching?

You may be asked to facilitate learning opportunities in different contexts such as in a clinical workplace, in a large group lecture, in small group tutorials, in-person, and online. These contexts require different sets of teaching skills.

Your local Education Adviser can help you to enhance your existing teaching skills and develop new approaches to your practice as an educator. Your colleagues will also be able to provide valuable assistance and support.

Whatever type of teaching you provide to students, please ensure that each learning opportunity/session:

- Makes learning expectations clear; these may include loose, broad outcomes that reflect the serendipitous nature of clinical practice, or specific outcomes suited to more controlled learning environments
- Links/applies theory to clinical practice
- Encourages student participation
 - involves dialogue and discussion rather than didactic delivery
 - includes questioning
 - engages the student
- Is learner centred
 - allows students to identify their own learning needs
 - accommodates variations in students' pace of learning
 - acknowledges a variety of student preferences for learning approaches
- Models good clinical and educational practice

Do I have a role in assessing students?

Your involvement in assessment will be determined by your line manager (e.g., Head of Department). Module conveners often have a key role in the assessment process. More information will be provided by the module conveners if you require it. You may be routinely asked to provide information about the professionalism demonstrated by students.

How are students assessed?

Students in all years must meet some requirements before they can sit end of year examinations.

These requirements are known as “term requirements”. They include such things as attendance. Students must pass each year to progress to the next year.

In ELM 2 and 3, the core examination processes involve written exams, in-course clinical exams, and objective structured practical exams (OSPEs). There are also other summative components to their learning, such as essays, which contribute to their overall mark for each year.

In ALM, most modules have their own assessments. Students need to obtain terms in each year and pass the 5th year end of year common examinations before they can proceed to year 6 (the Trainee Intern or TI year).

The Summary of Achievement (SoA) is used to summarise students’ achievement at the end of a module that has assessments associated with progress decision-making. Module conveners are expected to coordinate the timely submission of assessment information required to complete the SoA in time for discussion at the Student Progress Committee for each student in their module.

The SoA has three components: the ‘professional conduct assessments’, ‘module-delivered assessments’, and ‘overall module outcome’. The module convener may involve you in gathering information to complete these assessments.

In ELM and ALM, all students complete common component examinations (CCEs) at the end of years 2, 3, and 5. CCEs include written and practical exams. The results of these exams contribute to whether a student will progress to the next stage of the programme. These examinations and terms decisions are coordinated centrally rather than at the campus or module level.

The standard of performance required to progress is governed by the stage of the programme. Students must demonstrate at least an acceptable standard of performance in order to progress to the next stage of the programme.

For more detailed information about assessment please refer to the [MB ChB Programme of Assessment: Policies and Procedures \(PDF\)](#).

Is there a management system that I should use?

Moodle (sometimes referred to as MedMoodle. <https://medschool.otago.ac.nz/>) is the primary online learning management system that the Otago Medical School uses to provide access to web-based teaching and learning resources for each module in the medical programme. All students and staff have access to this resource. MedMoodle incorporates communication tools, course materials, discussion forums, online assessment and many other features that will help students and staff manage their study or teaching <https://help.otago.ac.nz/moodle/>.

The [eLearning Coordinator/Facilitator](#) will help you to get started and assist you with your ongoing use of Moodle.

How do I evaluate my teaching?

You may want to obtain feedback about your teaching. A variety of methods may be used to evaluate your teaching.

Evaluations of your teaching are required for performance appraisal, confirmation path, and promotion processes. Your local Education Adviser and members of the Higher Education Development Centre (HEDC) can advise you on the evaluation of teaching including the formal student evaluations coordinated by the Quality Advancement Unit. Details about the evaluation

service provided by the University of Otago can be found on the HEDC website: [HEDC: Evaluate and improve your teaching](#) and Quality Advancement Unit websites managing student evaluation questionnaire. [QAU: Evaluate your teaching](#).

Evaluation of teaching modules is an iterative, ongoing process of quality assurance and improvement that is used to improve the effectiveness of student learning.

The Student-Staff Committee is also involved in the evaluation process. The Committee receives feedback from students about their experiences in the modules of the programme. Students provide their feedback via reports and this information is collated by the Associate Dean for Student Affairs and/or the Associate Dean of Medical Education. Teachers and conveners are encouraged to respond to the feedback provided in these reports and other evaluation information, and to table their own feedback at subsequent meetings. The Committee meets regularly during the academic year.

How will I be supported in my role as a teacher?

The University of Otago is committed to providing an environment that supports the academic, professional, creative, and career development of staff. If you are new to the University, you will be invited to participate in the University's onboarding/induction process. This process will support you to become productive in your new role and help you to integrate quickly into the University and your department and division.

Your local [Education Adviser](#) can provide individual and/or group support for your educational development. This may assist you to identify a direction for your professional development and enable you to access professional development opportunities.

OMS run online professional development sessions each month via Zoom staff support sessions. You can register to attend these sessions at the following web site. In addition, there are video recordings and downloadable resources from previous sessions.



Did You Know newsletters (DYKs), are produced regularly, and contain tips and advice about teaching and learning. These and other resources are available online at [MB ChB information for staff](#) webpage.

The Higher Education Development Centre (HEDC) is based on the Dunedin campus. HEDC staff work in partnership with the University's staff and students to promote, support and enhance the ideals, knowledge and values of higher education. The [HEDC's website](#) provides detailed information about the staff development opportunities that they offer. You will also be able to access local professional development opportunities via the HEDC.

Will the course be changing?

We are proud of our current curriculum, but we are aware that there is always scope for ongoing improvement. A 'Master Plan' for the MB ChB was prepared in 2011 - 2012 which was updated in late 2015 by members of the MB ChB Curriculum Committee. The 'Master Plan' sets a vision for the overall direction of the MB ChB curriculum over the next decade. This document is regarded as a blueprint for the future and can be accessed here: [MB ChB Master Plan](#) (PDF).

FREQUENTLY ASKED QUESTIONS

How do we know how much students know?

As a starting point, check with the module convener about what it is that students need to learn. It is also good practice to involve students when clarifying their level of learning so that you can pitch a learning opportunity (session) at the right level and it is appropriate to question students so that you can quickly gauge their level of learning.

What is Moodle and how do medical students use it?

Moodle is the Otago Medical School's online course/module management system. Moodle supports a range of learning and teaching styles <https://help.otago.ac.nz/moodle/>. You will need your university username and password for access. If you require assistance with this, please contact the eLearning facilitator on your campus.

How can I support a student who is having difficulty with their learning?

Talk to the student and find out if they feel that they are struggling. Make sure that you can both agree on what it is that the student needs to change or learn and how you can best assist them with their learning. It may be appropriate to discuss the situation with the module convener. The sooner that students know what it is that they have to do, the more time there is to remedy the situation.

What opportunities are there for me to develop my teaching?

Throughout the year there will be many opportunities for you to develop your teaching. These opportunities are usually advertised by email and posted in certain areas on your campus. One-on-one support is also available from your Education Adviser as is peer review of your teaching, which may offer useful ideas about how to develop your teaching.

What if I have a new idea or suggestion for the course?

We would love to hear from you! Feedback about the course (including any suggestions for improving the course and/or new ideas) is always welcome. If your feedback relates to a specific module, and you know the name of the module, you can contact the module convener (please refer to the list of module conveners that appears later in this document). If you are unsure about which module your feedback relates to, or you have feedback about the course in general, then please contact the Education Unit via the administrator.

What should I do if I am concerned about a student?

If you are concerned about a student's wellbeing, please approach your module convener to discuss your concerns, who may then contact the Associate Dean of Undergraduate Student Affairs (ADUSA).

If you are concerned about a student's academic performance or assessment, please refer to the University's policy on plagiarism and examination misconduct, and for dishonest practice guidelines: <https://www.otago.ac.nz/administration/policies/otago116850.html>.

THE UNIVERSITY OF OTAGO, WELLINGTON

Welcome to Wellington and associated regions (UOW)

A warm welcome to you from the Education Unit at the Wellington School of Medicine and Health Sciences. Please visit [here](#) for information on our unit.

There are medical, radiation therapy, physiotherapy and dietetics students as well as a large number of postgraduate students enrolled at the University of Otago's Wellington campus (UOW).

This handbook provides a brief overview of the undergraduate medical degree (MB ChB) that is offered on the Wellington campus and is aimed primarily at new teachers who are teaching on the Wellington campus and staff on other sites who support the teaching of UOW students.

The Education Unit

The Education Unit has a number of core and associated staff:



Professor
Rebecca Grainger
*Associate Dean
Medical Education*



Associate Professor
Mark Huthwaite
*Associate Dean
Student Affairs*



Dr Tehmina Gladman
Education Adviser



Dr Chen Wang
eLearning Facilitator

Student Learning Development Adviser: Dr Ruth Toumu'a

The Student Learning Development Adviser is employed half time to support all campus-based and distance students with their learning. The support is free, confidential and neutral.

Support is offered through workshops and individual appointments (face to face and via email). If there is a particular area of learning, (e.g. academic writing, preparing for tests and exams, or oral presentations) that you feel your students would benefit from, you can arrange a workshop where the skills are contextualized. If you have a student who you feel would benefit from individual support, you can encourage them to meet with the Student Learning Adviser.

Clinical Skills Director: Dr Sarah Rennie

The Clinical Skills Director ensures that an integrated clinical skills programme is taught across the three years of the programme.

Videographer/ Photographer: Luke Pilkington-Chin

The Videographer/Photographer can provide you with creative and engaging resource material for your teaching activities.

Associate Dean Māori: Associate Professor Bridget Robson

The Associate Dean Māori plays an important role in ensuring that a Māori health perspective is incorporated and reflected in curriculum content and delivery across the curriculum.

Associate Dean Pacific: Dr Dianne Sika-Paotonu

The Associate Dean Pacific provides effective leadership for Pacific development and support, and ensures that Pacific health perspectives are incorporated and reflected in the curriculum content and delivery

Professional development for teachers

The Education Unit provides staff support. The *Otago Medical School Professional Development Series* takes place each month. This is a great opportunity for staff to discuss practical aspects of health professional education. It is also an excellent opportunity for teaching staff to share educational experiences, initiatives, and ideas. The meetings are also open to education providers from other health professions.

The Education Unit is always willing to assist you in your role as a teacher, so please do not hesitate to contact us.

Prof Rebecca Grainger
Associate Dean Medical Education
rebecca.grainger@otago.ac.nz

Dr Tehmina Gladman
Education Adviser
tehmina.gladman@otago.ac.nz

The Wellington Campus

Our Main Academic Building is currently closed for seismic strengthening. Our staff are now split in and around Wellington Hospital, at an office space at 29 Brandon Street in the CBD and at 43 Hanson Street, Newtown.

All in-person tutorials and seminars are currently held in teaching rooms in and around Wellington Hospital and Newtown, or in the rented lecture theatre at the Massey University Campus on Mt Cook.

Newtown rooms include:

- Tui Seminar Room, Department of O&G, Level 7, Ward Support Block.
- Paediatrics Seminar Room, Children's Ward, Level 1, Wellington Hospital.
- Pre-fab teaching Rooms (previously in Department of Radiotherapy teaching block).
- Ground floor link block (Level 3).
- 43 Hanson Street has three seminar spaces. Seminar one is downstairs but should only be used for a teaching space as a last resort, as it is an open space and is not soundproof.

The Massey University Campus is approx. 10 minutes walk from Wellington Hospital. See here for a [map of the Massey campus](#).

There are two teaching spaces at the Massey Campus, and if coming from Wellington Hospital are easiest accessed via Entrance E (Hayward Terrace), off Tasman Street. See teaching spaces listed below:

- LT200 (6C15) Lecture Theatre is on level 2 of block 5.
- T13/T14 Seminar Room is in pre-fab building found directly to the right as you walk up Entrance E.

For information on where to find and how to access all teaching rooms see instructional videos, [here](#).

Departments based at Wellington Hospital, Newtown

Student Affairs (Prefab Building)

Department of Medicine (Level 7, Ward Support Block)

Department of Medical Radiation Therapy (Level 11, Ward Support Block)

Department of Obstetrics and Gynaecology (Level 7, Ward Support Block)

Department of Paediatrics and Child Health (Wellington Children's Hospital)

Department of Pathology and Molecular Science (Level 8, ward Support Block)

Department of Surgery and Anaesthesia (Level 11, Ward Support Block)

Te Ropu Rangihauora a Eru Pomare Centre Māori Health Research (level 11, Ward Support Block)



Departments based in Brandon Street, CBD

Department of Primary Health Care and General Practice

Department of Psychological Medicine

Department of Public Health

Satellite Campuses

Staff and students are also based in Kenepuru Hospital (CCDHB) and at Hutt Hospital (HVDHB). A



wide range of community and hospital placements throughout the lower half of the North Island also form part of our student experience. In addition, cohorts of students spend their entire final year (trainee intern year) in Palmerston North (MCDHB), Hastings (HBDHB), Whanganui (WDHB) or Tairāwhiti (TDH) (Gisborne) Hospitals.

Hutt Hospital campus

There is a University of Otago student teaching facility located on the second floor of the Clock Tower Building. It includes a computer room with a printer, a seminar room with teleconferencing facilities, a locker room, a common room and toilets. University of Otago students are welcome to use the facility which offers a quiet area for study, tutorials and meals.

Staff support

Department of the Dean

The Department of the Dean hosts key services such as HR, finance, the research office, the Associate Dean of Student Affairs and campus administrative support. If you have a query relating to any of these, please send to Education Unit Administrator at education.uow@otago.ac.nz

Technology Support

If you require practical support to use information technology in your teaching, please contact the IT Support team by email at askotago.it@otago.ac.nz.

Campus Library

The Library is located at the Hanson street campus, and the Library Team are situated at Hanson Street and Brandon street. The Wellington Medical & Health Sciences Library (WMHSL) remains your library of choice.

Use the Library homepage to search for items <https://www.otago.ac.nz/wellington/library/>

Many resources are available electronically and physical items can be supplied via a home delivery option (with a FreePost return).

Email the Library for assistance library.uow@otago.ac.nz or use the Chat channel from the library homepage.

Staff are available via email between 8.30 am – 5.00 pm, Monday to Friday:

Lending Team @ library.uow@otago.ac.nz

Reference Team @ medlibref.uow@otago.ac.nz

Interloan enquiries @ interloan.uow@otago.ac.nz

The chat channel will be covered between 9.00 am – 4.30 pm, Monday to Friday.

Study space is available at the Hanson Street Campus.

People at UOW

The University of Otago website provides a full [list of all staff](#) within the School of Medicine (which includes all campuses).

Student Contacts

Email contact details for individual students and groups are available via Moodle or via eVision on the University of Otago website. Generic group addresses are also available for contacting all students in each specific year of the course. Please contact your departmental administrator for more information.

Pattern of learning and modules

There are currently between 98-110 students in each of years 4, 5 and 6 at the UOW campus. Some year 5 UOW students (about seven each year) complete their studies away from UOW in a rural immersion programme (RMIP) run by the School. However, for teaching and learning purposes each year group is broken down into smaller groups. The term “module” is used to refer

to discrete units of teaching and learning.

The full pattern of student professional experience and the learning outcomes for each module can be found in the UOW's handbooks. There is a combined handbook for all years, and they are available via MedMoodle, [here](#).

Block modules

Block modules are offered to cohorts of 15-19 students at a time and run across the year. They are a mix of clinical exposure and tutorials.

Vertical modules

Vertical modules are taught on alternate Thursdays (with some exceptions). They are offered to the entire cohort of students in year 4 and year 5 respectively.

Conveners' roles and responsibilities

Conveners regularly attend a bimonthly educational meeting to discuss matters relating to the content and delivery of the curriculum at UOW.

The following is a list of module conveners for 2022:

4th year conveners

Primary Health Care and General Practice	Dr Jonathan Kennedy & Dr Rona Carroll
Public Health	Dr Amanda D'Souza
Medicine	Professor Mark Weatherall
Surgery	Dr Alex Popakich & A Prof Peter Larsen

5th year conveners

Pediatrics	Associate Professor Esko Wiltshire
General Medicine	Dr Andrew Aitken
Primary Healthcare & General Practice	Associate Professor Ben Darlow
Musculoskeletal and Skin	Emma O'Loughlin and Peter Larsen
Psychological Medicine	Dr Francis Goodstadt
Women's Health	Dr Judy Ormandy

6th year conveners (TI year)

Emergency and Acute Care	Dr Amanda Collins & Dr Tessa Ramsden
Primary Health Care & General Practice	Dr Sue Garrett & Lesley Grey
Medicine	Dr Cindy Towns
Obstetrics and Gynecology	Dr Roopi Gill
Paediatrics	Dr Anganette Hall
Psychological Medicine	Associate Professor Giles Newton-Howes
Surgery	Professor John Nacey
Electives	Associate Professor Ben Gray & Lesley Gray

Vertical module conveners

Clinical Pharmacology	Dr Chris Cameron
Hauora Māori	Jeannine Stairmand
Palliative Care	Dr Sinéad Donnelly
Pathology and Laboratory Medicine	Associate Professor Diane Kenwright
Professional Skills Attitudes and Ethics	Associate Professor Ben Gray
Addiction Medicine	Dr Sam McBride

Our regional campuses

Associate Dean, Hastings campus
Associate Dean, Hutt Valley campus
Associate Dean, Palmerston North campus
Associate Dean, Tairāwhiti
Associate Dean, Whanganui

Dr Ross Freebairn
Currently vacant
Dr Nathalie de Vries
Dr Alyssa Thompson
Dr Bernd Kraus

Module administrators

Module administrators make the course happen. They book rooms, organise timetables, and relay information from teachers to students.

Staff contact details can be found [here](#)

Frequently Used Abbreviations

ELM	Early Learning in Medicine	Year 2 and 3 of the MB ChB.
ALM	Advanced learning in Medicine	Year 4, 5 and the TI (trainee intern) year of the MB ChB.
ADME	Associate Dean Medical Education	Has responsibility for coordinating course delivery by liaising with module convenors and relevant committees to ensure that the school is meeting the overall objectives of the medical programme.
ADSA	ADSA Associate Dean Student Affairs	Provides pastoral support and academic advice to all students on the campus, monitors and assists students who are challenged by various aspects of the course and considers applications for leave where there are health issues or other significant challenges or problems.
DYK	Do You Know	A series of educationally focused flyers that are produced quarterly by the Education Unit. These flyers provide tips and advice about teaching and learning.
EU	Education Unit	Assists staff with a range of education-related matters including: the planning, development, delivery, assessment and evaluation of courses, professional development, research that has an educational focus and confirmation pathway processes.
EA	Education Advisor	Assists staff with a range of education-related matters including: the planning, development, delivery, assessment and evaluation of courses, professional development, research that has an educational focus and confirmation pathway processes.
CEA	Clinical Education Advisor	Offers a clinical perspective for formulating educational material and developing the expertise of clinical staff to facilitate student learning.
CSC	Curriculum Sub Committee	There are CSCs for ELM and each of the three ALM clinical campuses. The CSCs oversee and coordinate the curriculum for their component and ensure that it is integrated with other years in the degree.
HEDC	Higher Education Development Centre	Situated on the Dunedin campus, HEDC staff work in partnership with the University's staff and students to promote, support and enhance the ideals, knowledge and values of higher education.
MCC	MB ChB Curriculum Committee	Directs the policy and coordination of an integrated MB ChB programme.
MASC	MB ChB Assessment Sub Committee	Directs and oversees the development, implementation, monitoring and quality improvement of all assessment within the MB ChB programme.
MEREC	MB ChB Education Research and Evaluation Sub Committee	Implements and oversees strategies to ensure that the MB ChB meets expectations of research-informed quality and innovation in student learning.
SOA	Summary of Achievement Form	The principal progress report that is used to summarise students' achievement at the end of nearly all block modules in years 4, 5 and 6, most vertical modules, and some virtual modules.



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For Further information:

ELM (year 2-3)

Jon Cornwall

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DSM

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UOW

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UOC

Anthony Ali/Louise Beckingsale

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