

University of Otago Medical School
MB ChB Assessment Sub-Committee
Terms of Reference

Purpose / Whāinga

The MB ChB Assessment Sub-Committee (MASC) directs and oversees the development, implementation, monitoring and quality improvement of all assessment within the MB ChB programme.

Relationships / Hononga

The group is responsible to, and reports to, the MB ChB Curriculum Committee (MCC).

The sub-committee liaises with the MB ChB Programme Director, Deans/Associate Deans and module conveners at each site and with the Otago Medical School Manager as required.

The sub-committee liaises with other sub-committees as required.

The group has authority to:

Direct other groups (or committees or sub-committees) to implement assessment policy.

Request information and advice from Boards of Censors and other groups (or committees or sub-committees) on assessment matters and negotiate as required to clarify any inconsistencies.

Functions and tasks / Mahi

1. Recommend and direct assessment policies and practices for the MB ChB programme that recognise assessment as an important determinant of learning, and that facilitate processes to enable students to achieve those qualities defined in the graduate profile:
 - a. Ensure methods and processes of assessment are consistent with the University of Otago Guidelines for the Assessment of Student Performance or where not consistent, justify the exception with the agreement of the Pro-Vice-Chancellor (Health Sciences).
 - b. Ensure that all assessments are of appropriate quality for intended purposes, including evaluation of acceptability, feasibility, reliability, validity, educational impact, feedback and interpretation of results and where appropriate, decisions.
 - c. Ensure methods of assessment are sufficient to identify, as early as possible, students who do not achieve specified levels of competence.

- d. Ensure that assessment practices are linked to the MB ChB programme outcomes as specified in the Curriculum Map, in liaison with the Curriculum Map Academic Lead.
2. Liaise with other groups delegated to make decisions on assessment results, such as the Boards of Censors and Student Progress Committees.
3. Make regular reports and recommendations to the MB ChB Curriculum Committee.

Membership / Whakaurunga

The sub-committee will have representation encompassing all years of the programme, all campuses contributing to the MB ChB, all MB ChB summative assessments (normally the conveners of the relevant implementation groups), and the in-course assessments across all years of the programme. It will consist of people with interests and/or expertise in assessment.

- MB ChB Assessment Convener (Convener)
- MB ChB Programme Director
- Director, Education Development and Staff Support Unit
- Convener, Early Learning in Medicine Assessment Sub-Committee
- Assessment Programme Coordinator, Early Learning in Medicine
- One representative for each of the Early Learning in Medicine summative assessment components (Objective Structured Clinical Examination, Short Answer Questions, Objective Structured Practical Examination)
- One representative for each of the Advanced Learning in Medicine summative assessment components (Objective Structured Clinical Examination, Short Answer Questions, Multiple Choice Questions)
- One representative from the Hauora Māori Sub-Committee
- One representative Associate Dean Student Affairs
- Representatives of the in-course assessments:
 - Representative(s) of the campus Education Units (normally the Education Adviser and/or the Associate Dean Medical Education)
 - The Rural Medical Immersion Programme assessment coordinator, or nominee
- Co-opted members as required

As required attendees

- The Curriculum Map Academic Lead, or nominee

The MB ChB Assessment Convener will convene the sub-committee and represent it as a member of the MB ChB Curriculum Committee, and on other committees as required.

As agreed with the Otago University Medical Students' Association, student representation on this sub-committee is through their membership of school/campus curriculum sub-committees and the MB ChB Curriculum Committee.

Working methods / Huarahi whakatutuki

The group will meet regularly during the year by videoconferences or face-to-face.

Quorum will comprise at least half the committee, including the convener or deputy convener, and representation from Early Learning in Medicine and each Advanced Learning in Medicine campus. Each individual committee member will be counted for quorum and voting by the role/s held. If quorum cannot be reached, the convener has discretion to proceed with informal meetings.

With the convener's prior permission, a nominee may attend for a committee member to ensure representation of a specific role, subject to meeting the committee's need for balance of skills and continuity of attendance.

When appropriate, a report of key points from each meeting will be provided to the MB ChB Curriculum Committee, including issues requiring consultation with other committees.

The sub-committee will develop and regularly review a schedule of goals and priorities, and review its membership and terms of reference annually.

The sub-committee will be supported by the MB ChB Assessment Manager.

Dates for the following year should be provided to the Otago Medical School central administration for inclusion on the central meeting schedule by 1 December.

Appendix 1

Current membership / Rārangi kaiwhakauru

Member	Committee membership status
Dr Mike Tweed	MB ChB Assessment Programme Convener (Convener)
Professor Tim Wilkinson	MB ChB Programme Director
Joy Rudland	Director, Education Development and Staff Support Unit
Tony Zaharic	Convener, Early Learning in Medicine Assessment Sub-committee
Tony Zaharic	Assessment Programme Coordinator, Early Learning in Medicine
SAQ Tony Zaharic OSCE Dr Roshan Perera OSPE Dr Latika Samalia	One representative for each Early Learning in Medicine summative assessment component (OSCE, SAQ, OSPE)

OSCE Dr Lynette Murdoch SAQ Dr Kristin Kenrick MCQ Dr Mike Tweed	One representative for each Advanced Learning in Medicine summative assessment component (<i>OSCE, SAQ, MCQ</i>)
Dr Cameron Lacey	One representative from the Hauora Māori Sub-committee
One of: Dr Tess Patterson Dr Penny Eames Associate Professor Jan McKenzie Dr Mark Huthwaite	One representative Associate Dean Student Affairs
Dunedin School of Medicine – Associate Professor Ralph Pinnock; Dr Megan Anakin University of Otago, Christchurch - Anthony Ali; Professor Lutz Beckert University of Otago, Wellington Associate Professor Rebecca Grainger; Dr Tehmina Gladman Early Learning in Medicine – Associate Professor Grant Butt; Associate Professor Ivan Sammut (School of Biomedical Sciences); Dr Jon Cornwall	Representatives of the Education Units (normally the Medical Education Adviser and/or the Associate Dean Medical Education)
Dr Branko Sijnja	The Rural Medical Immersion Programme assessment coordinator, or nominee
Dr Martyn Williamson Dr Steve Gallagher	Co-opted member
Dr MaryLeigh Moore, Curriculum Map Academic Lead	As required attendees

Appendix 2. Delegations and authorities

	OMS level		MCC and subcommittees									
	OMS exec	OMS academic board	MCC	ALM csc	ELM csc	Campus csc	Map sc	Domain sc	MASC	MEREC	Admissions	eLICIT
Strategy	Review & endorse		Define and lead									
Admissions			Determine and direct								Recommend and implement	
Learning outcomes		Approve significant changes	Determine and direct	Ensure distribution across modules in ALM	Ensure distribution across modules in ELM	Ensure distribution / coordination across modules in campus	Moderate & recommend content and staging	Propose learning outcomes and staging				Support
opportunities		Approve significant changes	Delegate & approve	Determine & direct distribution / coordination across modules, and provision of equivalence across campuses	Determine & direct distribution / coordination across modules in ELM	Ensure distribution / coordination across modules in campus		Oversee / monitor				Create / enable
assessment		Approve significant changes	Determine & approve	Oversee	Ensure distribution across modules in ELM	Ensure distribution / coordination across modules in campus		Oversee / monitor	Recommend & direct			Support
Curriculum structure		Approve significant changes	Determine and direct	Design within ALM	Design within ELM	Recommend and oversee implementation						
Course evaluation/QA			Determine and direct	Respond	Implement and respond	Implement and respond			Recommend, Implement and respond	Recommend, implement & synthesise		Support
Staff support	Direct		Determine and recommend									Education support
Student support	Direct		Recommend									
Resources	Provide		Recommend									

Where any cell is blank, a committee can suggest/contribute