Guide notes for each section of this digest are listed on the following page. Please note that some changes to the digest have occurred since the 2017 version.

| Module Name: |  |
| Module Year: |  |
| Module Convener: |  |
| Data collection period |  |

1. Executive summary: key points from your digest and discussion with CSC *(Guide note 1 – 250 words max)*

2. Method(s) used to gather, and who were asked for, feedback *(Guide note 2)*

3. Overall feedback and observations *(Guide note 3)*

4. Area(s) identified for, and strategy to address, improvement *(Guide note 4)*

5. How has your module responded to previous digest report comments? *(Guide note 5)*
6. Describe how your stated learning objectives, teaching strategies, and assessments (if any) are aligned with each other, and with the MB ChB Teaching and Learning Masterplan 2015. (Guide note 6)

7. How has the learning environment supported student learning? (Guide note 7)

8. Staff development request(s), individual or group (Guide note 8)

9. What’s working for you that others could learn from? (Guide note 9)

10. Head of Department response (Guide note 10)

Return your module evaluation digest to your local Education Adviser.
Guide Notes

Guide Note 1: Executive summary: key points from your digest and discussion with CSC
Your executive summary may include both points you highlight for your CSC discussion, and points which arise from that CSC discussion.

Guide Note 2: Method(s) used to gather data on the quality of the module - List all the methods used to gather feedback (e.g. performance data, OtagoINFORM questionnaire, Qualtrics focus group...) and if applicable who gave the feedback (e.g. staff, students, other).

Guide Note 3: Overall feedback and observations - List and describe areas/aspects identified by those that gave feedback. Include both strengths and suggestions for improvement.

Guide Note 4: Area(s) identified for, and strategy to address, improvement - State any areas/aspects significant to the success of the module, including learning delivery, assessment and resources - e.g. posting to Moodle, too many objectives, staff and equipment resources, accommodation etc, and the strategy that will be adopted to address those areas.

Guide Note 5: How has your module responded to previous digest report comments?
State aspects of the module that were previously identified on digest/s as areas for improvement and what has been done to address those. If there are aspects that were subsequently not improved on, indicate why change has not occurred. (e.g. students wanted more bedside tutorials but staffing numbers were too low to accommodate this)

Guide Note 6: Describe how your stated learning objectives, teaching strategies, and assessments (if any) are aligned with each other, and with the MBChB Teaching and Learning Masterplan 2015.
State and briefly describe how you ensure that the module teaching strategies allow students to meet stated learning objectives, and how your assessments (if any) match those objectives and experiences. Also state how these align with the MB ChB Master Plan 2015 including any linkages you have started to make with the Curriculum Map Core Elements i.e. Core Professional Activities, Core Presentations, Core Conditions.

Guide note 7: How has the learning environment supported student learning?
Evaluations should provide the students the opportunity to comment on their learning environment, by which we mean the place, people and resources you are using to help students learn in your course. Please provide this information to help OMS and your medical school to improve aspects of the student experience that are not necessarily specific to or within the control of any single module.

Guide Note 8: Staff development request(s), individual or group - Please state and briefly describe any requests identified for development support, including who requires the stated support (e.g. staff would like a general intro session on Moodle).
Guide Note 9: What's working for you that others could learn from? - Identify any good practice that could have a wider relevance. Also any approaches, developments or innovations that have proved successful and may be of interest to other staff. Examples could include comments regarding:

- promoting student engagement and motivation
- promoting student achievement and progression
- promoting learning of transferable skills
- effective classroom teaching/learning techniques
- effective use of electronic resources.

Guide Note 10: Head of Department response –
Before submitting your digest to the CSC, please ask your HoD to identify aspects of the module (rather than programme) that may require intervention/support at the Departmental level. (This also enables them to note positive feedback for your promotion process if applicable).

** NOTE **
This document will be presented to the local CSC (which has representation from both staff and students) and as such should be considered a public document. Comments regarding specific individuals or groups should be done in a general manner avoiding the use of names. Contact your Education Adviser if you require further information about this report.