Domain Learning Outcomes
All Domain Learning Outcomes (the subject/topic combined with the level of learning (LL) descriptor) and the expected LL at each stage of training have all been endorsed by MCC as the current version of the curriculum until the end of 2019. These can be accessed from the “Domain” drop down menu.

Core Elements
The Core Elements [core presentations (CP), core conditions (CC) and core professional activities (CPA)] have also been endorsed by MCC and can also be accessed from the relevant drop-down menu. We anticipate some refinement to these during 2019, in particular to the core condition list. Please note also there are 2 additional CPAs which were approved at the end of last year:

- Clinical pharmacology: use medicines safely and effectively.
- Professional conduct: behave in education and clinical practice in a manner that is consistent with professional standards, codes and guidelines

Apart from these 2 CPAs, all the other core elements have the data previously obtained from module convenors indicating the modules where students have the opportunity to learn about that core element. This can be used by module convenors to find other modules who share interests in similar curriculum areas. The links to individual modules relate to 3 aspects: the teaching and learning, resources, and assessment. As with all aspects of the map, we would really appreciate any feedback about this information, especially if it is inaccurate or has changed since it was first gathered.

Resources
We are keen to have resources identified that can be shared across the entire MBChB programme specifically linked to core elements. The Domain subcommittees are working on this, however ideas and suggestions from all parties are welcome. Suggestions about appropriate resources can be made either using the feedback button in the map, or through education advisors, myself as Curriculum Map Academic Lead, or domain subcommittee convenors, as below:

- Clinical skills, diagnostics and therapeutics: John Edmond
- Hauora Maori: Suz Pitama
- Population health and epidemiology: Phil Hider
- Professional practice: Simon Walker
- Sciences research and scholarship: Diane Kenwright and Ivan Sammut

Such resources might include those already used in modules that might be useful in other modules, to be revisited later in the course, or external resources/websites etc.

The Map website
For now the map website remains in essence a ‘view only’ interface. There is no requirement to ‘sign in’.
There will always be a statement at the top of the front page which outlines the current status of the map, such as those areas that are reliable, and can be used, and those aspects which are still incomplete and in development.

The “search” functionality is continually being improved and currently works for ‘keyword’ only.

The “glossary of terms” is also continually being improved and expanded, and there is relatively new addition of a diagram showing key relationships within the curriculum (best viewed in Internet Explorer rather than Chrome).

The “feedback” function sends a personal email to me as the Curriculum Map Academic Lead. Feedback is important in ensuring that the map is accurate and useful to all staff and students. I really do encourage you to use this for all matters. I am particularly keen to hear about any inaccuracies and omissions so that these can be corrected as soon as possible. Feedback will also help inform the revisions to the map in the production of the next version.

Next steps

1. Feedback and revision: the current domain learning outcomes and core elements will all be open for feedback during the year, and some specific areas have also been selected for review. Apart from previously notified plans for significant changes to the CC list, and possibly a few to the patient CP list, no other significant changes will be made during the academic year. MCC has endorsed an annual review process for the first 3 years and it is anticipated that version 2 of the MBChB Curriculum Map will be available at the beginning of the 2020 academic year.

2. Module selection of learning outcomes: module convenors are welcome to begin the process of identifying specific domain learning outcomes which they teach and/or provide learning opportunities for and which are assessable within their modules. This is so that linkages can be created in the curriculum map similar to those between modules and core elements. Developing the mechanism for capturing and displaying this data may take some time but we are aiming also to have this completed by the end of the year and also ready for the beginning of the 2020 academic year.

Finally, I am always happy to meet with individuals and groups to provide information about the curriculum map, to hear and answer questions, and receive feedback and perspectives from those using the curriculum map. Ultimately the curriculum map will be successful dependent upon the extent to which it is useful and it is felt to belong to all staff and students.

Regards,

MaryLeigh Moore,
Curriculum Map Academic Lead
01/03/2019