Module Convenors Assessment Guide
This document supplements the MB ChB Module Convenors Role Description booklet with information specific to assessment within the MB ChB programme and to your module.

The MB ChB programme's key assessment document is the MB ChB Programme of Assessment Policies and Procedures which is updated annually.

The Otago Medical School (OMS) defines three main purposes of assessment for the MB ChB:

1. Guiding student learning – enabling students to understand their progress relative to defined standards, identifying their strengths and weaknesses, evaluating their self-assessment, directing and motivating their future learning, identifying areas they might see as potential for improvement and achieving personal excellence

2. Ensuring that individual students are satisfactory to progress – ensuring that students during the course are performing above satisfactory standards to progress, and that students at the completion of the course have the necessary knowledge, skills and attitudes/behaviours 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 medical degree.

As a module convenor you have input in all three areas.

Guiding student learning

All modules should contain some assessment to guide each student's further learning. The content outline and format 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 will influence the nature of the feedback, which may be written (electronic or paper-based) and/or verbal feedback, for example giving oral feedback after a student has been observed. Feedback may immediately follow an assessment and/or be collated from several assessments to provide a more complete picture.

In ELM there is an opportunity to provide feedback through the formative MCQ tests that are associated with each module and available to the students on Moodle. These can be a very powerful method to guide student learning.

The following resource on feedback may be useful:
DYK 10 How to make the most of participating in feedback (see inside back cover for URLs)
Ensuring students are satisfactory to progress

Module assessments

ELM requirements

Students have to meet Terms requirements to be eligible to sit their End of Year (EOY) exams. Terms requirements include engaging in the formative assessments in Integrated Cases, Clinical Skills, and Early Professional Experience. As noted, the main aim of these assessments is to guide learning.

Contact the ELM Assessment Convenor and/or the Director of the ELM programme if you wish to introduce a module assessment that will be used to inform Terms decisions.

The ELM Progress Report Form, which is a modified version of the ALM Professional Attitudes & Summary of Achievement Form (PASAF, see below) is the common reporting form regarding student progress within ELM.

ALM requirements

PASAF

The Professional Attitudes & Summary of Achievement Form (PASAF) is the principal progress report used in ALM and is used to summarise achievement at the end of nearly all block modules, most vertical modules and some virtual modules.

It is increasingly web based, but a paper version may occasionally be used. All module convenors are expected to co-ordinate the timely submission of a PASAF for each student.

The PASAF has two components: the ‘Summary of all formal summative assessment’ on the module content and the ‘Collective opinion of relevant tutors on professional attitudes’ of the students. The module convenor has discretion to devise appropriate summative assessments to inform module overall result and progress decisions. The module convenor must have confidence in the processes used to collect opinions from many sources, including tutors and clinical supervisors, on the professional behaviour of the student. Professional behaviour standards are informed by the Student Code of Conduct. Best practice approach is for a broad range of staff to contribute. You may wish to use feeder forms to collect input.

The PASAF provides opportunity for written feedback; its greater value is in the conversations between colleagues that precede the summary, and especially between the convenor and the student about their overall result.

Summary of PASAF requirement

• We recommend grading/feedback to students as they complete assessments during your module rather than just at the end
• PASAF should be sent to students within 10 working days after module completion
• Students should be given the opportunity to discuss the PASAF results with you
• A variety of methods can be used to record the PASAF results:
  − Digital format: FRED is the recommended mechanism for inputting PASAF data. However Moodle or Word can be used.
  − PASAF form with hand written entries
  − Summarised data using a different format.
• When results are available send them to your campus’s nominated person
• Attendance at the Student Progress Committee (SPC) is expected, typically meeting four times per year to discuss results including an end of year Terms meeting

In-course summative assessment

When developing a summative assessment, pay attention to the outcomes expected, then choose assessment methods or combinations of assessments that are fit for purpose. Factors to consider will include: reliability (consistency of scores and results), validity (content, marking, standard setting, weighting/aggregation), feasibility (resources), acceptability (to students, staff, patients etc). Refer to the MB ChB Standards for Assessment document, available on the OMS website.
Common component examinations (CCE) (End of year 2,3,5)

A number of centrally coordinated common assessments throughout the course for all students determine progression to the next stage of the programme.

Module convenors may be asked to contribute to the CCEs for the year in which their module is taught.

**ELM**
The end of year 2 and year 3 CCEs are currently:
A written exam consisting of:
(a) Three case-based short answer question (SAQ) papers, which may cover any of the learning objectives addressed during the year i.e. material from block and vertical modules
(b) One Objective Structured Practical Examination (OSPE), which consists of questions that include questions on anatomy (including histology) and pathology.
An OSCE (Observed Structured Clinical Examination) consisting of a number of stations focused on clinical skills.

**ALM**
The end of Year 5 CCE is:
- A written examination, comprising two Multiple Choice Question papers and one SAQ paper
- One OSCE (Observed Structured Clinical Examination) consisting of a number of stations.

Module convenors may be asked to contribute to CCEs, in the writing and/or reviewing of questions/stations, examining stations, and/or marking scripts.

The content covered in the CCE components 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 Curriculum Map (https://penfold.otago.ac.nz/cmap/#/) and blueprinting against the Map to ensure adequate coverage.

The standard of performance required will usually be at a minimum required to demonstrate readiness to progress to the next stage of the course.
Evaluate the course

Refer to the Module Convenors Governance and Evaluation Guide and the MB ChB Programme of Assessment Policies and Procedures. Student performance in assessments should contribute to the quality assurance of your module, required every three years. If you don’t have the end-of-year assessment data required to inform your evaluation digest, contact Fiona Hyland.

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

Programmatic assessment

The OMS assessment strategy is moving towards a system whereby decisions on student performance will not rest on the results of a single set of end-of-year assessments. Decisions on student progress will be improved by collecting information from multiple observers, assessments and modules. This will improve the quality of the progress decisions and also allow better guidance for student learning with repeat assessment and further feedback. This is programmatic assessment: assessment results collected through the programme with decisions made when sufficient evidence has been gathered.

A common currency is needed to link assessment data. The intention is to define assessment by a common framework linking the Curriculum Map to assessment.

Linking the purposes of assessment with programmatic assessment, it might be expected that:

- Feedback to guide each student’s future learning will be provided after nearly all assessments;
- Progress decisions will be made when sufficient information has been gathered for each student; and,
- Major changes to the learning environment will be informed by data from all students, and over several cohorts.

The OMS office will notify you in a timely manner of how the move to programmatic assessment affects your role as module convenor.
### A quick guide to key assessment terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Formative</td>
<td>The results of formative assessments do not inform end-of-the year progress decisions</td>
</tr>
<tr>
<td>Terms</td>
<td>Course requirements that must be fulfilled before a student is admitted to a summative assessment.</td>
</tr>
<tr>
<td>Summative</td>
<td>The results of summative assessments inform end-of-the year progress decisions</td>
</tr>
<tr>
<td>MCQ</td>
<td>Multiple choice question</td>
</tr>
<tr>
<td>SAQ</td>
<td>Short answer questions</td>
</tr>
<tr>
<td>EOY</td>
<td>End-of-year</td>
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<tr>
<td>CCE</td>
<td>Common component examination</td>
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### University policies

You need to be aware of the procedures on the retention, release, and disposal of records related to student assessment within the University of Otago Medical School.

- [otago.ac.nz/medical-school/otago614489.pdf](otago.ac.nz/medical-school/otago614489.pdf)

- [Guidelines for the Assessment of Student Performance](otago.ac.nz/administration/policies/otago078920.html)

- [Provision of Course and Study Information to Enrolled Students Policy](otago.ac.nz/administration/policies/otago601527.html)

Contact Fiona Hyland if you have any queries related to assessment policies.
Module Convenors
Assessment Guide