



OTAGO MEDICAL SCHOOL
Te Kura Hauora o Ōtākou

Induction Material for Teachers of the MB ChB

Otago Medical School
University of Otago
MB ChB

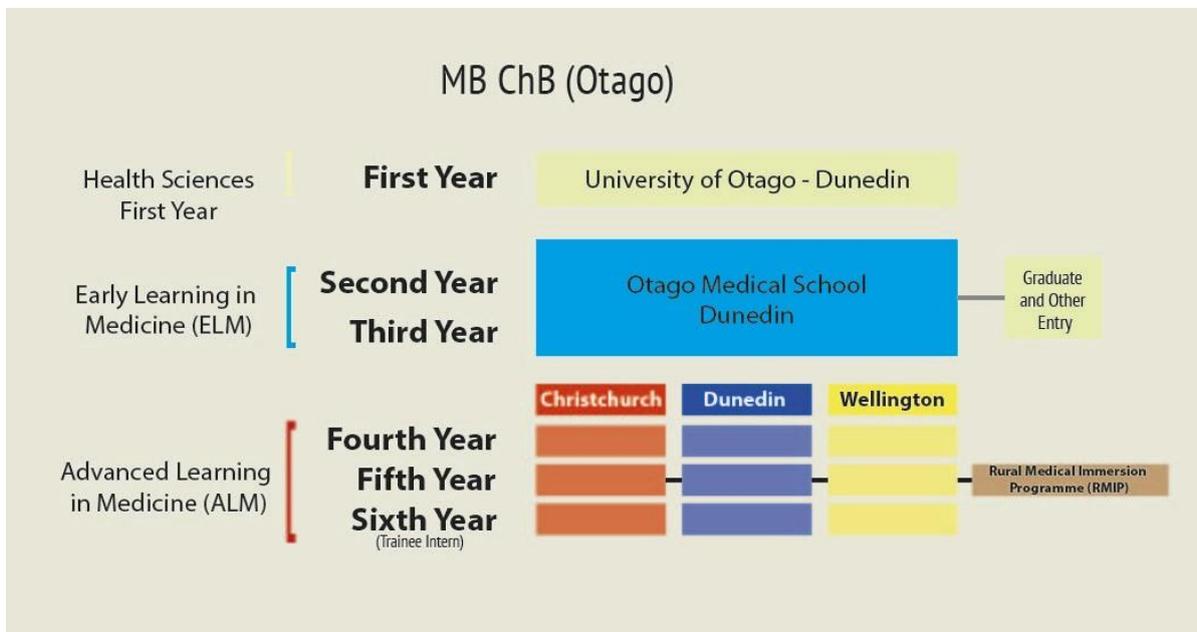


WELCOME

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. We are here to assist you in your teaching role, so please contact us.

Where does my teaching fit in the course?

The undergraduate medical programme consists of ‘modules’ that are taught over a five-year programme. More than two thirds of students enter the programme after achieving entry via the broadly-based Health Science First Year (HSFY) course, which provides the foundation for many of the health-related disciplines. Approximately 30% of medical students enter the medical programme as graduates, some of whom are from other health disciplines. The Division of Health Sciences has a policy on admissions [Te Kauae Parāoa](#).



After two years in Dunedin, referred to as Early Learning in Medicine (ELM), the students continue their Advanced Learning in Medicine (ALM) studies on 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 on the Otago medical programme, see the [MB ChB website](#).



Year 2 and 3 modules introduce normal body structure and function and this is learnt mainly during formal class work or in a laboratory setting. Students also learn basic clinical and communication skills and aspects of professionalism. A variety of teaching and learning approaches are used including lectures, small group tutorials, labs, community visits and independent work. Learning in years 4 to 6 mainly occurs in the clinical workplace complemented by small group tutorials. Your teaching is likely to be specifically aligned to the outcomes associated with the module.

Who are the key people involved in the MB ChB?

The key people are the students. The module convener or administrator of the module that you teach into can provide you with students' names and photos. Some modules are taught as blocks of discrete time during the year (block modules) and other modules run throughout the whole year (vertical modules).

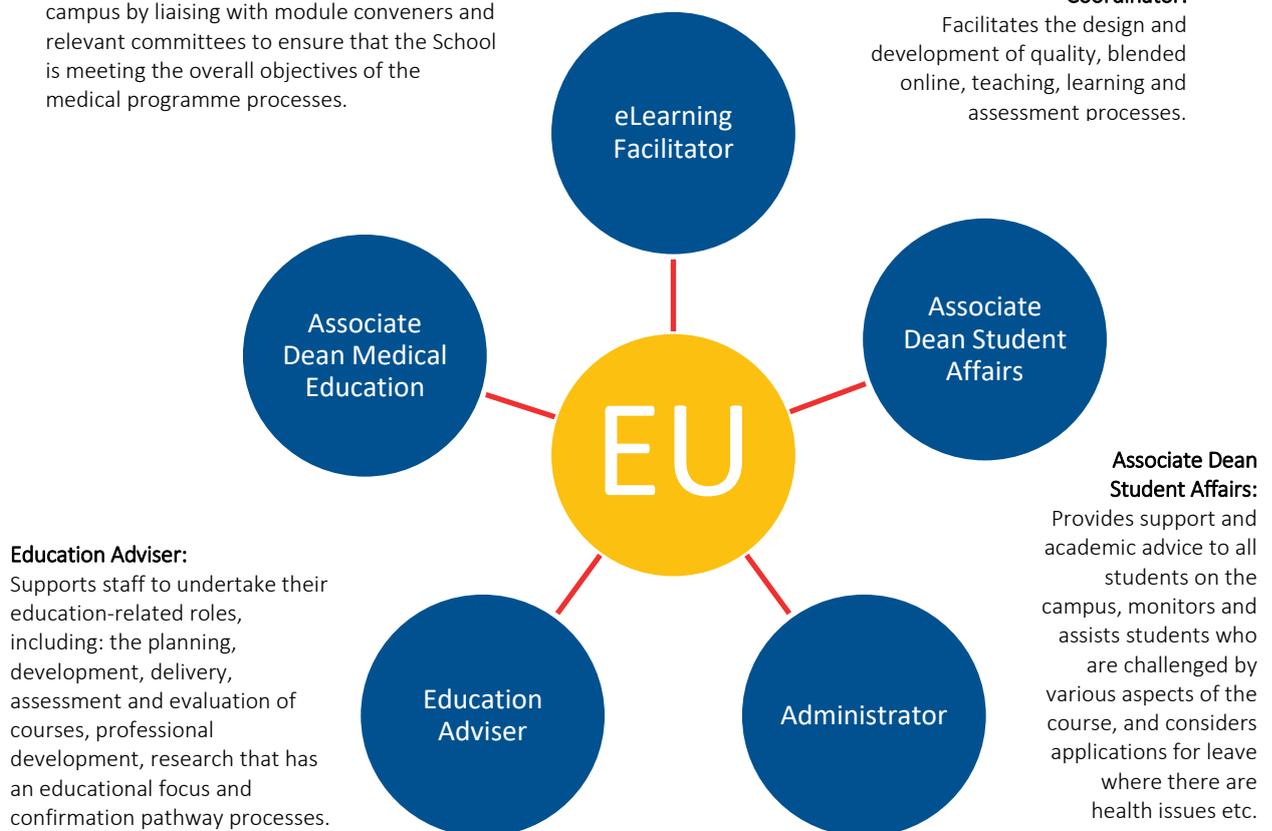
If you need help, there are some key staff located on your campus (within the Educational Units, EUs in ALM) who can provide assistance (please refer to your school specific information):

Associate Dean Medical Education:

Coordinates course delivery on the relevant campus by liaising with module conveners 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 and learning is planned and purposeful, student outcomes are specified for the modules in which you teach. Module conveners are central to the efficient and effective delivery of the curriculum. 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).

Conveners are the first point of contact for information and/or concerns about the module that you are teaching in and 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 (the Otago Medical School's online learning management tool). A list of module conveners is provided in the accompanying part 2 of this handbook.

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 a number of different contexts e.g. in a clinical context, in a large group lecture format and in small group tutorials. These different types of teaching activities each require a different set of skills.

The Education Adviser can help you to enhance your existing teaching skills and develop new skills. Your colleagues will also be able to provide valuable assistance and support.

Whatever type of teaching you are involved in, you should 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 that are specified in 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?

The degree of involvement in assessment will be determined by your line manager e.g. Head of Department. Module conveners have a key role. More information will be provided by the module conveners if you require it. You may be routinely asked to offer an opinion about the professionalism of students.

How are students assessed?

Students in all years must meet '[terms](#)' requirements before they can proceed to the next year and sit end of year examinations. They must pass each year to progress. Some formative assessment normally occurs in most modules.

Each module in the 4th and 5th year has its 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 TI year).

The Summary of Achievement Form (SOA) is 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 and most vertical modules. Module conveners are expected to coordinate the timely submission of a SoA for each student in their module.

The SoA has three summary components:

- Module -delivered Assessments,
- Professional Conduct Assessments, and an
- Overall Module Outcome – which is based on combining the above two components.

The module convener may involve you in any of these components.

All students complete common component examinations (CCEs) at the end of years 2, 3, and 5. CCEs include paper and practical exams and also contribute to whether a student will progress to the next stage of the course. These examinations and terms decisions are coordinated centrally rather than at the campus or module level.

The standard of performance required will be governed by the stage of the course, but a minimum requirement is that students must demonstrate that they are ready to progress to the next stage of the course.

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

Is there an online learning platform that I should use?

Moodle (sometimes referred to as MedMoodle) is the primary online learning resource that the Otago Medical School uses to provide access to web-based teaching and learning resources. All students and staff have access to this which comprises 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/Adviser 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. The Education Adviser for your campus can assist you with this process. A variety of methods may be included.

Evaluation of your teaching is required for the confirmation path and promotion processes. The HEDC (Higher Education Development Centre) manages the evaluation of teaching. Details of this process can be found on their website: <http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/>.

You can also contact the HEDC directly. Your Education Adviser can assist you with the evaluation process and with strategies for developing 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 the modules that are taught during 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. Conveners are encouraged to respond to the feedback listed in these reports and other evaluation information, and 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 will support you to become productive in your new role and help you to integrate quickly into the University and your department and division.



The Education Adviser can provide individual and/or group support for educational development. This may assist you to identify a direction for your professional development and enable you to access professional development opportunities.

Did You Know newsletters (DYKs) are produced regularly. These newsletters are full of tips and advice about teaching and learning. The Medical School also delivers online professional development sessions each month via Zoom. These and other resources are available online at <https://www.otago.ac.nz/oms/education/mbchb/staff/>.

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.

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. 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 improve 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.

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 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 ADSA.

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, CHRISTCHURCH

SCHOOL OF MEDICINE AND HEALTH SCIENCES (UOC)

A warm welcome to you from the [University of Otago, Christchurch](https://www.otago.ac.nz/) (UOC). Our campus is home to over 1,000 students. One third are undergraduate health professional students, with medical students in their three clinical years of training and physiotherapy students in their final clinical year. Two thirds are postgraduate health sciences students undertaking a range of programmes to PhD level.



Our campus is located in the heart of Te Papa Hauora (the city's dedicated health precinct), right next to Christchurch Hospital (see map). Many of our teaching and research staff hold joint positions with the Canterbury District Health Board – ensuring close clinical links. The remainder of this section provides a brief overview of the undergraduate medical degree (MB ChB) that is offered on the Christchurch campus, and is aimed primarily at new teachers who are teaching on the Christchurch campus and staff on other sites who support the teaching of UOC students.

Departments

- Anaesthesia** (Lower Ground Floor, Parkside, Christchurch Hospital)
- General Practice** (14 Gloucester Street, Christchurch)
- Maori and Indigenous Health Institute (MIHI)** (45 Cambridge Terrace, Christchurch)
- Medicine** (Ground Floor, Parkside, Christchurch Hospital)
- Medicine: Older Persons Health** (Portacom C, Burwood Hospital, Christchurch)
- National Addiction Centre** (Level 2, Terrace House, 4 Oxford Terrace, Christchurch)
- Obstetrics and Gynaecology** (Level 3, Christchurch Women's Hospital)
- Orthopaedics**, Lower Ground Floor, Parkside, Christchurch Hospital)
- Paediatrics** (Level 3, Terrace House, 4 Oxford Terrace, Christchurch)
- Pathology** (Second Floor, UOC building, Level 5, 2 Riccarton Avenue, Christchurch)
- Physiotherapy** (Ground floor, 32 Oxford Terrace, Christchurch)
- Population Health** (34 Gloucester Street, Christchurch)
- Postgraduate Nursing** (Level 3, 72 Oxford Terrace, Christchurch)
- Psychological Medicine** (Level 1, Terrace House, 4 Oxford Terrace, Christchurch)
- Radiology** (Eighth floor, UOC building, 2 Riccarton Avenue, Christchurch)
- Surgery** (36 Cashel Street, Christchurch)

The Deanery

The Department of the Dean is the administrative centre for the University of Otago, Christchurch (UOC) for both academic and non-academic matters. The Department is located on the Ground Floor of the main campus building at 2 Riccarton Avenue, at the front of the Christchurch Hospital complex. The Department is headed by Professor Suzanne Pitama, Dean and Head of Campus, University of Otago, Christchurch. It comprises four subsections including the administrative centre, the Canterbury Medical Library, Technology Services and the Research Office. All student and staff information is either held here or is accessible through the department.



The Education Unit

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



Associate Dean Medical Education: *Lutz Beckert*

The ADME has overall responsibility for the medical programme that all UOC medical students participate in. This includes coordination of the delivery of the course through liaison with module convenors and relevant committees to ensure that the school is meeting the overall objectives of the medical programme.



Associate Dean Student Affairs: *Tania Huria*

The ADSA is available to provide support and academic advice to all students on the campus. This includes monitoring and assisting students who are challenged by various aspects of the course, considering applications for leave, monitoring students with health issues that are affecting their studies or attendance, and considering applications for temporary withdrawal from the course and readmission to the course.



Education Advisers: *Anthony Ali and Louise Beckingsale*

The EA supports staff to undertake their education-related roles and is available to assist staff in a range of matters related to teaching and learning which include: the planning, delivery, assessment and evaluation of modules, educational professional development, research that has an educational focus, and support with promotion and confirmation matters that relate to the Otago Teaching Profile.



Associate Dean Māori *Tania Huria*

MIHI (Māori Innovation Health Institute) teaches and oversees the Hauora Māori curriculum including the development, delivery, assessment and evaluation across the programme. Tania Huria the Associate Dean Māori and is happy to introduce new teaching staff to the Hauora Māori curriculum and supports Hauora Māori learning outcomes being integrated throughout the curriculum.



Associate Dean Pacific: *Kiki Maoate*

The Associate Dean Pacific provides leadership for Pacific development and support, and ensures that Pacific health perspectives are incorporated and reflected in curriculum development, delivery, assessment and evaluation across the programme.



E-learning Co-ordinator: *Scott Hallman*

The E-learning Coordinator provides teaching staff with practical support for using Moodle and e-learning.



Client Services Administrator – Medical Education Unit: *Fran Barrett*

The Client Services Administrator has a central role in administration for the Medical Education team. This includes meeting coordination, minute secretary, and all administrative matters relating to the Undergraduate Medical Programme and pastoral care support for students.

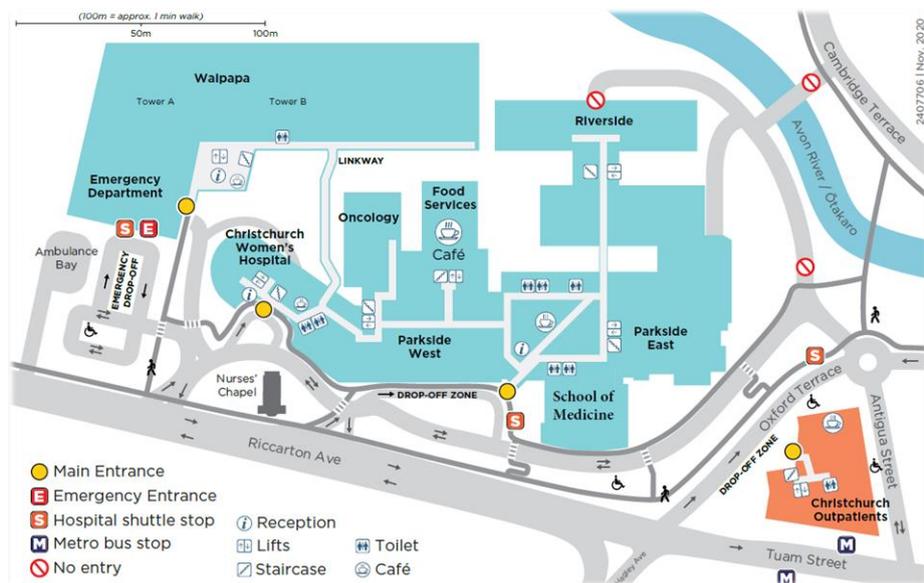


Clinical Skills Director: *Niki Newman*

The Clinical Skills Director ensures that an integrated clinical skills programme is provided across years 4-6 of the medical programme. Niki is also Director of the UOC Simulation Centre (UOCSC) which was developed as part of a Faculty of Medicine initiative to expand the clinical skills programme and facilities at the Christchurch campus.

Context of Student Learning

There are just over 100 students in each of years 4, 5 and 6 at the UOC campus. Students will spend the majority of these years on the Christchurch Hospital Campus (see map). Christchurch Hospital is the major tertiary teaching hospital in the South Island where doctors receive clinical training and it is one of the four main teaching hospitals in New Zealand. The main School of Medicine building is integrated into the hospital campus.



Other student opportunities include:

- A range of community and hospital placements throughout the northern part of the South Island.
- Approximately 5-10 students will complete their year 5 studies away from Christchurch in a rural immersion programme (RMIP) run by the Otago Medical School.
- Some students will have an opportunity to spend some or all of their sixth year in one of two regional campuses (Nelson and Timaru).

For teaching and learning purposes each year cohort is separated into eight smaller groups (A-H). Each group will experience learning within discrete units of teaching and learning called 'modules', of which there are two types: block and vertical (see page 12).

Lecture Theatres and Teaching Rooms

The UOC building has two main lecture theatres, the Rolleston Lecture Theatre (ground floor) and the smaller Beaven Lecture Theatre (seventh floor). These lecture theatres are equipped with comprehensive AV systems.



There are also flat teaching rooms on the 7th floor that can be booked. Please contact your departmental administrator for assistance. All of these rooms have modern AV systems including Audio, Internet Access, Zoom, and PowerPoint. Please ensure that you state your AV requirements when booking a room so that staff can book a room that best meets your needs. Dean Pester, the specialist A/V technician, dean.pester@otago.ac.nz in ITSS can assist and advise you.



Bookings for scheduled teaching sessions are usually organised by departmental administrators at the start of the year.

Some departments and clinical areas may also have a teaching room in their area that they can use. Please note that the facilities available in these rooms varies. Please contact your module administrator for more information.

Professional Development Opportunities for Teachers

The Education Unit provides support for teaching staff. Here are a few examples:

The **Learning Matters Forum** takes place three times a year. A peer reviewed journal article forms the basis for a discussion about practical aspects of health professional education. It is also an excellent opportunity for teaching staff to share educational experiences, initiatives, and ideas. The sessions can be attended face-to-face or by Zoom and are open to education providers from all health professions.



The **OMS Online Professional Development Series** take place on the third Wednesday of every month 12-1pm. These interactive sessions cover a range of topics on learning and teaching and a great opportunity to meet health professional educators from across our campus. Examples of previous session topics include:

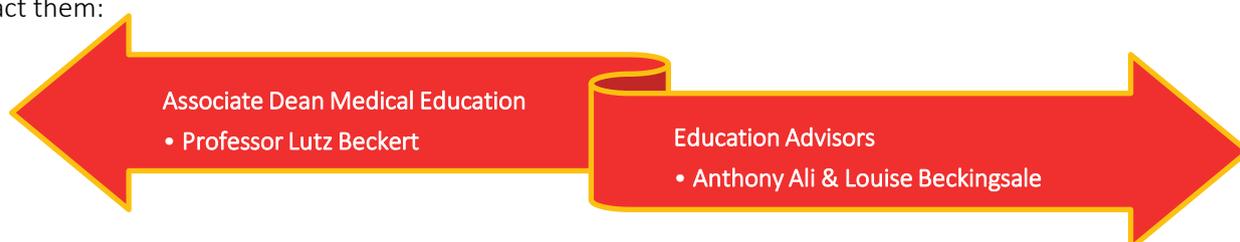


Do You Know (DYK): A series of educationally focused flyers that are produced by the Education Development and Staff Support Unit. These double-sided A4 flyers provide tips and advice about teaching and learning. E.g. Do you know ... about assessing students.



One-on-one or small group sessions that can be set up to best meet individual or teaching team needs, including peer review.

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



Modules: Block and Vertical

Block modules (BM) occur in discrete periods of time (4 or 8 weeks) throughout years 4-6. They are a mix of learning opportunities e.g. clinical exposure, lectures, tutorials and site visits etc.

Vertical modules (VM) occur in a more continuous manner throughout years 4-6, and within allocated timeframes depending on the year of study:

Year 4 – Monday, Tuesday and Thursday afternoons

Year 5 – Wednesday and Thursday afternoons and Friday mornings

Year 6 – Friday afternoons

MB ChB Modules by year - University of Otago, Christchurch					
Year 4 (35 weeks)		Year 5 (35 weeks)		Year 6 (48 weeks)	
BM	VM	BM	VM	BM	VM
Clinical Orientation 2 weeks	Pathology (including Anatomic Pathology, Biochemistry, Haematology, Radiology). Clinical Skills. Ethics and Law. Hauora Maori. Professional Development. Quality and Safety. PEOLC. Pacific Health.	Advanced Medicine (including Neurology and Rheumatology) 8 weeks	Addiction Medicine. Clinical Pharmacology. Pathology (including Anatomic Pathology, Biochemistry, Haematology, Microbiology, Radiology). Clinical Skills. Ethics and Law. Hauora Maori. Professional Development. Quality and Safety. PEOLC. Pacific Health.	Paediatrics and Paediatric Surgery 4 weeks	Transition to Practice: Clinical Skills. Professional Development. Hauora Maori. Radiology. PEOLC
Older Person's Health 4 weeks				Surgery 6 weeks	
Public Health Medicine and Addiction Medicine (PHAM) 4 weeks				Obstetrics & Gynaecology 4 weeks	
General Practice/ Emergency Medicine 8 weeks				Medicine 6 weeks	
Whole Class Teaching Week				General Practice 4 weeks	
Cardio/Respiratory and Cardio Vascular, Plastics and Dermatology (CVPD) 8 weeks				Critical Care 4 weeks	
Surgery/Gastroenterology/ Oncology (SGO) 8 weeks				Psychological Medicine 4 weeks	
				Psychological Medicine 4 weeks	
				Paediatrics 4 weeks	
				Study Week	
Exam Week	Selective 4 Weeks				
	Elective 12 weeks				

Learning in vertical modules may be undertaken as a whole class or as increments of the eight smaller groups.

The full pattern of student experience and the learning outcomes for each module can be found in the combined [UOC Fourth and Fifth Year Handbook](#), and the [UOC Sixth Year Trainee Intern Handbook](#). These handbooks are both available online by clicking on the links, or via Moodle.

Module Convenors and Administrators

The module convenor is central to the efficient and effective management of modules. A detailed account of the role of the convenor in the medical degree can be found in the [Module Convenors Role Description](#) (PDF) and [Module Convenors Governance and Evaluation Guide](#) (PDF) on the EDSSU website. Convenors are the first point of contact for sourcing information and discussing any concerns that you have about the module that you are teaching in. Convenors regularly attend educational meetings to discuss matters relating to the content and delivery of the UOC medical curriculum.

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

A list of UOC modules and associated convenors and administrators is included at the end of this booklet.

Regional Campuses

- Nelson/Marlborough: Don Wilson (Associate Dean), Angela Craig (Administrator)
- South Canterbury campus (Timaru): Maree Rarity-Steel (Associate Dean), Jehan Cunningham-Beynon (Administrator)

People at UOC

A full list of all staff in the Otago Medical School (including the Christchurch campus) can be found on the University of Otago website: www.otago.ac.nz/contacts/index.html

Student-Staff Committee

This committee's main objective is to improve the UOC MBChB course and the student experience through student feedback. The committee meets at least three times during the academic year and is a safe forum for students to provide feedback about the course and their experience of it. The membership includes students and staff on the committee so if you have comments to pass on to this committee please contact the Committee Convenor, ASDA Tania Huria: tania.huria@otago.ac.nz.

Services

Campus Library

The Canterbury Medical Library is located on the sixth floor of the UOC building. It has an extensive electronic collection which can be accessed from within the School or remotely from home or other sites.

If you are a University of Otago employed academic staff member, you will already have access through your University Staff Username and Password. If you are a clinical or honorary lecturer, you will need to obtain a Clinical Lecturer External Username and Password by completing this [form](#)

If you are unsure who your authorising department would be, please contact Robyn Maguigan (Executive Assistant for the Dean) at robyn.maguigan@otago.ac.nz

If you need help finding or using information resources please contact library staff:

Phone: +64 3 364 0500, Email: librarycml.uoc@otago.ac.nz

Or chat with library staff online using the LibChat link on the library homepage:

<https://www.otago.ac.nz/christchurch/library>

Technology Support

If you require practical support in your teaching please contact the following staff: Audio/Visual (dean.pester@otago.ac.nz), Moodle, E-learning and Videoing and Editing Sessions (scott.hallman@otago.ac.nz). For all other information technology support please contact the IT support team by phone 0800 479 888 or by email its.servicedesk@otago.ac.nz.

Catering

University staff are encouraged to use the Medici Café (first floor, UOC building) when catering for University functions. They can be contacted via email on medicicatering@xtra.co.nz

There are also a number of other food outlets located in the hospital environs:

- The Great Escape, First Floor, Christchurch Hospital
- The Parkside Café, Main Foyer, Christchurch Hospital
- Peaberry, Ground Floor, Main Foyer, Waipapa
- Willow Lane, Ground Floor, Main Foyer, Waipapa
- Takeaway Coffee Shop, Foyer, Christchurch Women's Hospital
- Kānuka, Ground Floor, Christchurch Outpatients

Student Common Room

The Student Common Room is located on the lower ground floor of the UOC building. This is where student pigeonholes and locker rooms are located.

Student Contact

Student email information is available via both the University website on eVision and Moodle for individuals. Group email information is available via Moodle, including generic year group addresses for each specific year of the course. Please contact your Client Services Administrator for more information.

Frequently Used Abbreviations

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	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 etc.
ALM	Advanced learning in Medicine	Year 4, 5 and the TI (trainee intern) year of the MB ChB.
CEA	Clinical Education Adviser	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.
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.
EA	Education Adviser	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.
ELM	Early learning in Medicine	Year 2 and 3 of the MB ChB.
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.
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
MASC	MB ChB Assessment Sub Committee	Directs and oversees the development, implementation, monitoring and quality improvement of all assessment within the MB ChB programme.
MCC	MB ChB Curriculum Committee	Directs the policy and coordination of an integrated 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.

UOC MODULE CONVENORS, HODS AND ADMINISTRATORS								
Y	B	MODULE	CONVENORS *= Lead	CONVENOR EMAIL	HODS	HODS EMAIL	ADMINISTRATOR	ADMINISTRATOR EMAIL
4	B	Clinical Orientation	Lutz Beckert	lutz.beckert@cdhb.health.nz	Suzanne Pitama	suzanne.pitama@otago.ac.nz	Claire Willis	claire.willis@otago.ac.nz
45	V	Whole Class Learning Week (WCLW)	Niki Newman (4Y5Y)	nicola.newman@otago.ac.nz	Ben Hudson	ben.hudson@otago.ac.nz	Fran Barrett	fran.barrett@otago.ac.nz
45	V	Clinical Skills	Niki Newman (4Y5Y)	nicola.newman@otago.ac.nz	Ben Hudson	ben.hudson@otago.ac.nz	Heather Reilly	heather.reilly@otago.ac.nz
4	B	CVPD/CR (CardioVascular Plastics Dermatology Cardio/Respiratory Medicine)	Jeremy Simcock Michael Maze	jeremy.simcock@cdhb.health.nz michael.maze@otago.ac.nz	Richard Gearry Tim Eglinton	richard.gearry@cdhb.health.n z tim.eglington@cdhb.health.nz	Nasharn Harper Helen Clayton	deptmed.uoc@otago.ac.nz helen.clayton@otago.ac.nz
45	V	Ethics and Law	John McMillan Neil Pickering Simon Walker *	john.mcmillan@otago.ac.nz neil.pickering@otago.ac.nz simon.walker@otago.ac.nz	Lynley Anderson	lynley.anderson@otago.ac.nz	Molly Crighton Fran Barrett	molly.crighton@otago.ac.nz fran.barrett@otago.ac.nz
4	B	General Practice Emergency Medicine	Lynette Murdoch (GP)* Mike Ardagh (EM)	lynette.murdoch@otago.ac.nz michael.ardagh@cdhb.health.nz	Ben Hudson	ben.hudson@otago.ac.nz	Wendy Sincock	wendy.sincock@otago.ac.nz
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