



Otago Medical School
Te Kura Hauora o Ōtākou

Module Conveners Role Description

University of Otago Medical School



**OMS
MBChB**

The image shows two students, a man and a woman, sitting at a desk. The man is pointing at a laptop screen while the woman looks on. They are both smiling and appear to be engaged in a collaborative learning activity. The laptop is a silver Apple MacBook. There are papers and a pen on the desk. The background is a plain wall with a red decorative element.

Hello Module Convener

Governance of the MB ChB

You have an important role in the education of our medical students. There are several people and processes dedicated to help you with your role as module convener. Your Head of Department is available to assist you with your requests for resources. For matters relating to the MB ChB curriculum, please liaise with your local campus Associate Dean Medical Education (ADME) for modules in the Advanced Learning in Medicine (ALM) programme (Dunedin, Christchurch, Wellington) or the Director of Early Learning in Medicine (DELM) for modules in the Early Learning in Medicine (ELM) programme (Dunedin). You are also welcome to raise educational issues related to your role as module convener at your local MB ChB Curriculum Sub-Committee (CSC) meetings. CSCs meet at least 6 times per year and are chaired by the local ADME or DELM. The CSC's role is to oversee and coordinate the delivery of the MB ChB programme for its campus and associated regional sites. As a module convener, you are a member of your local CSC and are expected to attend meetings when practicable.

Your local ADME and CSC will require you to perform duties associated with your module convener role during the year, as outlined in the [Module Conveners Role Description](#), [Module Conveners Guide to Assessment](#), and [Module Conveners Guide to Evaluation](#).

The CSCs report regularly to the MB ChB Curriculum Committee (MCC), and advise and take direction from the Advanced Learning in Medicine Sub-Committee. MCC is responsible for the educational direction, policies, and structure of the MB ChB programme and for staff support to achieve the direction and policies. For more information about the governance of the MB ChB programme please see <https://www.otago.ac.nz/medical-school/for-staff/mcc.html>. A number of other sub-committees report to MCC. Of importance in your role are the:

- [MB ChB Assessment Sub Committee \(MASC\)](#)
The purpose of MASC is to direct and oversee the development, implementation, monitoring and quality improvement of all assessment within the MB ChB programme.
- [MB ChB Educational Research and Evaluation Sub Committee \(MERECE\)](#)
The purpose of MERECE is to develop, implement, and oversee strategies to ensure the MB ChB programme meets expectations of research-informed quality and innovation in student learning. This sub-committee is responsible for this guide.
- [The domain sub-committees](#)
Six domain sub-committees oversee each curriculum domain throughout the MB ChB programme. The domains are: Clinical Skills, Diagnostics, and Therapeutics; Hauora Māori; Pacific Health; Population Health and Epidemiology; Professional Practice; and Science, Research, and Scholarship. A major focus for these committees is overseeing their domain's contributions to the [Curriculum Map](#); for more information about the Curriculum Map please see <https://medmap.otago.ac.nz/>.

Introduction

The MB ChB Curriculum Committee (MCC) recognises the importance of module conveners to the delivery of the MB ChB curriculum. To support conveners, the MCC has consulted with conveners and the Heads of Departments (HoDs) across the campuses to generate a document outlining what this role involves.

The module convener is essential to student learning. We appreciate that carrying out all the role's important facets will be challenging given the time available, and that you may need to be selective in what you can realistically fulfil and delegate where appropriate. For ongoing support, please contact your local Education Adviser (contact details page 6). There is also a series of documents giving practical guidelines for the assessment and evaluation aspects of your role.

Please let us know if the demands of the role are unrealistic.

MB ChB module conveners – description of role

The module convener is crucial to the core University staff activity of teaching. Conveners are ideally University employees appointed by the campus Dean with advice from HODs concerned and the local Associate Dean(s) Medical Education (ADME), and in Early Learning in Medicine (ELM) the Associate Dean and Director ELM.

The module convener's role is central to the smooth running, development and assessment of ELM and Advanced Learning in Medicine (ALM) block and vertical modules. The module administrator provides the administrative organisation and support required to run the module.

Prime functions

- Oversee and coordinate the outcomes of the module in conjunction with all modules and departments.
- Coordinate the delivery of student learning experiences during the module including the sequence of learning.
- Oversee assessments within the module with reference to the [MB ChB assessment guidelines](#) and report on student performance to the Student Progress Committee.
- Act as the conduit for sharing information between the module's staff and appropriate committees, e.g. Curriculum Sub-Committee (CSC), including representing the module on committees as required.
- Coordinate the evaluation of the module in conjunction with the Education Adviser (EA).
- Regularly review and update module content, delivery and assessment with reference to the [MB ChB evaluation guidelines](#), consulting and liaising with CSC and with other conveners / modules.

Key responsibilities

- The key responsibilities are detailed in a rudimentary timeline, which applies to the delivery of the module. This sequence is likely to be less obvious for modules repeated several times in a year.
- While retaining overall responsibility, the convener may delegate specific content within the module to other specialists to organise under the convener's direction

The module convener liaises with the following:

- The Associate Dean Medical Education on educational matters
- The Head of Department / ELM Director on resource matters and professional support
- The module administrator for all module administration matters
- The Education Adviser on educational matters
- E-Learning Facilitator on e-Learning matters and Moodle
- The Associate Dean Student Affairs on student matters

Before the module starts

- Ensure the proposed learning experience aligns with the learning outcomes and requirements.
- Discuss the module and projected plan with the teaching team (academic and administrative staff) ideally in a face to face meeting which should:
- Ensure that all staff understand the broad goals well enough to teach their part of the course effectively.
- Revise learning outcomes with reference to the [Curriculum Map](#) and with specific reference to Core Presentations (CPs), Core Professional Activities (CPAs) and Core Conditions (CCs).
- Brief all staff to ensure student experience aligns with the course requirements.
- Guide and support the module administrator to organize the module logistics e.g. timetable, producing module booklet/ information for staff and students, posting minimum dataset information to the module's Moodle page.

Problems accessing Moodle?

Contact your e-Learning Facilitator, details page 7.

During the module

- Brief the students about your expectations of them during the module and also what they can expect of the teaching team.
- Ensure that the teaching and assessment is progressing as expected and address issues as they arise.
- Where applicable coordinate and report on student progress using the formal reporting system as described in the [Module Conveners Guide to Assessment](#).
- Update staff involved with the programme as required, and ensure Moodle pages for the module are complete and current

After the module

- Evaluate the module as required by your CSC and submit a Summary of Module Evaluations at regular intervals.
- Debrief with staff after the end of the module / academic year focusing on what worked well and areas to improve.

Ongoing

- Assist in staff support and development, in conjunction with Heads of Departments and EAs.
- Contribute to education committees (including CSC) and working groups where applicable.
- Contribute to MB ChB common component assessments (development and marking of examinations).
- Liaise with student education representatives.
- Ensure, when appropriate, that linkages with other modules in the current and previous years, including block modules and vertical modules, are identified to students via the [Curriculum Map](#).
- Consider evaluation in order to ensure quality improvement of the module, with reference to the [Module Conveners Guide to Evaluation](#).

Check out the Evaluation guidelines on the MB ChB website's evaluation page <https://www.otago.ac.nz/medicine/staff/otago668753.html>

For further information

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