



MB ChB Curriculum Structure: Process to introduce, remove, merge, split or rename modules

DECEMBER 2020

This document applies to proposals to introduce, remove, merge, split or rename modules. If the proposal relates to learning outcomes please see documentation on the MB ChB Curriculum Review and Revision/change Process at:

<https://www.otago.ac.nz/oms/otago706591.pdf>

If the proposal is to make changes within a module, such as alter the expected learning outcomes, expected learning opportunities or assessment, then this should first be discussed with the relevant curriculum subcommittee. Depending on the implications for other aspects of the curriculum, and the nature and size of the changes, the curriculum subcommittee may also need to discuss any proposals with other relevant committees.

Definitions and types of modules

Modules are organisational units formed to provide learning opportunities in relation to a defined set of learning outcomes of the curriculum. A module has a convenor and that convenor has control over scheduled allocated time that gives protected access for students. Some are block and some are vertical. Both types can include a variety of teaching methods and group sizes. They may require assessments which, for some, may simply be an expectation around attendance. Module conveners should engage with the MBChB Assessment Committee to clarify how assessment in their module guides learning, informs progression decision-making and informs course evaluation. The type of module is informed by context, sequencing and the intended learning outcomes. The goal is to provide, as far as possible, learning that is appropriately sequenced, relevant to the stage of the course and to the context ('just in time' learning).

Block modules occur over a period of contiguous weeks within a semester or quarter. Some used to be called attachments/runs e.g. nervous system or surgery. They are best suited to areas that are restricted to a particular learning topic or context that benefit from immersion in that topic or context.

Vertical modules are continuous over a year or more. Some used to be called threads e.g. ethics. They are best suited to those areas that require longitudinal learning over time and/or are less context-specific. As for any module they have scheduled allocated time. If the time is within a block module, that time is under the control of the vertical module convenor. For organisational and assessment purposes, a vertical module can span years 2 and/or 3; years 4 and/or 5; or year 6 e.g. clinical pharmacology 23, clinical pharmacology 5 and clinical pharmacology 6 but not clinical pharmacology 34 or clinical pharmacology 456.

Longitudinal learning can often occur in a coordinated sequenced fashion without the need for a specific module. In these circumstances, all learning is integrated into existing block and/or vertical modules supplemented by student self-directed learning. An identified aspect of the curriculum may still require some oversight, including periodic review, but there is no convenor or scheduled teaching outside of existing modules. In the past these have sometimes been referred to as virtual modules.

Governance of modules

The overall modular structure of the OMS MBChB programme is directed by MCC in order to ensure balanced and equitable learning opportunities and assessments for all students. Any proposed changes to modules will need to consider the impacts on the 'whole' of the MBChB programme as well as local campus/school implications.

The expected learning outcomes in a module are chosen from those within the curriculum map, in liaison with the curriculum subcommittee on the relevant ALM campus or the ELM curriculum subcommittee.

Part of the terms of reference of the ELM curriculum subcommittee and the ALM curriculum subcommittee are that they are required to:

- Ensure core learning outcomes are optimally distributed across modules
- Determine and direct distribution and coordination of learning opportunities across modules.

Part of the terms of reference of the The MB ChB Assessment Sub-Committee (MASC) is to direct and oversee the development, implementation, monitoring and quality improvement of all assessment within the MB ChB programme.

New Modules

Learning opportunities, linked to the learning outcomes, may be best optimised when they have leadership, oversight, and can be planned and delivered/met in a deliberately sequenced and coordinated fashion. In those instances a specific module is more likely to ensure the best outcomes.

A new module may be needed if:

- there are new learning outcomes that cannot be met within existing modules or student independent learning,
- there are identified existing learning outcomes which are not being appropriately sequenced or met because of an inability to coordinate across existing modules, and/or with student independent learning, and such coordination requires oversight at the times of curriculum delivery.

How modules are resourced is outside the control of MCC so is likely to require separate discussion with OMS executive. Proposals for establishment of new modules should therefore consider resource implications including the implications depending on whether new resources might or might not be available.

While we expect alignment between learning outcomes and assessment, the assessment of some learning outcomes can be scheduled across the programme (e.g. at the end of the year or within other modules). If assessments related to a new module are needed, this will require discussion with the MBChB Assessment Committee (MASC).

Outline of process to request to introduce, remove, merge, split or rename a module. Such requests could come from a variety of sources, but may include: MCC, the ELM curriculum subcommittee, the ALM curriculum subcommittee, domain subcommittees, or module convenors.

All enquiries in relation to the existing curriculum, and all requests, recommendations and proposals for changes to should be submitted to MCC in the first instance. If local campus CSCs, or Domain SCs receive such proposals they should be redirected to MCC.

At a minimum the proposal should include:

- The learning outcomes of relevance, including any that would be new.
- Justification as to why a new or amended module is required to achieve student learning.
- Some indication of the timetabling expectations e.g. block, vertical, and/or integration within existing modules.
- Resource implications including any discussions already undertaken with OMS executive.
- Assessment implications.
- Evaluation implications.
- An indication of likely implementation steps.

It is recognised that this is likely to require an iterative process.

MCC will first determine the initial merit of the proposal and whether it warrants further work before seeking feedback from the ELM and/or ALM curriculum subcommittee. Where there are implications for assessment, this will also require liaison with MASC.

MCC will then determine the change that is needed.

Implementation

If a module change is needed, MCC will ensure the appropriate changes are also represented in MedMoodle and the Curriculum Map and delegate implementation to the ELM and/or ALM curriculum subcommittees.

Approved by MCC: 11 December 2020