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# GUIDE TO ASSESSMENT IN THE UNSW MEDICINE PROGRAM

UNSW MEDICAL SOCIETY



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# A GUIDE TO ASSESSMENT

## IN THE UNSW BMED/MD PROGRAM

This assessment guide is designed to assist Undergraduate Medicine students in understanding what the assessment milestones are throughout their degree and how these relate to your BMed and MD grades. Your overall grade at UNSW is referred to as 'weighted average mark' (WAM). The WAM you are given on your academic transcript calculated by UNSW is not an accurate reflection of your Medicine WAM as it does not take into account the unique course structure and weightings of the medicine program.

This guide has been developed by **MedSoc** as an overview that gives you insight into the years and assessments to come, and to track your own progress through the course. Please keep in mind that details are subject to change

For the most up to date information, you should **always refer to phase, course and element guides** for the most up to date information.

## RESOURCES

The following resources are intended to assist you in tracking your grades, these are linked below and should be used in combination with this guide.

[Grade Calculator](#)

## USING THIS GUIDE

The format of this guide is that it will give a brief description of each of the assessments in a given period (Phase 1, Year 3, Research Year, Phase 3) and then provide diagrams to show how they fit together.

## BMED

The Bachelor of Medical Studies (BMed) comprises of the first three years of medicine. Phase 1 (Years 1 and 2) is campus-based with fortnightly hospital sessions. Year 3 becomes more clinically orientated, building on the foundations of Phase 1 through hospital-based learning three days per week.

The breakdown of graded assessments in this time is outlined below.

Bachelor of Medical Studies	
Assessment Item	Weighting (%)
Phase 1	
Course Exams	20
End of Phase Exam	10
Phase 1 OSCE	10
Phase 1 Portfolio	20
Phase 2	
Phase 2 Assignments and Projects	10
Phase 2 ICE	20
General Education	10
Total	100

## MD

The Doctor of Medicine (MD) includes the research year (Year 4) as well as Year 5 and 6 which are hospital-based.

A breakdown of graded assessments for the MD is shown below

Doctor of Medicine	
Assessment Item	Weighting (%)
Phase 2	
ILP	15
Phase 3	
Course Results	20
Biomedical Sciences Viva Exam	15
Phase 3 Integrated Clinical Skills Exam	35
Portfolio Exam	15
Total	100

# PHASE ONE

## COURSE ASSESSMENTS

In each eight-week course, you will complete three course assessments; an individual assignment, a group project and an end of course exam.

Your **assignment** is a 2,000 word research report selected from a list of topics that covers two graduate capabilities. You need to complete one 'negotiated assignment' based on a topic proposal of your choosing. If your performance is satisfactory, you can exempt one assignment in Year 2.

Each term you will complete **group project** with 4-6 people in your scenario group. This is a 2,500 word research report that is presented to your scenario group (usually week 5) and handed up to eMed (usually in week 6).

The **end of course exam (EOC)** is held in week 8, is of 2 hours duration and features both a 'multiple choice question' and 'short answer question' component. There will be 40 MCQs worth one mark each. There will be a variable number of SAQs collectively worth 60 marks. The exception to this is your EOC for Foundations, the first course of first year, which you must pass, but your grade does not contribute to your WAM.

## PROGRESSIVE PRACTICAL EXAM (PPE)

You will undertake three Progressive Practical Exams (PPE) over the two years. These exams have four components:

- Anatomy/ Neuroanatomy
- Biochemistry/ Microbiology
- Physiology/ Pharmacology
- Histology/ Pathology/ Embryology

While you receive a score for each of these sections in each exam, the grade you receive will be a sum of all three exams (hence 'progressive'). You need to reach a minimum grade of 50% for each of the four elements over the two years.

# PHASE ONE

## OBJECTIVE STRUCTURED CLINICAL EXAM (OSCE)

At the end of second year you will sit the OSCE, which will test clinical skills, both history taking and examinations. There will be six 15-minute stations that are separately marked. To pass the assessment, students will need to receive a satisfactory grade in each of the three domains; generic communication, clinical communication, and physical examination. For more information on this, see the latest Phase 1 Clinical Skills Guide.

## END OF PHASE EXAM (EOP)

The EOP is an MCQ exam covering all content in Phase 1 (Year 1 + 2) that occurs at the end of second year. At least 40% of these questions will be drawn from your past EOCs.

Your End of Phase Exam mark for the purpose of your BMed Grade is a combination of your EOP (50%) and PPE (50%) exam marks.

## STUDEN-PATIENT OBSERVED COMMUNICATIONS ASSESSMENT (SOCA)

It is compulsory that you complete at least four SOCAs between the beginning of AE in first year and the end of HM in second year, with at least one in each of four different courses. You must complete at least one of each of the three types; on-campus (simulated patient), in-hospital (patient), and online simulated patient interaction and assessment (OSPJA; simulated tele-health).

## PHASE 1 PORTFOLIO

Your portfolio is a demonstration of how you have developed in each of the eight graduate capabilities. 50% of the grade is based on your grades in the individual assignments (and projects), while the other 50% is based on your essay, a 3,500 word report. You can also add additional supporting evidence from extra-curricular activities as 'supporting evidence'.

# PHASE 1 ASSESSMENT SUMMARY

The following table encompasses all of the assessments in Phase 1 in the context of the components of the BMed.

For the purpose of tracking your progress, you may wish to fill in your grades in these assessments in the [Grade Calculator](#), which tracks both your marks and your grades in the graduate capabilities.

Phase 1 Assessments	
20%	End of Course Exams
	<i>SH</i>
	<i>BGDA</i>
	<i>BGDB</i>
	<i>HMA</i>
	<i>HMB</i>
	<i>AEA</i>
	<i>AEB</i>
10%	End of phase exam
	<i>End of phase MCQ</i>
	<i>Progressive Practical exams</i>
10%	OCSE
20%	Phase 1 Portfolio
	<i>SH Assignment</i>
	<i>BGDA Assignment</i>
	<i>BGDB Assignment</i>
	<i>HMA Assignment</i>
	<i>HMB Assignment</i>
	<i>AEA Assignment</i>
	<i>AEB Assignment</i>
	<i>SH Project</i>
	<i>BGDA Project</i>
	<i>BGDB Project</i>
	<i>HMA Project</i>
	<i>HMB Project</i>
	<i>AEA Project</i>
	<i>AEB Project</i>
	<i>Portfolio Essay</i>
	<i>SOCA</i>

# PHASE TWO COURSEWORK

Phase 2 is divided into two separate halves; Phase 2- Coursework (Year 3) and Phase 2- Research (Year 4). These two contribute to the BMed and MD respectively, and operate very separately from each other and from other parts of the program.

## COURSE ASSESSMENTS

The assessments you complete in Phase 2 will vary between courses. These will address graduate capabilities arranged by two 'Lists', List A on basic and clinical sciences (e.g. pathology, anatomy, pharmacology), and List B on other capabilities (e.g. ethics, teamwork, social and cultural determinants). Most assignments will be case-based around a patient you have met and assessed.

- In **Society and Health (SH)** you will complete a group project with one graduate capability
- In **Beginnings Growth and Development (BGD)** you will complete two shorter individual assignments, one on Women's Health and the other on Child Health, each focussing on only one capability; one from List A and the other from List B. These assignments will also have an oral presentation.
- In **Adult Health 1 (AH1)** you will complete a 2,500 word individual case assignment with one list A and one list B capability. Of your AH1 and AH2 assignments, one must be medical and the other surgical. For the surgical case, you will be expected to provide a description of pre-, intra-, and post-operative care
- In **Adult Health 2 (AH2)** you will complete an assignment as in AH1
- In **Oncology and Palliative Care (O&PC)** you will complete a 2,000 word case report with one List A and one List B capability
- In **Aged Care and Rehabilitation (AC&R)** you will complete a 2,000 word case report with one List A and one List B capability. Rather than being assessed as a hospital inpatient, you will see this patient in their own home while observing an ACAT assessment

Note: as the course and assessments in Women's and Children's Health are half the usual length, they are combined to produce a result for Beginnings, Growth and Development. You are required to achieve a P overall for each course-based assignment (including for both Women's and Children's Health).

# PHASE TWO COURSEWORK

## FORMATIVE ASSESSMENTS

- As of 2019, it is a requirement to complete six **Mini-CEX's** throughout the year in order to be eligible to sit the ICE clinical exam. The due date for final submission will be in the Phase Guide.
- In AH1 you will complete a group **mini-AUDIT** in your hospital. This is formative but not summative
- In AH1 you will also complete a short **Professionalism assignment**. This is not summative but you may wish to include it in your portfolio as supporting evidence

## ICE- WRITTEN

The ICE written exam is a multiple choice examination on the content that has been taught throughout Year 3.

## ICE- CLINICAL

The clinical component of ICE is a six station OSCE in which you will perform either a history, examination or counselling.

## PHASE 2 PORTFOLIO

You will have to submit your Phase 2 Portfolio in Year 4 (around early May, depending on the academic calendar). The Phase 2 Portfolio does not contribute to the overall BMed or MD grade, but it is a barrier to progression to Phase 3 and is used as a reference for the marking of the Phase 3 Portfolio, which does contribute to a substantial portion of the MD grade. The portfolio is only required to address a minimum of two graduate capabilities, but you will need to submit a written reflection on every capability that satisfied the below criteria, which may be more than two capabilities;

- You achieve an F in any capability
- Half of the grades in any capability are a P-
- You received a P- on any capability in the Phase 1 portfolio

For more information on the Phase 2 portfolio, **please see the Phase 2 Guide**.



# PHASE 2 COURSEWORK ASSESSMENT SUMMARY

The following table encompasses all of the assessments in Phase 2 Coursework in the context of the components of the BMed.

For the purpose of tracking your progress, you may wish to fill in your grades in these assessments in the [Grade Calculator](#), which tracks both your marks and your grades in the graduate capabilities.

Phase 2 Coursework Assessments		
10%	P2 Assignments & projects	
	<i>SH</i>	<i>Group Project</i>
	<i>O&amp;PC</i>	<i>Case Study</i>
	<i>BGD</i>	<i>Women's Health</i>
		<i>Child Health</i>
	<i>AH1</i>	<i>Case Study</i>
	<i>AH2</i>	<i>Case Study</i>
	<i>AC&amp;R</i>	<i>Case Study</i>
20%	Phase 2 Integrated Clinical Exam	
		<i>Clinical</i>
		<i>Written MCQ</i>
10%	General Education	
		<i>Gen Ed 1</i>
		<i>Gen Ed 2</i>

# PHASE TWO RESEARCH

The Research year is undergoing a number of changes between 2018 and 2021. The following description of tasks is current as of 2019.

## LITERATURE REVIEW

For both Honours and ILP, the literature review is conducted over the first eight weeks of the course and is a 3,000 word report on the current state of the literature relevant to your project, with a brief introduction to the project, its methods and aims.

## RESEARCH PRESENTATIONS

Before 2020, there were two research presentations for both Honours and ILP students. From 2020 onwards, the introductory seminar will be removed for Honours students, and the poster will be removed for ILP students. This leaves an end of year research presentation for both groups.

- Students undertaking the ILP present their research as a 'three minute thesis' style presentations with a single slide
- Students undertaking an Honours project will present a 15 minute comprehensive presentation of their research and be subjected to questions from markers and the audience

## SUPERVISOR REPORT

Two grades are awarded to the student throughout the year by their supervisor for their participation in the research team

## FINAL REPORT

Both Honours and ILP students submit a final report (7,000 and 5,000 words respectively) of their year of research which accounts for 50% of the year's grade.

## PHASE 2 RESEARCH ASSESSMENT SUMMARY

The following table encompasses all of the assessments in Phase 2 Research

For the purpose of tracking your progress, you may wish to fill in your grades in these assessments in the [Grade Calculator](#), which tracks both your marks and your grades in the graduate capabilities.

Integrated Learning Project		
Assessment	Weighting (<2020)	Weighting (>2020)
Literature Review	25	25
Final Research Project	50	50
Research Presentations	15	15
<i>Poster</i>	<i>(5)</i>	
<i>3MT</i>	<i>(10)</i>	
Research Performance	10	10

Honours		
Assessment	Weighting (<2020)	Weighting (>2020)
Literature Review	15	25
Final Research Project	50	50
Research Presentations	25	15
<i>Introductory Seminar</i>	<i>(10)</i>	
<i>Final seminar</i>	<i>(15)</i>	
Research Performance	10	10

# CLINICAL TRANSITION COURSE

The clinical transition course (CTC) as a whole is not summative. There are no graded assessments but for successful completion of the course, there are a number of mandatory activities outlined below.

## MINICEX

It is required that all students complete a minimum of four mini-CEX's in the four week course; one with a peer assessor, two with a Print Student Tutor (PST), and one with a JMO or consultant. Students must also complete two mini-CEX reflective practice activities, one in week one and the other before the end of the course.

## ORAL PRESENTATION

Students must deliver an oral case presentation to their PST. This is assessed via the CWA app before the end of week 3.

## ONLINE MODULES

While a number of online modules are available to aid student learning and complement in-class activities, there are two that are compulsory for the successful completion of the course. These are the National Prescribing Service modules (NPS) and the professionalism module.

## PARTICIPATION

Successful completion of CTC requires completion of pre-work, attendance at all learning activities (or reasonable notice for non-attendance) and participation in activities.

# PHASE THREE

## COURSEWORK

The assessments in Phase 3 will vary slightly depending on the course. A learning plan is completed in each course by a supervisor in your team regarding how well the student met requirements including attendance. A full list of assessments is listed in the table below.

The learning plan may also require the completion of a mini-CEX or T-MEX (teamwork examination) which contributes to the learning plan but will not appear in the portfolio unless it is separately uploaded to eMed as evidence of achievement. The selective and elective terms do not contribute to WAM.

## BIOMEDICAL SCIENCES VIVA

This barrier exam tests understanding of biomedical sciences in the context of clinical scenarios and is held at the end of year five.

Students are required to pass all four stations:

- Anatomy
- Pathophysiology
- Pharmacology
- Investigations

Students who fail one station only may re-sit that station on the day of the exam. Students who fail more than one station sit a supplementary exam in Year 6.

## PHASE 3 PORTFOLIO

The portfolio exam requires students to demonstrate development in all of the graduate capabilities utilising evidence from all activities across Phase 3, with an emphasis on clinical experiences. It consists of a written report with supporting evidence and interview.

- The written report is a 1,200-word reflective essay on at least three capabilities
- The 30 minute interview consists of a 7-minute oral presentation followed by questions from the examiners, discussion on your presentation, and exploration of other capabilities

Students are required to achieve a P grade or higher in all of the 8 graduate capabilities.

For more detailed information on the Phase 3 Portfolio, **please see the Phase 3 Guide.**

# PHASE THREE

## PHASE 3 ICE

Questions in these exams are based on core disciplines- medicine, surgery, primary care, psychiatry, obstetrics and gynaecology, paediatrics and emergency. Students are required to achieve a grade of 50% or more in each of these core disciplines across the three exams.

- Written exam (30%): this exam consists of both 'multiple choice questions' and 'key feature questions' which are multi-part questions with drop-down menu responses.
- Clinical Skills exam (40%): this is similar to clinical skills exams (OSCE/ ICE) in Phase 1 and 2. There are 9 stations of 12 minute duration that cover all disciplines.
- Structured oral exam (30%): this 8 station VIVA exam focuses on management of clinical problems presented by the examiner. Each station will have two cases of approximately 5 minutes duration each, with the exception of Psychiatry and Primary Care which have one case lasting 10 minutes.

## NON-SUMMATIVE TASKS

In addition to the summative tasks, there are a number of compulsory assessments for students in Phase 3.

- Prescribing Skills Assessment: an online MCQ exam on medications prescribing
- NPC Modules: complete the training modules on the National Prescribing Curriculum
- Phase 3 Clinical Procedural Skills (logbook): this is a record that you have learned the required clinical skills and is signed off by a tutor

# PHASE 3 ASSESSMENT SUMMARY

The following table encompasses all of the assessments in Phase 3.

For the purpose of tracking your progress, you may wish to fill in your grades in these assessments in the [Grade Calculator](#), which tracks both your marks and your grades in the graduate capabilities.

Phase 3 Assessments		
20%	Course assessments	
	Paediatrics	Learning Plan Case Presentation 2 x mini-CEX
	Emergency	Learning Plan Oral case Observed clinical assessment
	Medicine	Learning plan Written or oral case Observed clinical assessment
	Surgery	Learning plan (log sheets) Case presentation Observed clinical assessment
	Psychiatry	Learning plan Observed experiences Written case history 7 x weekly SAQs Interview/ VIVA
	Primary Care	Learning plan Team care assignment Consultation role play
	Obstetrics & Gynaecology	Learning plan Observed assessment Literature review
15%	Biomedical Sciences Viva Exam	
35%	Phase 3 Integrated Clinical Skills Exam	
		Written OSCE VIVA
15%	Portfolio Exam	

## GRADING

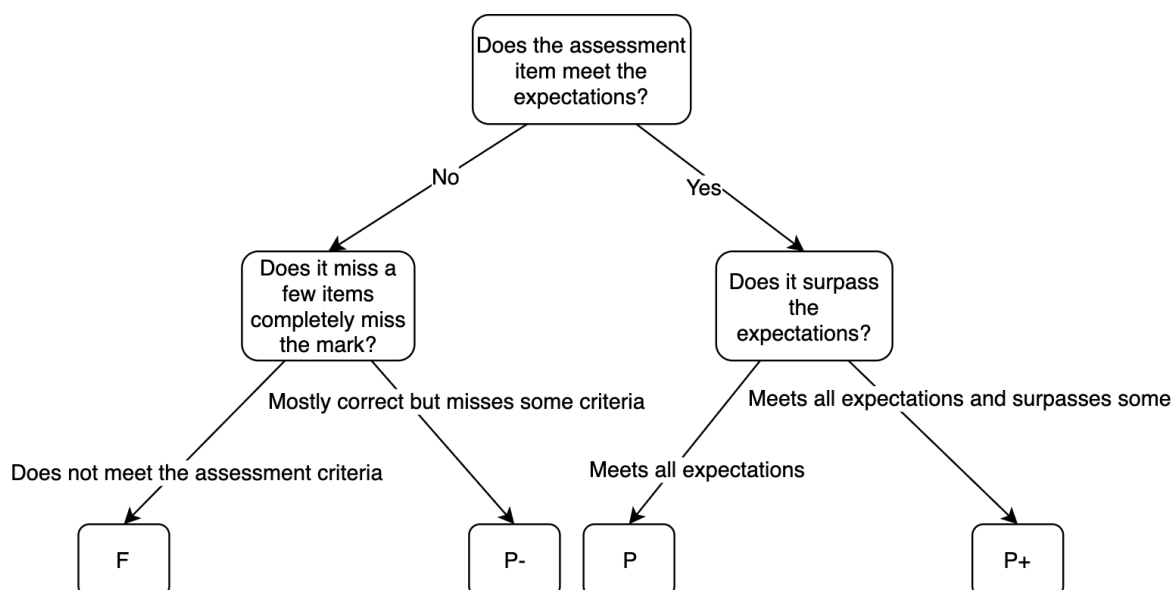
There is currently a shift to move all assessments toward using a F/P-/P/P+ system of grading. This converts numerically to:

Non-submission	0
Fail	30
P-	50
P	70
P+	90

Students therefore will have different numerical conversions in different courses as standardisation is rolled out over the next 12 months.

In some courses, if a student received straight 90's, the assessor can choose to increase the grade to a 100, this is up to the course convenor to include as an option.

The rationale of the grading system is twofold; first from a wellbeing perspective to reduce the competition between students and shift focus away from grades and towards learning for future practice, and secondly to provide a more objective grading system. The grading process is briefly outlined below.



*\*The exception to this is the research year which will operate on a system more consistent with the rest of the university of pass/ credit/ distinction/ high distinction*