



College of Medicine & Dentistry

James Cook University

BACHELOR OF MEDICINE, BACHELOR OF SURGERY (MBBS) PROGRAM ASSESSMENT GUIDELINES

- x Professionalism Education and Leadership (PEAL) ePortfolio contributes to summative assessment in each year. It is used to provide feedback to students on their professional and ethical reflective development and to review the evidence of progress in these domains. The assessment process is spread over several assessment items, which differ from year to year.

3.2.1 On-Course Assessment

On-Course Assessment is the summative assessment that students have to do outside the examinations period.

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- x Deferred examinations mirror the content, format and weighting of the examination held in the formal examination period.
- x For students who sit deferred exams, supplementary examinations will not normally be used in the determination of progression. In circumstances where the Assessment Committee deems that supplementary examinations are required, this may not be until the next designated exam period for the subject, which may be up to 12 months later.
- x Deferred examination applications can be found under Special Consideration Applications on the [Student Forms](#) webpage.

Adverse Impact

- x Students who have extenuating circumstances that have adversely impacted their performance in completed assessment items and exams may apply for Special Consideration by lodging an 'Notification of Adverse Impact' form.

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5. Submission of Assessment Items

Students are responsible for keeping a copy of any submitted assessment item and are strongly encouraged to back up their work. The format of submission is described in the Subject/Year/Rotation Outline.

- x Any hard copy should be submitted by the set deadline as per the following:
 - o 1 x Generic Assignment Cover Sheet (with student name, number, word count) to be attached to the assessment item
 - o 1 x Paper copy to be submitted in a designated assignment box (outside the Academic Services office reception area or Clinical School)
- x Any electronic copy should be submitted by the set deadline as per the following:
 - o 1 x Electronic copy via appropriate electronic drop boxes on subject/rotation related LearnJCU sites. Emailed assignments will not be accepted.
 - o The assignment should be submitted as a single Word document (not front page, then body, then references).
- x Failure to submit assignment on required due-date will attract a late submission penalty as stated in the LTA Procedure 3.1.8d.
- x Students are strongly encouraged to check the plagiarism percentage using the test drop box in the Assessment section on LearnJCU.
- x Consent forms may be required including patient consent where relevant.
- x In the situation whereby a student is not able to submit in person (due to being on an approved placement) then he/she will post the item to the relevant staff as per the Subject/Rotation/Year Outline. The date submitted will be the date stamp on the envelope. Students are NOT allowed to request their peers to submit assignments on their behalf.

5.1 Late Submission Penalty

Any task submitted after the due time is regarded as late and will incur a penalty of 5% of the available marks per 24 hour period or part thereof. (See [LTA Procedure CP3.1.8.d](#)).

Example 1:

An assignment is due at 9:00am on a Monday. It is collected from the Assignment box or submitted into the SafeAssign DropBox in LearnJCU on the Wednesday at 9:00am, two days after it was due. If the student assignment scored 90 / 100, the penalty will be calculated as follows:

$5\% \times 100 \text{ marks} \times 2 \text{ days} = 10 \text{ mark penalty}$. The final mark would be 80/100.

Example 2:

An oral presentation is scheduled at 11am on a Wednesday. A student does not deliver and sends an email on the same day to apply for Special Consideration. The College is able to re-schedule the presentation on the Wednesday of the following week. The maximum mark for the presentation is 100. The late penalty will be calculated as follows:

$5\% \times 100 \text{ marks} \times 7 \text{ days} = 35 \text{ mark penalty}$. Should the student be awarded a 75% for the presentation, the final mark would be $75 - 35 = 40/100$

- x The overall pass mark for the year is calculated by applying the weighting of individual assessment components to the individual cut scores for each of these assessment components.
- x The standard error of measurement (SEM) is used to support progression decisions (Figure 1).

7.2 Release of Results and Grades

- x Results will be released to students via eStudent on scheduled Results Publication dates as indicated in the JCU [academic calendar](#). (See [LTA Procedure 3.7](#))
- x The College will provide students with feedback on their individual performance for each exam paper in the formal end of study period examinations.
- x Students are responsible for keeping a record of feedback on assessments.
- x Students who are required to undertake supplementary examinations will be notified of this in writing shortly after the final results are ratified by the College Dean.
- x Students who have sat supplementary and deferred examinations will be notified of their results in writing by the College of Medicine and Dentistry shortly after the supplementary/deferred examinations ()-12.



Figure 1: Academic Progression Chart

7.4 Correctives

Students may be required to undertake correctives, or directed electives, particularly but not exclusive to Year 6. Such students will be required to remediate academic and clinical competence deficiencies identified on clinical rotation, as well as specific discipline knowledge gaps during Year 5 or in the Year 5 exams or as a result of requiring supplementary exams. The broad areas of the correctives will be determined by the Director of Clinical Studies, the relevant Subject Coordinator and the relevant Rotation Academic Coordinator. The student will be advised of the possibility of requiring a corrective to take the place of the clinical elective in Year 6 shortly after they receive their Year 5 exam results. The design and details of the corrective will be based on the identified individual deficiencies and perceived needs of the student who will meet with the Clinical Site Academic Advisor and Rotation Academic Coordinator early in the year. A learning plan to correct the deficiencies as well as an assessment program will be developed and reviewed on a regular basis.

