

ID 68648 ASSESSMENT DATA (GMC REGULATED STUDENTS)

Description of requirement

HESA have been working with the GMC to provide them with assessment data for all summative assessment that lead to a primary medical qualification. There was a proposal made for inclusion in 2019/20 (ID 51352: Module marks for courses regulated by the General Medical Council) to include Module.MARKSCHEME and ModuleOutcome.MODULEMARKS which has been removed. This new proposal will replace any previous outcomes.

In addition to consulting, we are seeking structured information on how schools currently work with the total scores from summative assessments in order to inform future steps.

Introduction

Justification

- 1 The GMC is acquiring these data in order to carry out its statutory functions under the Medical Act 1983. These include a general function of “promoting high standards of medical education and co-ordinating all stages of medical education”, which is set out in section 5 of the Act.
- 2 Inclusion of undergraduate assessment data has been a long-term objective of the UK Medical Education Database (UKMED) since its inception. Analysis would open long-term future opportunities to evaluate changes in medical education allowing researchers to explore the relationship between performance at undergraduate and postgraduate level.
- 3 Medical Royal Colleges currently provide equivalent postgraduate data to UKMED, and researchers have already demonstrated the utility of these scores for assessing predictive validity of both medical school aptitude tests sat on entry to medical school, and measure of attainment in medical school. Researchers could explore whether medical school assessments offer predictive validity of later outcomes such as postgraduate performance, or fitness to practise.
- 4 Collection of a UK-wide dataset would allow national level analysis of differential attainment in undergraduate assessment. Central analysis would be more efficient and informative than conducting individual analyses at school level – saving considerable resource across schools, and potentially enabling insight before the point of graduation.
- 5 In the long term, assessment data would help us evaluate the MLA. For example, comparing students’ results in the applied knowledge test against their assessment performance throughout medical school would allow us to gauge its reliability.
- 6 The UKMED Advisory Board¹ is fully supportive of obtaining undergraduate assessment data. A letter of support for this data collection from Professor Jon Dowell is here

¹ The UKMED Advisory Board. This has representation from the following organisations: [Academy of Medical Royal Colleges](#), [BioMedical Admissions Test](#), [British Medical Association Medical Students Committee](#), [Conference of Postgraduate Medical Deans](#), [General Medical Council](#), [Graduate Australian Medical Schools Admissions Test](#), [Health Education England](#), [Higher Education Statistics Agency](#), [Medical Schools Council](#), [NHS Education for Scotland](#), [Northern Ireland Medical & Dental Training Agency](#), [UK Clinical Aptitude Test](#), [UK Foundation Programme Office](#), [Wales Deanery](#).

In this consultation we are asking respondents to complete one survey per organisation. Please ensure the response is considered by both the medical school and from those who complete the HESA Student record.

1. What is your name?
2. What is your role in relation to organisation data? (required)
3. What is your email address?
4. What is your organisation?
5. Organisation type (required)
 - Higher Education Provider
 - HESA
 - Regulator / Funder
 - Software supplier
 - Other
6. Who has contributed to this response at your provider? (please check all that apply)
 - Medical school
 - Team involved with the HESA record
 - Other
 - N/A - not a provider

Understanding more what data providers have currently

In order to help us understand whether we have considered all types of assessments made by medical schools, please could you help us understand what information you currently hold on assessment data.

We have provided answer fields for up to 40 assessment responses. An example response is shown below for reference.

6. What are the names of the assessments used to determine a student's progression within the medical school? What year(s) of programme does this apply to?

Assessment name and applicable years

Objective Structured Clinical Examination (OSCE), In Year 1

What type of summative outcome(s) are available for each of the assessments listed previously and which are currently provided to central records by the medical school?

- Pass/fail only
- Raw score
- Number of stations passed (only applicable to clinical exams)
- University grade (alphanumeric not an integer)

Questions 7-47 as below:

7. What are the names of the assessments used to determine a student's progression within the medical school? What year(s) of programme does this apply to?

Assessment name and applicable years

What type of summative outcome(s) are available for each of the assessments listed previously and which are currently provided to central records by the medical school?

- Pass/fail only
- Raw score
- Number of stations passed (only applicable to clinical exams)
- University grade (alphanumeric not an integer)

48. To check we have accounted for all assessments, please give the total number of assessments across all years used to determine progression. If the same assessment name is used across more than one year and is only entered in one box above, please only count it once here.

Assessment name and applicable years

Understanding more what data providers have currently (continued)

We will need to ensure that each type of assessment has the relevant data within the model. We recognise that the following are possible

- For some Assessments only a pass/fail is recorded. There is no score at medical school level
- For some Assessments one or more overall score(s) are used to determine whether the assessment has been passed and are available at school level but are not provided to the central records team
- Some providers only use university grades
- For some assessments, such as OSCEs more than one criterion is used to determine a pass, for example a total score AND the number of stations passed.

49. What details do you hold on each of the assessments you listed (Questions 7-47) at the medical school?

Assessment details

Of these details which do you pass to central records team?

50. How do you hold the pass mark for each assessment, and is this passed to the central records systems?

We need to make sure that the pass mark for each assessment mentioned in question 1 is captured. We noted that some schools reported that central records systems have difficulty dealing with PMQ courses having different pass marks to other courses at their provider.

51. How does your medical school capture adjustments currently?

We are aware that capturing adjustments may be more difficult for providers, depending on the way you hold this data.

52. How does your medical school capture the number of attempts a student has made?

53. Do you think it would be possible for HESA to accurately derive the number of attempts a student has made on a provider's behalf, from the data we are asking for in this proposal for students for whom we have a complete dataset? (required)

For example, will HESA be able to calculate the true number of attempts at an assessment using the data you provide, or is this not possible because an attempt where candidates have been caught cheating are voided and thus not recorded or returned to HESA.

- Yes
- No

Please explain your answer

54. We will need to make sure any new assessment and changes to assessment are captured as part of the Student record.

What do you think is the best way for HESA to do this?

Interim proposal

During the workshops providers indicated that they would not be in a position to return this data via their central record systems in the first year, as it would be a burden to get their systems set up in time. We are therefore proposing an interim solution for 2020/21 as a spreadsheet return, made directly to the GMC. This could then be used as a template in future years, if that is helpful to providers.

55. What would be your provider's preference for returning these data in 2020/21? (required)

- Via the HESA Student record
- Via a spreadsheet return, using a standardised template
- Via a spreadsheet as per spreadsheets already held at the provider
- Other

If you selected 'other', please provide more detail below

56. What identifiers would providers be able to return to GMC in the interim spreadsheet return? (i.e. HESA IDs or others)

57. We will need providers to only return data on the students who fall into coverage of the Student record (i.e. we can't have data for students who would fall into coverage of the [Aggregate Offshore Record](#)). Do providers think it will be a problem to exclude any extra students from the spreadsheet? (required)

- Yes
- No

If you answered 'Yes', please describe the problem.

58. Would you be willing to pilot a template spreadsheet in the beginning of 2021? This would entail using the template for the spreadsheet return before we roll out to all schools and discussing any issues with us. You won't have to repeat the exercise, just run it before colleagues in other schools. We would be grateful for some volunteers. (required)

- Yes
- No

59. How difficult would an interim year return be? Please explain your answer

60. What could HESA/GMC do to help with the timing of the return (e.g. timing of return, help with a template, other tasks)? Please explain your answer

61. The intention is that the interim year activity will help prepare schools to transfer data to central records in subsequent years. How can GMC/HESA best ensure the interim year helps providers prepare for a central return in 2021/22?

Burden assessment: 'Setup' and 'Run'

Now we would like providers to consider the proposal of making the return via Student record system. Full details of the proposal and reasons behind the change are available in [Medical school assessment data collection – consultation paper](#).

Please complete a burden assessment for the specified change. This will involve using the scoring matrix outline in the [Burden assessment guidance](#).

Separate scores should be provided for 'Setup' and 'Run' for getting this data into the HESA Student record. Setup should be considered the time it takes to assess / prepare and implement before the first release collection point. Any future activity can be considered run.

For more information on everything done so far with GMC assessment data and some FAQs following the recent workshops, please see the [assessment webpage](#).

Proposed Implementation

We propose a suit of entities to be collected from 2020/21 onwards: Assessment, Passmark and Student Assessment.

In 2020/21 this would be collected via a spreadsheet return, made directly to the GMC. In futures years this would be added to the data futures data model, as specified below.

Key information

This proposal has already been to a series of workshops with the sector and this current recommendation has been developed in light of that feedback.

For more information on everything done so far with GMC assessment data, please see the assessment webpage here: <https://www.hesa.ac.uk/innovation/records/reviews/assessment-data-student-record>

Please note that these data would only be delivered to the GMC for UKMED, it would not be delivered to any other of HESA's Statutory Customers.

For a primary medical qualification, we are considering Masters and First degrees (with honours and ordinary non-honours) that are accredited by the GMC. (These are COURSEAIM = M16, H16, I16 currently and in the Data Futures model this would be where QUALCAT = M0003, H0003 or I0001 and where the ACCREDITATIONID = 05901). Note: that assessments for intercalated degrees are not included.

GMC would prefer to capture all summative assessment data from year 0 or year 1 onwards. By summative assessments we mean any assessments that are used to determine whether a student is able to progress to their subsequent year of study or an assessment that is used to determine whether a student is awarded a primary medical qualification.

62. Please provide your burden assessment score for **'Setup'** against each of the lenses.
(required)

	0	1	2	3	4	5	6	7	8	9	10
Gathering											
Assurance of data quality											
Extraction and transformation											
Transmission (load)											
System change and development											
Training and guidance											

Do you have any further comments on 'Setup'?

63. Please provide your burden assessment score for **'Run'** against each of the lenses.
(required)

	0	1	2	3	4	5	6	7	8	9	10
Gathering											
Assurance of data quality											
Extraction and transformation											
Transmission (load)											
System change and development											
Training and guidance											

Do you have any further comments on 'Run'?

64. Do you believe that the collection of total score, pass mark, the number of stations the candidates sat and the number of stations passed with suffice for capturing what determines progression, following an objective structured clinical examination (OSCE)? (required)

- Yes
- No

65. Would providers require these data in the same format, in order to hold this in your central record systems? The GMC will be supplying the MLA – Applied Knowledge Test (AKT) results directly to medical schools. (required)

- Yes
- No

66. Do you have any further comments on this consultation?