

Manchester MB ChB: Additional detail for the revised Honours degree approach

The revised Honours degree principles are as follows:

- All assessment scores from Y3 to Y5 will be used
- Later years are more heavily weighted than earlier years
- Clinical exams are equally weighted to knowledge exams
- For each examination, students will only be considered alongside those they took the exam with, thus reducing problems associated with different distributions of scores in different examination taken at different times (particularly pertinent to students who intercalate or interrupt). This is achieved through using standardised z-scores (as explained later)

For students who have failed/mitigated an assessment, the following rules apply:

- For students who missed a Progress Test:
 - With accepted mitigation: the missing z-score is averaged from all other Progress Test results in years 3 and 4.
 - Without accepted mitigation: a score of zero is entered for that assessment
- For students who failed a Progress Test:
 - With accepted mitigation, a replacement z-score is averaged from all other Progress Test results in years 3 and 4.
 - Without accepted mitigation: the student's actual score is used
- For students who resat either or both of the APEP components:
 - With accepted mitigation: the 1st (unsatisfactory) attempt is voided, then 2nd attempt data is used (note: the full year group data is used to determine z-score).
 - Without accepted mitigation: the 1st attempt data is used
- For students who resat a CCA:
 - With accepted mitigation: the higher of the z-scores of each attempt will be used
 - Without accepted mitigation: the lower of the z-scores of each attempt will be used
- For students who are repeating a year
 - Assessment outcomes from the repeat year will be used for the EPM.
 - In situations where the progression conditions require that individual assessments are capped, then the raw score used will be the lower of either the student's attained score or that of the uppermost value for that grade boundary.

z-scores

In order to account for varying difficulty of different assessments, student scores are converted onto an equal basis prior to being combined. This is accomplished by transforming student scores into standardised scores (also known as z-scores), which are an expression of each student's score relative to the mean and standard deviation of the sample of students who sat that assessment. The z-score quantifies how many standard deviations above or below the cohort mean the student's performance is, with most outcomes falling between -3 and +3 (with a z-score of 0 equalling the cohort mean for that exam).

NOTES

- *Standardised scores are calculated excluding any zero scores (which are awarded for DNA without mitigation) due to the effect that extreme outliers have on a standardised distribution but zero scores will be standardized on the distribution*
 - *Given the small number of students undertaking a resit assessment, we use the mean and standard deviation from a combination of the main and re-sit results when calculating their z-scores)*
 - *For CCAs simple numerical conversion risks ordering students out of line with their differing levels of clinical performance as judged through the revised grade boundary rules i.e a student achieving a U overall could numerically outscore an S, an S outscore an H and an H outscore a D. To correct for this, we apply an offsetting adjustment to maintain numerical scores within each grade boundary whilst retaining the ordering of student performance within each grade boundary.*
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