

THE UNIVERSITY OF HONG KONG

Bachelor of Medicine and Bachelor of Surgery
Credit Unit Statement

The six-year Bachelor of Medicine and Bachelor of Surgery (“MBBS”) curriculum is an integrated programme made up of 4 components, instead of individual courses of similar structures. Based on the norm of a 6-credit course which normally consists of approximately 150 hours of student commitment (including the expected output requirements for assessable coursework and examinations as well as the number of contact hours of instruction), blocks/ clerkships are assigned with credits at a multiple of either 3 or 6 credits as summarized below:

1. *Preparatory/ Bridging courses* (6, 21 and 36 credits)

These courses prepare students to get equipped with the necessary knowledge/ skills and pave the foundation for the next stage of studies. The Introduction to the Art and Sciences of Medicine (36 credits comprising 750 student learning hours), which is offered in the entire Year 1, provides an introductory overview of the study of medicine, built upon four major areas on health sciences, disease mechanisms, local/ global health, and medical ethics and humanities. It is designed to bridge between school and university during which students learn to become familiar with the educational methods and philosophy of the medical curriculum. The learning modes include lectures, problem-based learning (PBL) tutorials, practicals, clinical skills training sessions, workshops and clinical visits. A formative examination is given in the middle of this year-long module to familiar students with the means and rationale of assessment in medical studies, while a summative assessment is arranged by the end of the whole module. In addition, students are continuously assessed throughout the year by means of PBL tutorial or in-class performance, and visit reports.

The Integrated Block is divided into two parts, one lasting for 4 weeks in Year 3 before the elective (6 credits comprising 150 student learning hours) and another occupying the initial 8 week in the beginning of the fourth year (21 credits of about 550 hours of student learning). The Block serves as a transition from the System-based Block with major emphasis on basic sciences to the more clinically oriented clerkship phases. Students will consolidate the knowledge and skills they have acquired during the system-based units and gain exposure to the core clinical specialties. The major modes of learning involve lectures, PBL tutorials, clinical skills demonstration and training sessions, evidence-based practice tutorials and bedside teaching. A formative examination is offered at the end of the entire Block, i.e. both Parts A and B.

2. *System-based Blocks* (9 credits but mostly 12 credits)

These blocks emphasize the structures and functions of various human body systems, along with the pathophysiology, pathology, microbiology, immunology, radiology and management of common diseases of the systems through an integrated approach to biological, behavioral and population sciences. Other threads running through these blocks are public health and epidemiology issues, basic clinical skills and clinical interpersonal skills. Teaching of these blocks consists of lectures, PBL tutorials,

practicals, clinical skills training sessions, clinical visits, group works and workshops. The contact hours of these system blocks range from 80 to 115. In addition to the continuous assessment via PBL tutorial or in-class performance, presentations and visit or project reports, summative examinations are offered by the end of Year 2 and after the Endocrine Block.

3. *Clinical Clerkships* (18 and 21 credits)

These clerkships aim at strengthening students' clinical skills in history-taking and physical examination as well as allowing them to undergo intensive clinical training in various core specialties. They expose students to real clinical situations, offer them with hands-on opportunities to integrate the theoretical knowledge with practical experience under teachers' guidance and engage them to active patient care. Learning activities include lectures, clinicopathological conferences, patient care discussions, morning and night rounds, operating theatre sessions, attendance at educational meetings such as journal presentations, morbidity mortality conference, X-ray reviews and research based activities. The contact hours of these system blocks range from 125 to 270. Continuous assessment, include small group teaching performance, case reports, presentations, and logbooks, is adopted. Summative examinations are held at the end of Years 4 and 6.

4. *MBBS Electives* (6 and 18 credits)

The MBBS Electives form an integral part of the medical curriculum and allow students the chance to broaden their learning beyond medicine or to specialize in areas of special interest in depth, both medical and non-medical. They are offered in the middle of Semester 2 of Year 3 (around 12 weeks) and after the Final Examination in Year 6 (4 weeks). During the period, students are required to prepare for the undertaking of a health research project and are exposed to the clinical settings through various clinical visits and attachments. They can make use of the extensive elective period in Year 3 to follow voluntary and community services, participate in overseas exchange and/or initiate their own learning activities, subject to approval of the Elective Sub-Committee. For the final elective in Year 6, students are expected to explore areas of individual interest by means of either clinical attachment or laboratory/ clinical research. During the elective period, students are expected to spend approximately 30 hours per week, and the total workload shall include the time spent on lecture, practical, tutorial, library, assignment, group discussion, case review, field trip, etc. Performance during the electives will be assessed and the results as either "satisfactory" or "failure" will be recorded in the academic transcript.

Students are assessed continuously during each block and clerkship via PBL tutorial and performance (10%-35%), projects (10%), tests (20%-50%), performance in class, especially for small group clinical sessions (10%-60%), and logbooks (10-30%). The formative and summative examinations which are to be held in the middle or end of the academic year, comprise a number of papers in both knowledge-based (e.g. MCQ, SAQ, minicases) (30%-60%) and competence-based (e.g. OSCE "Objective Structured Clinical Examination" and clinical competency test "CCT") (20%-40%) aspects.