

## THE UNIVERSITY OF HONG KONG

### Bachelor of Medicine and Bachelor of Surgery Credit Unit Statement

The Bachelor of Medicine and Bachelor of Surgery (“MBBS”) curriculum is an integrated programme made up of system-based blocks and clinical clerkships, 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. The total credit requirements of the professional core of the MBBS programme is 429 credits and each credit carries about 25 hours of work (20 contact hours) on average. Details are summarised as below:

1. *Preparatory/Bridging courses* (24 and 30 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 (30 credits comprising 700 student learning hours, of which 600 are contact hours), which is offered in the first semester of Year 1, provides an introductory overview of the study of medicine to strengthen students’ foundation in basic and health sciences. It is designed to bridge between secondary education and the university learning, 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 offered after the Block.

The Clinical Foundation Block (24 credits of about 600 student learning hours, of which 480 are contact hours) serves as a transition from the system-based blocks 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 blocks and gain exposure to the core clinical specialties. The major modes of learning include lectures, PBL tutorials, clinical skills demonstration and training sessions, evidence-based practice tutorials and bedside teaching. A formative examination is held at the end of the Block.

2. *System-based Blocks* (12, 15, 18 and 27 credits)

These blocks (total of 96 credits with each credit carrying about 25 hours of work, inclusive of 20 contact hours) emphasise 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 work and workshops. In addition to the continuous

assessment via PBL tutorial or in-class performance, presentations and visit or project reports, summative examinations are held at the end of Years 1 and 2.

3. *Clinical Clerkships* (15, and 39 credits)

These clerkships (total of 237 credits with each credit carrying about 25 hours of work, inclusive of 20 contact hours) 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, ward rounds, operating theatre sessions, attendance at educational meetings such as journal presentations, morbidity mortality conference, X-ray reviews, research-based activities, revision sessions and enhanced pre-internship training. Continuous assessment, include small group teaching performance, case reports, presentations, and logbooks, is adopted. Summative examinations are held at the end of General Clerkship and Assistant Internship.

4. *MBBS Enrichment Year/MBBS Elective* (6 and 36 credits)

The MBBS Enrichment Year (36 credits comprising 900 student learning hours, of which 720 are contact hours) and MBBS Elective (6 credits comprising 150 student learning hours, of which 120 are contact hours) form an integral part of the medical curriculum and allow students the chance to broaden their learning beyond medicine or to specialise in areas of special interest in depth, both medical and non-medical.

Enrichment Year is a personalised learning experience. Students will be required to plan and undertake their individually tailored enrichment activities, which may include, but not limited to, courses offered by the Faculty and other Faculties, research internship locally or internationally at world renowned laboratories, global exchange study, pursuing an intercalated programme for an additional degree, take part in humanitarian relief missions and/or other forms of self-initiated/experiential learning activities approved by the Faculty.

The 4-week MBBS Elective is offered after the Fourth Summative Assessment. Students are expected to explore areas of individual interest by means of either clinical attachment or laboratory/clinical research.

During the Enrichment Year/Elective period, the total workload shall include the time spent on lectures, practicals, tutorials, library work, assignments, group discussions, case reviews, field trips, etc. Performance during the electives will be assessed and the results as either "pass" 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 and SAQ) (30%-60%) and competence-based (e.g. OSCE "Objective Structured Clinical Examination" and Clinical Competency Test "CCT") (20%-40%) aspects.