



L-Università ta' Malta
Faculty of Medicine & Surgery

Definition of Terms

Board

The Board of the Faculty of Medicine and Surgery

Course

The Course leading to the Degree of Doctor of Medicine and Surgery

Degree

The Degree of Doctor of Medicine and Surgery (M.D.)

Faculty

The Faculty of Medicine and Surgery

Dean

Refers to the Dean of the Faculty.

Academic year

An academic year is made up of two semesters. The first semester lasts 18 weeks broken down into 14 weeks of teaching, two weeks of recess and two weeks of examination period. The second semester lasts 20 weeks, broken down into 14 weeks of teaching, two weeks of recess, and an examination period of four weeks.

Pre-Clinical Years

The first two years of the M.D. Course are normally referred to as the pre-clinical years. Students have the possibility to progress or to be admitted directly to the third year of studies of the M.D. Course (the clinical years), or interrupt their studies by taking an intercalated year (as defined below) and subsequently progress to the third year of studies with a view to complete the course and graduate as a Medical Doctor.

Clinical Years

The clinical years are between years 3 and 5 of the M.D. Course during which there is a greater emphasis on clinical skills. A key element of teaching during these years is clinical exposure through a rotation system in the teaching hospitals.

Intercalated Year

The intercalated year refers to an optional year between the 2nd and 3rd year of the M.D. programme which enables students to pursue an intercalated degree. This is intended for Medical Students, who have successfully completed years 1 and 2 of the M.D. Course, who wish to enhance their academic knowledge of human health and disease mechanisms and develop research skills with the long term intention of pursuing a medical career with sound dedication to scientific research and academia and in particular for those who intend to become physician scientists involved at the cutting edge of developing personalised medicine.

Following selection, the Board of Studies for the B.Sc. (Hons) in Medical Sciences Degree shall interview the candidates to assign the research projects.

Students, who interrupt the M.D. Course at the end of the Pre-Clinical part and successfully complete the 60 ECTS credits assigned to the intercalated year, shall be eligible for the award of the B.Sc. (Hons) in Medical Sciences Degree. Such students may then proceed to the third year of the M.D. Course or terminate their studies with a B.Sc. (Hons) in Medical Sciences Degree.

Students who fail to obtain the 60 ECTS credits assigned to the intercalated year shall not be eligible for the award of the B.Sc. (Hons) in Medical Sciences Degree but may be allowed to progress to the third year of the M.D. Course for the Degree. Students shall not be allowed to refer any missing study-units of the intercalated year to the third year of the M.D. Course for the Degree.

Bachelor's Degree

The Degree of Bachelor of Science (Honours) in Medical Sciences.

Award Classification Board

An Award Classification Board is appointed for each University Course.

As per Regulation 13 paragraph (1) of the M.D. Course Regulations: "13. (1) The classification of the Degree and the Bachelor Degree shall be determined by the Classification Board composed as follows: The Dean as Chairman; and the Heads of Departments involved in the teaching of the programme."

Board of Studies

The Board of Studies is appointed to administer a Programme of Study in terms of these Regulations.

As per the following extract from the General Regulations for University Undergraduate Awards "31. Senate may approve the appointment of any of the following:

- (a) a Board of Studies for one Area of Study for a Course, where such a Course consists only of one Area of Study;
- (b) a Board of Studies for a Course consisting of more than one Area of Study offered together in that Course;
- (c) a single Board of Studies for such number of Courses offered under the auspices of a Faculty, where such an arrangement is the most appropriate;

(d) the designation of a Board to carry out the functions of a Board of Studies; and (e) any combination of the above which Senate may approve from time to time for Courses offered under the auspices of a Faculty.”

With effect from 1 March 2019 onwards: “(3) Faculties may include as members on all Boards of Studies up to two stakeholders in the areas of expertise covered by the relevant programme.”

As per Regulation 33 of the General Regulations for University Undergraduate Awards: “33. The functions of Boards of Studies shall include the following: 11 (a) implementing the regulations and bye-laws governing the Programme of Study, subject to the general directions given by the Board concerned; (b) monitoring and evaluating the Programme/s of Study; (c) making proposals to the Board for the revision of the Programme/s of Study; and (d) monitoring the assessments and the procedures used in the assessment of the performance of the students.”

Programme of Study

The list of study-units comprising the Medical Course. The Programme of Study of the M.D. Course indicates that all study-units are compulsory and non-compensatable.

Regulations (6) and (7) of the Regulations of the M.D. Course give details on the content and review of the programme of study:

“6. The Board shall publish the programme of study, comprising all the study-units taught in each year of the Course, their syllabus and method of assessment following the approval of Senate, normally not less than eight months prior to the commencement of the Course. Subject to the approval of Senate, the Board may make any necessary changes to the programme of study as required.

7. The programme of study for each year of the Course shall comprise study-units to which 60 ECTS credits are assigned and may include practical, laboratory and clinical placements as detailed in the description for each study-unit on offer during the year.”

The programme of study of the M.D. Course is available on the following link:

<https://www.um.edu.mt/courses/programme/UMDFT-2019-0-0>

The Programme of Study of the Bachelor of Science (Honours) in Medical Sciences is available on the following link:

<https://www.um.edu.mt/courses/programme/UBSCHMDUFT-2019-0-0>

Catalogue of Study-Units

A catalogue of study-units is the collection of all the study-units offered by an academic entity.

A detailed description of each study-unit of the M.D. Degree Course is available by clicking on the study-unit code on the programme of study of the M.D. Degree Course which is available on the following link:

<https://www.um.edu.mt/courses/programme/UMDFT-2019-0-0>

The study-unit description indicates its type, level, code, title, content and learning outcomes, credit value and method of assessment, including the percentage weighting of each assessment component when applicable. The unit description also indicates if other units are prerequisites or are required to be followed concurrently.

Study Plan

The study plan is the programme of studies of the M.D. Course presented in a table format, whereby each year of study has a different colour and indicates when the various study-units are offered i.e. semester 1 or 2, or throughout the year.

Study-unit code

The study-unit code is a unique code comprising 3 letters indicating the department, division or programme and 4 digits. The first digit indicates the level at which the study-unit concerned is offered. The second, third and fourth digits are the numbers assigned to each study-unit by the department/division/programme board offering the study-unit.

Study-unit title

The study-unit title is as concise, informative and unique as possible. It offers a brief summary of the content.

Study-Unit / Unit

A part of a Programme of Study based on a syllabus approved by Senate, on the recommendation of the Board, to which a specified number of credits at an indicated level is assigned, and which can be assessed separately. A study-unit may take the form of a series of lectures, seminars, small group teaching/tutorials, practical or clinical sessions, field placements, projects, research work, dissertation, private study or a combination of such work, or any other method of teaching.

Non-compensatable Study-Unit

All study-units of the M.D. Course are compulsory and non-compensatable. Non-compensatable study-units are those where the student must pass the assessment relating to that study-unit to be able to progress and that performing well in other study-units will not compensate for the failure in that specific study-unit.

Compulsory Study-Unit

A Study-Unit which must be followed and passed for the purpose of progression or successful completion of the Course. All study-units in the Programme of Studies of the M.D. Course are compulsory.

Credit

The allocation of credits to study-units forming part of a Programme of Study follows closely the European Credit Transfer and Accumulation System (ECTS) proposed by the European Commission. Credits are awarded for successful completion of each study-unit. A total of 60 ECTS credits are assigned to the study-units making up one full-time academic year.

ECTS credits

The number of credits allocated to a particular study-unit is related to the student workload required to complete it. In allocating credit value, revision of earlier work that is already credited should not be taken into account. For study-units delivered in the traditional lecturing mode, 1 ECTS credit is equivalent to 25 hours of learning, of which between 5 and 7 hours should be direct contact, which could include various modes of teaching as indicated below as well as independent study. **For study-units offered in the clinical years of the M.D. Course 1 ECTS credit is equivalent to 30 hours of learning, consisting of all modes of teaching including clinical/lab attachments and independent study.**

Independent Study

Each study-unit has several hours dedicated to independent study with a view that students will have time to prepare for the various forms of assessment and for personal research on the relevant topic.

Period of study

This is the time when the proposed study-unit would be delivered i.e. semester 1, semester 2, year, or summer period / semester 3.

Professional Course

A Course that imparts specific professional competencies and leads to an award that gives access to a regulated profession.

Referral / Referred Study-Unit / Referred Assessment

A failed or incomplete study-unit which students are allowed to defer to the following year as follows: (a) students who are referring a failed study-unit are required to be reassessed in all components (including any passed components) except those components where reassessment is not practicable; (b) students who are referring an incomplete study-unit due to a valid reason for absence are required to be reassessed in all components except the passed components. In both cases, attendance for lectures is not obligatory

Study-Unit Levels

Level 0 Pre-tertiary or foundation or proficiency study-units.

Level 1 Study-units normally offered in Year 1 of an undergraduate Course where it is assumed that the students have a general level of education at least meriting the award of the Matriculation Certificate. In Courses where admission is dependent on students being in possession of Special Course Requirements, such as a pass in a subject taken at Advanced Level, lecturers can assume that students possess the pre-required knowledge.

Levels 2 & 3 Study-units offered in Years 2 and 3 of an undergraduate Course. Level 3 study-units are also offered in Year 4 of an undergraduate non-professional Course. Lecturers can assume that students have the required skills associated with studying at tertiary level.

Level 4 Study-units offered in Years 4 and 5 of a professional Course. Such study-units, normally imparting specific professional competencies although given at a level higher than Level 3, are still considered as being at undergraduate level.

Marking & Grading

Descriptor	Mark Range	Grade
Work of exceptional quality Exceptional performance showing comprehensive understanding and application of the subject matter. Evidence of extensive additional reading/research/work.	90%-100%	A+
Work displaying comprehensive and critical understanding. Superior performance showing a comprehensive understanding of the subject matter. Evidence of considerable additional reading/research/work.	80% - 89%	A
Work displaying comprehensive understanding	75% - 79%	B+
Work displaying substantial understanding. Above average performance, with a working knowledge of subject matter. Evidence of some reading/research/work.	70% - 74%	B
Work displaying sound understanding. Average performance. Evidence of little reading/research/work.	60% - 69%	C+
Work displaying satisfactory understanding. Adequate performance. No evidence of	55% - 59%	C

additional reading/research/work.		
Work displaying satisfactory understanding with shortcomings. Adequate but inconsistent performance. No evidence of additional reading/research/work.	50% - 54%	D+
Work displaying basic understanding. Marginal performance, satisfying minimum criteria.	45% - 49%	D
Work displaying inadequate understanding to varying degrees	0% - 44%	F

Calculation of Year Average Mark

Year Average Mark

The Average Mark of each year of the Course

Progression

Regular Progression

Students shall register as regular students in the following year of the Course on obtaining the 60 credits assigned to the study-units for their current year as indicated in the Course Plan and Programme/s of Study.

Conditional Progression

Students who after the supplementary session need not more than 10 credits in order to successfully complete the Course Plan for the year, may be allowed to refer failed units (including any passed components) to the following year and shall be considered to have progressed conditionally and shall not be allowed to continue with the Course if, after the supplementary assessment session of that year, they would have failed to obtain the required credits for any of the referred units.

Additional Year

Students, who after the supplementary session fail in study-units to which 10 or less ECTS credits are assigned, may be given the option to refer the failed study-unit to an additional year of studies. This option is available in **Year 2** of the Course and in **Year 5**. Furthermore students who are prevented from being assessed in the Supplementary Session following a valid justification approved by Senate are given the opportunity to complete the previous year's requirements in an additional year of study.

An additional year of study is possible once only throughout the Course.

Repeat Year

Students who fail in study-units to which more than 10 ECTS credits are assigned or those who are not permitted to progress conditionally or follow an additional year of studies in terms of the regulations will be required to repeat the year. In a repeat year students are required to follow and be assessed in all study-units of the Programme of Studies of the year, including those they may have previously passed.

Shadowing Programme

A programme wherein medical students are assigned to a clinical post during which they are attached to a named Foundation Year doctor. Students are expected to practise most of the clinical and administrative skills normally performed by foundation doctors under the supervision of the foundation doctor with whom they have been attached. During this period students should use their practical and clinical skills rehearsing their eventual responsibilities as Year 1 Foundation Doctors. The period for the Shadowing Programme is defined from time to time by the Faculty and is currently 4 weeks long. Medical students are expected to attend for six hours a-day, six days a week.

Award Classification

Final Weighted Average	Mark Classification
100 - 80%	Pass with Distinction
79 - 70%	Pass with Merit
69 - 45%	Pass

The Europass Diploma Supplement

The Europass Diploma Supplement is a document developed by a group of experts from the European Commission, UNESCO and the Council of Europe, and ties in closely with the Bologna Process objective to create a system of easily readable and comparable documents.

The Europass Diploma Supplement is given to graduates by the institutions of tertiary education who award the diploma or the degree and is intended to provide detailed information on the nature, level, context, content and status of the higher education award.

Method of Assessment

Assessment of study-units may be through coursework, assignments, written, oral or practical examinations, other methods of assessment as approved by Senate, or combinations of these, to each of which a percentage of the final mark shall be assigned. The method of assessment for each study-unit shall be indicated in the detailed description of the study-units that is published in the catalogue of study-units.

Virtual Learning Environment (VLE)

This is one of the mechanisms used by the Faculty's academic and administrative members of staff for communication with the students. Academic members who teach in a particular study-unit use the VLE to upload powerpoint presentations, videos and other resources either before or after the teaching sessions. Furthermore the administration uses the Miscellaneous VLE to share information related to scheduling of teaching sessions and to upload notices to the relevant student cohort. Students are given access to Turnitin through the VLE.

Definitions related to Teaching Methods

Tutorial/Small Group Teaching

This is a method of teaching students in small groups. The size of the group is usually around 20 students in the pre-clinical years and between 6-8 students during the clinical years of the Course. It is meant to transfer knowledge and allow free exchange of ideas. The tutorial is usually linked with a series of lectures and its role is to complement the lecture. This should provide the opportunity for students to negotiate meanings, express themselves in the language of the subject, and establish closer contact with academic staff. It is meant to encourage student reflection and help students in developing their communication skills. In addition it should give students the chance to monitor their own learning and gain a degree of self-direction in their studies. The group is normally led by a tutor who is a university academic.

Lecture

A lecture is an oral presentation, often supplemented with visual digital material such as slides or videos, a powerpoint presentation usually delivered by the more senior members of the medical profession, to a class of students. It is meant to convey succinct information about a particular subject. The lecture is not meant to cover all the details of a particular subject but rather to highlight the more important ones. Lecture rooms are equipped with wi-fi, allowing live online interaction between tutor and students.

Dissection sessions

This is one of the modes of teaching which is offered by the Department of Anatomy. There are 2 forms of dissection sessions.

One is a group video-dissection where the whole class sits in the same Anatomy lecture theatre, while the Professor of Anatomy together with the assistants, dissects the relevant area pertaining to the topic which is being covered during that particular week. This session typically takes around 2 hours, and is held at the start of every new topic of anatomy. This is then followed by smaller group dissection sessions, where the class is divided into groups (maximum 8 groups), and each group of students will have a timetabled 1 hour session held in the Anatomy Dissection Hall, where following a guidesheet which is uploaded earlier on VLE (Virtual Learning Environment – the University of Malta's Moodle), the students will rotate through a number of stations (normally 4 or 5), where each station will have a prosection (a specimen which has already been dissected, showing particular relevant anatomical structures), which the students will identify and answer related questions on the guidesheet, through the help of

an academic (typical a medical graduate) who will be moderating the sessions. These prosecutions typically show normal anatomy, but when relevant, related pathology cases are also used for teaching.

Critical Thinking Sessions (CTS)

This is another mode of teaching where the students are divided into maximum 8 smaller groups, and each group will have an hour for each CTS scheduled in the timetable, where the students learn through a series of short pre-prepared patient case histories where there is clinical application of their knowledge of anatomy and physiology. These CTS are based on the system which covers, anatomy, physiology, pharmacology, pathology, etc. Typically these CTS are held towards the end of a particular module, once the bulk of the teaching through lectures, dissections and clinical skills sessions have mostly been covered, in order to allow students to integrate their knowledge and apply it to a clinical scenario.

Simulation Sessions

In the case of Anatomy, these form part of the Clinical Skills sessions. The students are divided in maximum 8 groups of around 20 students per group, and each will have 1 hour session scheduled in their timetable, in order to practice hands-on clinical examination on either their own colleagues who act as models or on simulators. The clinical sessions are related to the particular system which is being covered as part of that module.

The simulation sessions of the clinical years are held in the Simulation Rooms of the Faculty or of the Post-Graduate Training Centre. For these sessions there are around 6 to 8 students per group. The specialties that use this form of teaching include: Medicine, Surgery, Obstetrics and Gynaecology and Paediatrics. It is being envisaged that a number of simulation sessions shall also be held in the Simulation Rooms as part of the Family Medicine study-unit.

Clinical Skills

The term clinical skills is also used in MDS3010 Integrated Clinical Skills. This study-unit has no lectures as its method of teaching is strictly in small groups of 3 to 4 students. Some of these tutorials/small group teaching are held in the Simulation Rooms.

Clinical Attachment/Placement

A clinical attachment/placement is a period of attachment in a clinical or hospital setting. The student is assigned to a clinical firm and is expected to follow the firm during all its duties. During a clinical attachment the student is able to observe day-to-day clinical practice but more importantly must engage actively through practising the clinical and practical skills, including history taking, clinical examination and basic core competences. During the attachment the student should consolidate knowledge, develop clinical skills, as well as behave professionally.

The duration varies according to the specialty and may be repeated more than once during the clinical years of study. These placements are aimed at providing bed-side teaching and hands-on experience under supervision. These placements of three hours a day are held between Monday and Saturday in groups of around 7 students, except for placements of the Anaesthesia study-unit whereby placements are one-to-one.

Lab Placements

There is a two week placement at the Pathology Laboratories, where students rotate through four different pathology laboratories to gain hands-on practical experience, including exposure to post-mortems. Training provided is aimed at the recognition and interpretation of pathological changes in specimens sent to the laboratories for analysis. There is also emphasis on the role of the laboratory in clinical management.

Basic Life Support (BLS)

This training is compulsory and is integrated in the Family Medicine study-unit. The Basic Life Support (BLS) course consists of 4 hours of teaching in Cardiopulmonary Resuscitation (CPR), Recovery Position and Automated External Defibrillator (AED). It consists of a mixture of lectures and workshops/skills stations. It involves continuous assessment. It provides a solid foundation for further courses in resuscitation and as a core competence to be able to look after patients in the wards.

Seminars

This is a concentrated period of teaching on a particular subject in small single/multiple groups. It can take the form of academic instruction and/or hands-on training.

Medical Leadership

Medical Leadership refers to learning within the context of a rapidly changing and demanding health care environment, to provide an understanding of engagement and a development of competencies in communication skills, teamwork, self-development, reflection, quality improvement and patient safety, with the aim of providing fulfilled and competent service providers, delivering best service.

Definitions related to Assessments

Written Assessments

Examination

An examination is a written assessment held under supervision on a set date, at a set time and venue, the result of which contributes to the final mark of a study-unit. When a written Examination weighted 80% or more is indicated as the main method of assessment of a study-Unit, study-units assigned up to four credits shall normally be examined by a paper of between one and two hours, study-units assigned five to ten credits shall normally be examined by a paper of either two or three hours, and study-units assigned more than ten credits shall normally be examined by a paper of either three or four hours.

SAQ (Short Answer Questions)

SAQs are open-ended questions that require students to answer the question set in brief and in writing. SAQs are meant to assess the basic knowledge and understanding of the subject in question. There is no definite structure although the format may be generated by the type of question.

SBA (Single Best Answers)

This is commonly structured as a single question or statement followed by typically five alternate answers. All of these answers may be correct but the student will have to select the most appropriate or best fitting answer.

MCQ (Multiple Choice Questions)

This is a type of (T/F/?) type of Multiple Choice Questions which consists of a stem, that is usually in the form of a statement or a problem to be solved and several alternative answers (usually 4 or 5). Some or all of these may be correct and some or all may be incorrect. The student has three options for each statement, true, false or don't know. Each correct answer is awarded one mark, for each incorrect answer one mark is subtracted while for don't know no mark is added but no mark is subtracted.

EMQ (Extended Matching Questions)

These are a written examination format similar to multiple choice questions. They are meant to test applied knowledge.

Each question consists of three parts:

Answer option list: The answer option list commonly has 7 or 8 options which are realistic possibilities. These may take a variety of forms such as a list of diagnosis, conditions, complications etc

Lead in question: This should be as specific as possible and should set the scenario of what is expected of the student.

Scenarios or vignettes: These scenarios or vignettes should be well structured, convey all the necessary information. Each scenario has one 'best' answer from amongst the series of answer options given although each option may be used more than once.

Medical Leadership Competencies

This is performed in a formative manner. This part of the assessment of the Medical Leadership Seminars ranges from 30% to 50% of the total mark. Formative assessment is marked according to participation throughout the 3 days in the Medical Leadership Seminars. Marks are allotted according to the level of participation of the student in discussions and exercises aimed to improve the students' inter and intrapersonal communication, and ability to work within a team. Formative assessment also takes in consideration the students' development of self and critical reflection within the seminars and the tutorials. The development of reflective practice and professionalism are also components of the formative assessment. Marks are given according to established and formalised criteria.

Medical Leadership Assignment

The Medical Leadership seminar assignments range from 50% to 70% of the total mark. The mark assigned is a reflection of where the students' work falls within a likert scale which analyses the level of critical thinking, self-reflection and the development of reflective practice in written form, also according to established and formalised criteria.

The assignment of the tutorials is in the form of a journal where students reflect on clinical experiences bringing together communication, self-reflection and teamwork. Some themes covered during the tutorials are: boundaries in the medical field, dealing with difficult patients, death and dying, multicultural perspectives, breaking bad news, professionalism, principles of good practice and others.

Assignment

An assignment is an essay set for students to be done away from the classroom and submitted by a set date.

The Programme Validation Committee of the University of Malta has a set of Guidelines whereby the word limit depends on the ECTS credit value of the study-unit being assessed:

4ECTS 2000-3000 words

8ECTS 4000-6000 words

The Guidelines are available on the following link:

https://www.um.edu.mt/_data/assets/pdf_file/0005/311909/GuidelinesforEssayTypeAssignmentsandDissertations.pdf

One-liners

These are a type of written examination question, where the answer expected is usually a word or a phrase, in response to a direct question. Exam papers having one-liners normally also include other types of questions, ex. Multiple Choice Questions, etc.

Assessments which include Research and/or Lab Work:

Project

This forms part of the module MDS2028 – Anatomy and Physiology Projects. The Anatomy Project is a complex assignment involving more than one type of activity and production. The Physiology Project is also referred to as the Long Essay, and more details are given below under that particular section.

During the end of first year, students are invited to choose a title for their Anatomy project, from a list which is drawn up by the Head of Department of Anatomy, after consultation with the rest of the Anatomy lecturers. Anatomy projects may be either a collaborative or individual effort. Each student/group is assigned a supervisor/tutor who offers guidance in the preparation of the project and assess the student. The project may include a dissection, a literature review, a database development, a scientific experiment or any other related modality which enhances the understanding of any aspect of anatomy, histology and/or embryology. In all cases, apart from the literature review, the students have to prepare a write up. In the case of the literature review, the guidelines are similar to Long Essay (see below under that particular heading). Students are strongly encouraged to start working on their Anatomy project in the summer holidays between the first and second year of the M.D. Course. The deadline for submission of the Anatomy project is normally just before the Easter recess of the 2nd year. The assessment mark for this project constitutes 50% of the final mark of the MDS2028 module. Submission of the project is an obligatory part-fulfillment of the MDS2028.

Long Essay

This is in the form of an academic paper of up to 3000 words (excluding bibliography) where the student is encouraged to perform a literature research on the topic as well as encouraging one's views presented in a rational and factual manner. The students are required to substantiate any claims through proper and academic references. In the first semester of the second year, a list of possible titles (chosen by the tutors) are presented to the students. Each student would hand in their preference and then each student would be assigned the title depending on the student's preference and an order of merit based on the first year's exam marks

The aim of the long essay is to familiarize medical students with conducting on-line and library research activities in a professional manner; organising and integrating the material in a coherent fashion, and presenting scientific material in a concise and logical order. A tutor is assigned to guide the student.

The assessment mark for this long essay constitutes 50% of the final mark of the MDS2028. Submission of the project is an obligatory part-fulfilment of the MDS2028. Marks are assigned on the basis of:

- Evidence of wide reading and subject assimilation (50%)
- Adherence to instructions and presentation (20%)
- Discussion with tutor (30%)

Practical Examinations

Spotters

This is the mode of examination used during the Anatomy practical assessments which involves the identification of a particular structure. Typically, for any one anatomical specimen, the student has to identify 2 structures (labelled A and B) for that particular specimen. The specimen can be a human prosection, a bone, or even a slide showing a photo of a dissection or a radiological image.

In the last few years, most of the Anatomy spotter exams have been held at IT Services, where the students have their own desktop computer, and there is a slide presentation depicting the slides with the 'spotters'. The students write the answer on an exam paper, which is then collected and corrected manually.

Interactive Practical Examination

This examination is a Paediatrics practical exam where each student uses an individual computer, but writes the answer on the examination paper. This exam consists of clinical scenarios which may include images. In view of the number of students and the fact that patients may not co-operate to be examined by several students it is not possible to hold this examination using patients. Students are guided on how many minutes are allocated to each question. There are 20 questions of 4 minutes each including a question asking student to rest and check and the duration of the examination is of 80 minutes. However, following student feedback, with effect from academic year 2019-20 the examination shall have an additional 10 minutes for students to use as they require.

Prescribing Safety Assessment (PSA)

The Prescribing Safety Assessment is a British online examination organised by the Medical Schools Council and the British Pharmacological Society. Although students are trained in and assessed on prescribing skills as part of the Essential Core Competences study-unit offered in the fifth year of studies, the PSA exam is not compulsory for the M.D. Course. However, it is an important tool which benchmarks the students' ability to prescribe compared to that of other Medical Schools in the United Kingdom and it allows students to demonstrate their competencies in relation to the safe and effective use of medicines.

Clinical/Practical Examination

A clinical examination is an essential part of an assessment normally carried out in the third and fifth year of studies. Each exam comprises a number of stations with different clinical scenarios on which the students are assessed. These may vary in number depending on the study-unit.

Stations

A station is a specified timed sub-section of the practical clinical examination where different basic essential skills and competences are assessed by teams of examiners.

Others**Oral examination**

These constitute 20% of the overall mark of the Psychiatry study-unit. They are not failing alone. The student is examined by two examiners who provide two structured clinical vignettes for discussion with standardised answers, over ten minutes. The vignettes are set by a group of lecturers to ensure standardisation.

Clinical Competences Record

This is a concise record of:

- necessary basic practical skills; and
- case presentations to show evidence of adequate exposure and appropriate analysis of cases in Medical and Surgical specialties

Placement

This is a specific period of time that each medical student is assigned to spend with a Family Doctor in the Community. This placement is one of the assessment components of the Family Medicine study-unit.

Online Postings

This is a form of computer-assisted education in which students participate in their studies by accessing recorded lectures, case-based tutorials, weblinks, audio and video clips, e-mail and participate in forum discussions instead of gathering in a single geographically limited location for group teaching. This is a form of assessment of one of the components of the Family Medicine study-unit.

Portfolio

The portfolio is a physical/electronic record of the student's clinical educational experiences and attendance record. It also includes clinical case presentations drawn up by the student with a dedicated discussion on each case. A minimum of six cases – three obstetric and three gynaecological – should be included.

Logbook

A logbook is a systematic record of work done or of experiences. A logbook is one of the assessment components of Psychiatry and is also used in Paediatrics but it does not contribute to the overall mark.

23 February 2022