REGULATIONS FOR THE DEGREES OF BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBBS)

These regulations are applicable to candidates admitted to the MBBS degrees under the 6-year MBBS programme in the 2019-20 and 2020-21 academic years.
(See also General Regulations and Regulations for First Degree Curricula)

Admission to the MBBS degrees

M1 Candidates for admission to courses in the Faculty of Medicine must adduce evidence satisfactory to the Board of the Faculty of Medicine of their ability to understand and profit from the course they propose to follow.

M2 To be eligible for admission to the MBBS degrees, candidates shall
(a) comply with the *General Regulations*;
(b) comply with the *Regulations for First Degree Curricula*; and
(c) complete all the requirements of the curriculum in accordance with these regulations and the syllabuses and satisfy the examiners in the First, Second, Third, Fourth and Final Summative Assessments.

Period of study

M3 The curriculum for the MBBS degrees shall normally require twelve semesters of full-time study and such intervening vacations as may be prescribed, extending over not fewer than six academic years, and shall include five summative assessments, the First, Second, Third, Fourth and Final Summative Assessments, each conducted annually, and other class tests as prescribed in the regulations as set out below. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of nine academic years.

Selection of courses

M4 Candidates shall select the Common Core courses in accordance with these regulations and the guidelines specified in the syllabuses. Changes to the selection of the Common Core courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered, unless under exceptional circumstances supported by the Director of Common Core Curriculum.

Curriculum requirements

M5 To complete the curriculum, candidates shall
(a) successfully complete 24 credits of courses in the Common Core Curriculum (or equivalent), comprising one course from each Area of Inquiry, with at least 12 credits completed by taking Common Core courses offered by the University, normally before the end of the third year of study, except where candidates are

required to make up for failed credits;

(b) successfully complete the courses in English language enhancement which are equivalent to 12 credits, including a 6-credit Core University English course[1] and a 6-credit English-in-the-Discipline course;

(c) successfully complete a 6-credit Chinese language enhancement course[2];

(d) successfully complete the curriculum requirements as set out in these regulations, including the Specialty Clerkship as the capstone experience; and

(e) successfully complete any other non-credit bearing courses as required.

M6 To complete the first year of the curriculum, a candidate shall

(a) follow instruction in the Introduction to the Art and Science of Medicine and the integrated system-based course covering the cardiopulmonary and renal systems;

(b) successfully complete the Core University English course[1] and at least one Common Core course; and

(c) satisfy the examiners at the First Summative Assessment, by producing evidence of satisfactory participation and performance in tutorials, medical humanities and clinical skills sessions and by satisfactory completion of written and practical examinations comprising the themes of biological, behavioural, population and clinical sciences. The Year 1 Examination shall be held annually in May of the first year of the curriculum and its re-examination in July/August of the same year.

M7 To complete the second year of the curriculum, a candidate shall

(a) continue to follow instruction in the integrated system-based course covering the gastrointestinal system, musculoskeletal system, head, neck and nervous system, haematology and immunology system, and endocrine and reproductive systems;

(b) successfully complete at least one Common Core course and the Chinese Language Enhancement course[2]; and

(c) satisfy the examiners at the Second Summative Assessment, by producing evidence of satisfactory participation and performance in tutorials, medical humanities, clinical skills, clinical visits and clinical interpersonal skills sessions, and by satisfactory completion of written and practical examinations comprising the themes of biological, behavioural, population and clinical sciences. The Year 2 Examination shall be held annually in May of the second year of the curriculum and its re-examination in July/August of the same year.

M8 To complete the third year of the curriculum, a candidate shall

(a) follow instruction in completing all prescribed components/prerequisites of the respective Enrichment Year (EY) activities, if any, and all teaching and learning

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[1] Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement. These candidates may take the Core University English (CUE) course as an elective. Where candidates are exempted from CUE, completion of the approved enrichment activities of the curriculum will be regarded as fulfilment of, *inter alia*, the requirement to take a course in lieu as set out in Footnote 2 to Regulation UG5, and Regulation UG6 of the *Regulations for First Degree Curricula*.

[2] Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEMD9006 Practical Chinese for MBBS Students can apply to the Board of the Faculty of Medicine to take CEMD9007 Functional Chinese for MBBS Students.

activities pertaining to the EY activities with a full demonstration of professionalism;

(b) follow instruction in completing credit-bearing/intercalated degree requirements prescribed by individual institutions and/or fulfill the academic output as prescribed in the respective EY activities;

(c) successfully complete the remaining Common Core courses to fulfill the graduation requirement as specified under Regulation M5; and

(d) satisfy the examiners at the Third Summative Assessment by producing evidence of satisfactory participation and performance in the assessment components as prescribed by the examiners.

M9 To complete the fourth year of the curriculum, a candidate shall

(a) follow instruction in the Clinical Foundation Block and the Junior Clerkship covering the common clinical problems;

(b) successfully complete the English-in-the-Discipline course; and

(c) satisfy the examiners at the Fourth Summative Assessment, by producing evidence of satisfactory participation and performance in tutorials, small-group/bedside skills learning, clinical interpersonal skills, logbooks, medical humanities and end-of-rotation clinical tests, and by satisfactory completion of written and practical examinations. The Year 4 Examination shall normally be held annually in May of the fourth year of the curriculum and its re-examination in June/July of the same year.

M10 To complete the fifth and sixth years of the curriculum, a candidate shall

(a) follow instruction in a range of clinical disciplines in the Senior Clerkship and Specialty Clerkship, both hospital- and community-based;

(b) complete in a satisfactory manner such class tests as may be prescribed by departments or units contributing to the teaching included in the curriculum;

(c) complete the 4-week MBBS Elective to be undertaken after the Final Examination; and

(d) satisfy the examiners at the Final Summative Assessment, by producing evidence of satisfactory participation and performance in tutorials, bedside, outpatient clinics, practicals, medical humanities, clinical interpersonal skills and clinical tests, and by satisfactory completion of written and practical examinations. The Final Examination shall normally be held in February/March in the final year of the curriculum and its re-examination in May/June and/or November/December of the same year.

Assessment

M11 Candidates who are unable, because of illness, to be present for any paper or papers of any subject or subjects of an examination may apply for permission to present themselves at a supplementary examination of the appropriate paper or papers normally to be held before the beginning of the First Semester of the following academic year. Any such application shall be made on the form prescribed within seven calendar days of the first day of the candidates' absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provisions made in the regulations for failure at the first attempt shall apply accordingly.

M12 (a) Before a candidate may present himself/herself for examination, he/she shall

complete the courses of study and instruction leading to the examination and shall achieve a satisfactory standard in the tutorials and class work prescribed in the syllabuses.

(b) If a candidate fails to satisfy the examiners at the First, Second, Third, Fourth or Final Summative Assessment, the Board of Examiners will determine the need for, and the nature of, a remedial period followed by re-examination. In certain circumstances, the Board may recommend repeat of the year or discontinuation of studies.

(c) If the candidate fails a re-examination after a remedial period, the Board of Examiners may recommend repeat of the year or discontinuation of studies.

(d) If, after repeating a year, the candidate fails to satisfy the examiners, the Board of Examiners may recommend discontinuation of studies.

M13 In connection to Regulation M12(b), (c) and (d), the examiners may take into consideration written or practical work required of candidates during the course of study and practice, participation in tutorials and the results of class tests.

M14 Before being admitted to the Final Examination, a candidate shall

(a) undertake such clinical clerkship appointments as are prescribed from time to time by departments or units contributing to the teaching included in the curriculum;

(b) reside, while undertaking clerkship appointments, at the Residence for Medical Students or in a designated teaching hospital, for such periods as are specified from time to time by the Faculty; and

(c) provide evidence that he/she will have reached his twenty-first year of age by June 30 of the calendar year in which he presents himself/herself for the Final Examination.

M15 Candidates may refer to the Assessment Procedures which are to be distributed at the commencement of study for details of the means and components of assessment for different years of study of the whole curriculum.

Award of degrees

M16 The degrees of MBBS may be awarded with Honours and a pass list of successful candidates shall be posted on the Faculty notice boards.

SYLLABUSES FOR THE DEGREES OF BACHELOR OF MEDICINE AND BACHELOR OF SURGERY

These syllabuses are applicable to candidates admitted to the MBBS degrees under the 6-year MBBS programme in the 2019-20 academic year.

PRE-CLINICAL YEARS AND ENRICHMENT YEAR

Pre-clinical years run through the first and second years of the course, which is an integrated curriculum covering anatomy, biochemistry, physiology, health, behaviour, precision medicine and medical care, an introduction to biostatistics, pharmacology, public health, foundations in medical humanities, professionalism, medical ethics and law, principles of microbiology and applied microbiology, principles of immunology, pathology and systemic pathology and an introduction to medicine and surgery. Students are expected to develop basic clinical and clinical interpersonal skills appropriate to the organ systems studied as well as to the patient as an individual. Students develop these skills in a clinical laboratory setting, and apply the skills to the context of patient management through attachments in community-based medical practice and hospital visits.

The first semester of the first year is the Introduction to the Art and Science of Medicine. The integrated system-based course begins in the second semester of the first year and continues for the first and second semesters of the second year.

Attendance at tutorials is compulsory and participation in tutorial sessions forms part of the assessment in the first and second years of the course. A satisfactory standard of performance must be attained in tutorials, class tests and coursework generally for admission to the degree examinations.

The whole third year will be a personalised Enrichment Year. The goal is to give students greater space and latitude to explore and discover in their pursuit of different kinds of learning, in consultation with their academic advisors and along the University's visionary strategy of "Internationalisation", "Innovation" and "Interdisciplinarity" converging on to "Impact". It will fulfill learning requirements and competencies but in a much more tailored way to enhance students' total learning experience.

Before the end of the third year, students are normally expected to have completed four courses in the Common Core Curriculum (or equivalent), comprising one course from each Area of Inquiry except where candidates are required to make up for failed credits. Students are expected to take at least one in the first year, at least one in the second year and the remaining courses in the third year of study, of which at least half of the 24 credits must be completed by taking courses offered by the University.

In addition to the Common Core Curriculum, students are also required to fulfill the following in accordance with Regulation UG5 of the *Regulations for First Degree Curricula* in order to satisfy the graduation requirements for the MBBS programme:

- a 6-credit Chinese Language Enhancement course[1];
- a 6-credit Core University English course[2] and a 6-credit English-in-the-Discipline course, i.e. Professional Communication in Clinical Practice; and
- any other non-credit bearing courses as required.

COURSE CONTENT

The pre-clinical years of the medical curriculum comprise small group sessions, lectures, e-learning videos, laboratory sessions and demonstrations, clinical and clinical interpersonal skills sessions, community and hospital visits.

During the third year of the course, 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 as approved by the Faculty.

MBBS1006 Introduction to the Art and Science of Medicine

The Introduction to the Art and Science of Medicine is to provide an introductory overview of the study of medicine, built upon four sequential modules namely "Molecules of Medicine", "Cells, Tissues & Systems", "Infection & Host Defence" and "Drugs in Action". It is designed to strengthen students' foundation in basic and health sciences and covers an overview of processes of disease, that is, the principle on how the physical, chemical and biological agents act at the tissue to molecular level to produce pathological processes such as inflammation, degeneration, neoplasia, autoimmunity, and gene malfunction which are final common pathways of cell damage or malfunction. It also gives the introduction of therapeutic strategies for modulating disease processes. Through the use of clinical case problems, students will explore the hierarchy of systems from molecules, cells, tissues, organs and major body systems to the patient as an individual, and as a member of a family and a community. They will also develop an understanding of the ethical and economic implications of modern medical care, medical humanities and professionalism, as well as the importance of an approach to patient care that is based on sound scientific evidence.

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[1] Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEMD9006 Practical Chinese for MBBS Students can apply to the Board of the Faculty of Medicine to take CEMD9007 Functional Chinese for MBBS Students.

[2] Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement. These candidates may take the Core University English (CUE) course as an elective. Where candidates are exempted from CUE, completion of the approved enrichment activities of the curriculum will be regarded as fulfilment of, *inter alia*, the requirement to take a course in lieu as set out in Footnote 2 to Regulation UG5, and Regulation UG6 of the *Regulations for First Degree Curricula*.

CAES1000 Core University English

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in their writing and speaking. Students will also complete four online-learning modules through the Moodle platform on academic grammar, academic vocabulary, citation and referencing skills and understanding and avoiding plagiarism. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience. Assessment is based on 100% continuous assessment.

System-based Course

The second semester of the first year and the entire second year are system-based blocks concerning the structure and function of the organ systems of the body in the context of the patient as an individual and as a member of a wider population group. Students are expected to acquire a fundamental understanding of body systems in health and disease. The organ systems covered are cardiopulmonary and renal, gastrointestinal, musculoskeletal, head, neck and nervous, haematology and immunology, and endocrine and reproductive systems.

MBBS1007 Cardiopulmonary and Renal Systems

The objectives are to provide a basic understanding and knowledge of the structure and function of three closely related systems of the body: the respiratory system, the cardiovascular system and the renal system, as well as the key concepts and terminology in anatomy, biochemistry, microbiology, pathology, pharmacology, physiology and public health that are relevant to the three body systems; to introduce common disease processes that affect the respiratory system, cardiovascular and renal systems and the socio-psychological aspects of the diseases; to provide a basic understanding of the role of the doctor, the functions of the healthcare system in Hong Kong, and the relevance of medical ethics and economics to the practice of medicine; and to provide a supportive climate to students for the process of professional development.

MBBS2011 Gastrointestinal System

The objectives are to provide a basic understanding of the structure and function of the constituents of the gastrointestinal system as well as the key concepts and terminology in anatomy, physiology, biochemistry, pharmacology, behavioural science, community medicine, microbiology, pathology and radiology that are relevant to the gastrointestinal system; to introduce common disease processes and the public health care aspects of diseases that affect the gastrointestinal system; and to continue providing a basic understanding of the role of the doctor, the functions of the health care system in Hong Kong, and the relevance of medical ethics to the practice of medicine.

MBBS2012 Musculoskeletal System

The objectives are to provide a basic understanding of the structure and function of the musculoskeletal system; to provide a basic understanding of the anatomy, biochemistry and physiology of the different components of the musculoskeletal system, namely bones, joints, and skeletal muscles and their nerve supply; to provide a basic concept of common pathological processes which may affect the musculoskeletal system; to introduce common disease processes seen in musculoskeletal system; to provide a basic understanding of the physiology and drug treatment of pain; to provide knowledge of the epidemiology and the understanding of the social impact of common musculoskeletal disorders; and to introduce basic clinical skills involved in the examination of patients with musculoskeletal disorders.

MBBS2013 Head, Neck and Nervous System

The objectives are to provide a basic understanding of the structure and function of the head, neck and nervous system as well as the key concepts and terminology in anatomy, biochemistry, microbiology, pathology, pharmacology, physiology and public health; to enable students to understand the mechanisms of common disease processes that affect the head, neck and nervous system; to provide knowledge of the epidemiology and basic understanding of the socio-psychological aspects of the diseases; to facilitate the professional development of students to become doctor responsive to such needs; and to continue providing an understanding of the role of the doctor, the functions of the healthcare system in Hong Kong and the relevance of medical ethics and economics to the practice of medicine.

MBBS2014 Haematology and Immunology System

The objectives are to provide an understanding of the structure, components and function of the haemopoietic system and immune system; to provide an overview of the key concepts and terminology in anatomy, physiology, biochemistry, pharmacology, community medicine, microbiology and pathology that are relevant to the field of haematology and immunology; to introduce common disease processes in the field of haematology and immunology; to facilitate an understanding of the socio-psychological impact of haematological and immunological disorders on the patient, the family and the community; and to provide, as a continuation of the previous modules, a basic understanding of the role of the doctor, the functions of the health care system in Hong Kong, and relevance of medical ethics and economics to the practice of medicine.

MBBS2015 Endocrine and Reproductive Systems

The objectives are to provide a basic understanding of the structure and function of the endocrine and reproductive systems; to enable students to understand the mechanisms of common disease processes that affect the endocrine and reproductive systems; to provide knowledge of the socio-psychological aspects and treatment measures of diseases; and to enhance professional development of students to become future doctors.

MBBS3800 MBBS Enrichment Year

The enrichment year provides more options and flexibility for students to explore and discover in their pursuit of different kinds of learning, in consultation with their academic advisors and along the University's visionary strategy of "Internationalisation", "Innovation" and "Interdisciplinarity" converging on to "Impact". It will fulfill learning requirements and competencies but in a much more tailored way to enhance students' total 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 as approved by the Faculty.

CEMD9006 Practical Chinese for MBBS Students

This course is designed to raise the students' level of proficiency in the specialised usage of Chinese in the medical profession. Students will become familiar with the medical terms in their traditional and simplified Chinese forms. The modern Chinese grammar and essential techniques for writing functional Chinese will be highlighted. Students are expected to demonstrate a high level of communicative competence in novel situations. The ultimate goal of this course is to equip the students with the necessary language skills for their future pursuits and to enable them to effectively communicate with their patients and colleagues whose mother tongue is Chinese. Assessment is in the forms of continuous assessment (60%) and written examination (40%).

CEMD9007 Functional Chinese for MBBS Students

This course is specially designed for students who received Chinese training in educational settings different from those in Hong Kong and who only have a basic knowledge of the language. It aims specifically at sharpening the students' presentation skills. Essential techniques for writing and speaking communication in Chinese will be highlighted. The growing importance and relevance of the Chinese language in academic and professional settings is increasingly evident in the modern world. The ultimate goal of this course is to equip the students with the necessary language skills for their future pursuits and to enable them to effectively communicate with their patients and colleagues who have no knowledge of other languages except for Chinese. Assessment is in the forms of continuous assessment (70%) and written examination (30%).

ASSESSMENT

Assessment of students comprises formative as well as summative elements. A formative assessment will be held at the end of the first semester of the first and second years, but the results will not contribute to the summative assessments (First and Second Summative Assessments) which will be held at the end of the second semester of the first and second years.

The First Summative Assessment comprises tutorial and class performance assessment, written papers and an objective structured clinical assessment (OSCA) at the end of the first year. Written

examinations include all content taught in the first year. The Second Summative Assessment in the second year follows the same format as that in the first year.

Distinction may be awarded on the basis of performance in the assessment components of the respective summative assessments.

At the end of the third year, students will be assessed on an individual basis whether they have completed satisfactorily the learning activities as set out in their own enrichment programme as approved by the Faculty (Third Summative Assessment).

The means of assessment of the language courses and Common Core courses rest upon the course offering units.

CLINICAL YEARS

The clinical years focus on understanding the principles of medicine and healthcare, and preparing students with readiness for practice in authentic clinical settings. By involving in day-to-day patient care, students are expected to develop in-depth understanding and skills in history taking, diagnosis, physical examination, clinical reasoning, investigation and treatment, as well as interpersonal skills when interacting with patients and their families as they progress from Clinical Foundation Block, Junior Clerkship, Senior Clerkship and Specialty Clerkship. Students will learn the broad range of health and disease conditions in a comprehensive manner, and to gain insights into the full impact of illnesses on patients and their families. Students will be equipped with the knowledge and skills on the latest medical technology to become tomorrow's doctors to serve the public.

Students are also required to complete the English-in-the-Discipline course during the Clinical Foundation Block.

COURSE CONTENT

MBBS4026 Clinical Foundation Block

The first ten weeks of the fourth year is Clinical Foundation Block which serves as a transition from the system-based blocks and the enrichment year to the clinical-oriented clerkships. The course is designed to help students to consolidate and reinforce what they have acquired in the system blocks and translate them into systemic application in clinical scenarios. Applications of basic sciences and public health principles in clinical medicine will be emphasised, including clinical genetics, clinical pharmacology, microbiology and infectious diseases. A "life cycle" approach is adopted, during which students are expected to learn common clinical problems in a multidisciplinary manner. A coordinated course on bedside clinical skills will also be conducted.

Junior Clerkship

This clinical course commences in the middle of the first semester and lasts for a total of twenty-seven weeks. Emphasis is on the diagnosis of common clinical problems with regular revisiting

of the pre-clinical sciences and the themes of biological, behavioural, population and clinical sciences. The course consists of three blocks of clinical clerkships of nine weeks each in rotation, namely the medicine-related block, the surgery-related block and the multidisciplinary block on cancer, infection and other common illnesses. There are small group tutorials, lectures, bedside and outpatient teaching.

MBBS4021 Medicine Related Block

This teaching block introduces students to the taking of complete medical, social, personal and family history and the performance of a complete physical examination in a patient with a medical complaint. The principles and practice of medicine are covered, including presentation of findings and understanding of common presenting clinical features of medical illnesses and their correlation with the underlying pathophysiological changes. Students will also learn how to integrate the history and physical signs of the clinical problem in order to arrive at a clinical diagnosis or an appropriate list of differential diagnosis, and to select critically a set of useful and appropriate investigations to help confirming the clinical diagnosis. Pre-clinical sciences will be revisited.

MBBS4022 Surgery Related Block

This teaching block introduces students to the diagnosis of common surgical problems (including ENT) and provides students with a clinical insight to orthopaedics & traumatology. Students will be exposed to the management of ambulatory surgical patients, with emphasis on principles of peri-operative care. They will observe and understand the management of patients with surgical emergencies and comprehend the role of basic investigations in surgical practice. Basic surgical skills are also introduced through teaching clinics. Students will revisit and practise the communication and clinical skills at bedside with system-based approach. Pre-clinical sciences will be re-visited.

MBBS4023 Multi-disciplinary Block: Cancer, Infection and Other Common Illnesses

This teaching block introduces students to the clinical approach to symptoms and signs of cancer, infection and other common diseases across different specialties, as well as the basic of simple investigations and public health approaches. There is also an introduction to clinical approach to special clinical situations including emergency medicine, community-medicine, obstetrics and gynaecology, paediatrics and adolescent medicine, psychiatry and public health. This is to complement teachings in the Medicine-related and Surgery-related blocks so as to allow a holistic and balanced approach to patients. There is further teaching on essential clinical skills and application of imaging in clinical settings. Reference will be made to the other aspects of basic sciences covered in the first two years to demonstrate their importance and applications in clinical settings. In addition, students will be introduced to the principles and concepts of family medicine. They will also have the opportunity to undertake clinical attachments at community-based primary care teaching practices and ophthalmologist clinics where they will learn the different roles between family physicians and specialists and gain an insight in the work of family and private doctors in patient care. Emphasis is put on the nature of the doctor-patient relationship and its therapeutic potentials, and also the hypothetical-deductive method of problem solving.

CAES9740 Professional Communication in Clinical Practice

This course has the overall aim of preparing fourth-year MBBS students to meet the communicative demands of clinical clerkships. The main strands of the course include oral and written patient case presentations, and seminar presentations on ethics in clinical practice. As part of the extended learning goals of these strands, students will practise communicating differential diagnoses, justifying treatment or management plans, and clinical correspondence skills for referrals and medical reports.

The course will be delivered through a variety of in-class activities such as group discussion and simulations, practice tasks and study of language in context.

ASSESSMENT

Assessment comprises both formative and summative elements. A formative assessment will be held at the end of the Clinical Foundation Block. Continuous clinical competence assessment is carried out throughout the fourth year based on students' performance in bedside, outpatient and other small group learning sessions, including PBL tutorials, medical humanities, project work, and logbook validation. An end-of-rotation test will be held for each block of the Junior Clerkship. The results of the assessment will be taken into account for progression to the Senior Clerkship. At the end of the fourth year, there is a summative written examination and a clinical examination for students whose performance in the continuous clinical competence assessment has been identified as unsatisfactory. A distinction viva may be held for candidates with outstanding performance in the Junior Clerkship for consideration of the award of distinction.

The means of assessment of the Professional Communication in Clinical Practice course rests upon the Centre for Applied English Studies.

Senior Clerkship

This clinical course takes up the first semester of the fifth year lasting for a total of twenty-four weeks. It emphasises the formulation of differential diagnoses, further investigations and therapeutic management of common clinical problems. Students will be exposed to acute and emergency medicine with regular revisiting of pre-clinical sciences, community medicine and public health. The course consists of three blocks of clinical clerkships of eight weeks each in rotation, namely the general medicine block, the surgery and orthopaedics and traumatology block and the multidisciplinary block on emergency, palliative care and ophthalmology, as well as a medical ethics, law and humanities programme, spreading throughout the whole period of clerkship. For medicine and surgery blocks, more clerkship time is devoted to clinical attachment in network hospitals to enable broader exposure to disease spectrum and different models of healthcare delivery.

MBBS5020 General Medicine Block

This teaching block builds on what the students have learnt in the medicine-related block in the Junior Clerkship and will teach students on more sophisticated clinical approach and skills. It

covers the principles of holistic management and prevention of common and/or important medical diseases and issues related to clinical therapeutics. There is emphasis on common medical conditions, common dermatoses, cutaneous manifestations of systemic diseases, geriatric problems, as well as the selection and interpretation of investigations and the principles of management. Pre-clinical sciences will be revisited.

MBBS5021 Surgery and Orthopaedics and Traumatology Block

This teaching block allows students to revisit and practise the clinical and communication skills acquired in the Junior Clerkship. It helps extending further knowledge of surgical practices on the basis of the core principles acquired and gives students the opportunities to observe and experience in the network hospitals the practice of surgery, diagnostic and therapeutic endoscopic procedures, and surgical procedures in operation theatres. Pre-clinical sciences will be revisited.

MBBS5022 Multi-disciplinary Block: Emergency, Palliative Care and Ophthalmology

This teaching block emphasises on emergency, palliative care and ophthalmology. It covers areas like environmental emergencies, anaesthesiology and intensive care, advanced life support, emergency in obstetrics and gynaecology, management of cancer and oncological emergencies, diagnostic radiology and palliative oncology. Pre-clinical sciences, community medicine and public health will be revisited by means of seminars on aging.

Specialty Clerkship

Students will have a broad exposure to subspecialties in authentic clinical settings during the Specialty Clerkship which consists of seven rotations in Family Medicine and Primary Care, Medicine, Obstetrics and Gynaecology, Orthopaedics and Traumatology and Emergency Medicine, Paediatrics and Adolescent Medicine, Psychiatry and Surgery, each lasting for 7 weeks. Students will acquire a core set of diagnostic, therapeutic and practical skills to practise medicine safely and effectively.

Students may be required to reside in the Residence for Medical Students during the Specialty Clerkship.

MBBS5032/MBBS6032 Medicine

The block covers disease pathophysiology of all sub-specialties of Medicine and their interrelationship, including dermatology, infectious diseases and geriatrics; social and psychological aspects of medical diseases; clinical pharmacology and therapeutics, knowledge of the indications, limitations and cost-effectiveness of various treatment modalities in Medicine including ambulatory medical care. At the end of the block, students should be able to elicit and present relevant clinical findings succinctly and have acquired, under supervision, basic technical skills in venesection, setting up an intravenous drip, ECG examination and cardiopulmonary resuscitation.

MBBS5033/MBBS6033 Obstetrics and Gynaecology

At the end of the block, students should be equipped with knowledge and skills to participate in women health care including fertility regulation, prevention and early detection of diseases by screening, be aware of the effect of disorders of the female genital tract, and of pregnancy, delivery and puerperium on health in women, be able to understand the patient-centred care for obstetric and gynaecological disorders and respect patient's rights, privacy and confidentiality.

MBBS5034/MBBS6034 Orthopaedics and Traumatology

At the end of the block, students should be able to take a complete history and perform complete and proper physical examination in a patient with musculoskeletal disorder; integrate the history and physical signs to arrive at an appropriate list of differential diagnoses, and to plan subsequent investigation; and comprehend the presentations and the principles of management of common orthopaedic conditions.

MBBS5035/MBBS6035 Paediatrics and Adolescent Medicine

At the end of the block, students should be able to recognise when a child is ill; demonstrate the skills of obtaining history from parent and child; adapt clinical examination skills to the needs of the child; be able to communicate and discuss the patient's problems with peers, patients and parents; appreciate the difference between a child and adult patient; recognise the importance of nutrition, growth and development in childhood and adolescence; relate clinical problems with basic sciences (especially genetics and embryology), analyse the role of the family, society and environment; identify clinical problems and formulate a management strategy for the child; and acknowledge the importance of special issues such as child health in terms of injury prevention, breast-feeding, children with multiple disabilities/handicap; and dying child.

MBBS5037/MBBS6037 Psychiatry

The block covers basic notions in psychiatry, the principles of diagnosis, evaluation, problem identification, management of common psychiatric problems and emergencies, and proper use of psychiatric treatment in general practice setting. Students will also learn about the influence of psychosocial factors on health seeking behaviour and the course of illness and the way in which doctors' own emotional response to patients can influence clinical judgement and patient management.

MBBS5038/MBBS6038 Surgery

The block includes instructions in general surgery and clinical rotations among surgical sub-specialties in network hospitals. Students will learn inpatient and outpatient management of common elective and emergency surgical problems, including those seen in primary care setting, as well as the selection and interpretation of appropriate investigations and treatment options. Teaching will include tutorials, ward round, outpatient clinic visits, departmental academic meetings, attendance of operative and endoscopic sessions, and attachment to Accident and Emergency Department.

MBBS5039/MBBS6039 Emergency Medicine

The block covers the spectrum of common problems and principles in emergency medicine, with emphasis on specific knowledge and skills concerning individual emergencies. At the end of the block, students should be able to conduct focused history taking and examination on patients presenting with undifferentiated complaints; develop working diagnosis and formulate strategy for further management; acquire basic skills on common ED procedures; understand the basic approach to patients with potentially life threatening emergencies; and collaborate, communicate and refer to other health care providers for continued patient care, including psychosocial and community support.

MBBS5040/MBBS6040 Family Medicine and Community Care

The course emphasises on experiential and inter-professional learning of how the principles and concepts of family medicine are applied in primary care, and the co-ordination of multi-disciplinary care in the community. Students will have opportunities to practise their consultation skills and develop a patient-centred approach for effective whole person comprehensive care in the community. Learning activities will be framed to address four key themes relevant to family medicine and community care, namely: family medicine and primary/ambulatory care (includes women's and children's health, medicine and ambulatory surgery); care of elderly; management of common mental health disorders; and rehabilitation. There are attachments and placements in family care, primary/ambulatory care, rehabilitation and other community-based teaching centres across various specialties. At the end of the clerkship, students should be able to integrate psychosocial with physical factors in relation to the health and illnesses of individual patients, use time, diagnostic and therapeutic resources and specialist services cost-effectively, and carry out a patient-centred consultation effectively in primary care, and coordinate and formulate a multi-disciplinary community-based care plan for their patients.

Revision

Before attempting the Final Examination, a series of revision sessions will be held physically or through online mode where applicable to help students revise and prepare for the Final Examination.

ASSESSMENT

During the Senior Clerkship and Specialty Clerkship, continuous assessment including attendance, presentations, reports, performance at tutorials, bedside and outpatient clinics, and clinical competency test will be held at each rotation. Satisfactory performance is required for eligibility to sit the Final Examination, which will be held after the Specialty Clerkship.

MBBS6400 MBBS Elective

Students are required to complete a 4-week Elective after the Final Examination. They can explore areas of their own interest by means of either clinical attachment or laboratory/clinical research.

Enhanced Pre-internship Block

It is a three-week block offered in June with the objective of preparing graduates for a smooth transition from medical students to practitioners. Students will undertake structured practical tips and orientation workshops, and undergo clinical attachment before they begin their internship at various hospitals in Hong Kong.
