

'Light' Reviews
Report on the MB ChB Programme

This template is provided to reduce the workload of Review Panels in drafting their Reports. Since circumstances will vary across Programmes, the items suggested below are neither mandatory nor exhaustive, but should provide a useful starting point. Lengthy comments and/or explanations can be provided via footnotes outside the boxes.

1. *	Name of Programme(s)	MB ChB
	Date(s) of review	27 February 2012
	Names of reviewers	
	Chairperson	Professor Lai Pan Chiu (Member of the Senate Committee on Teaching and Learning; Associate Dean (Education) of the Faculty of Arts)
	Member from a broadly similar discipline area	Professor Chan Yip Wing Han, Carmen (Professor, The Nethersole School of Nursing)
	Member from a different discipline area	Professor Hui Kin Chuen (Professor, Department of Mechanical and Automation Engineering, Faculty of Engineering)
	In-attendance	Ms. Wing Ho (Academic and Quality Section)

Rating scale

Since this is a 'light' review, and information will be confined largely to programme design, it is thought that in most circumstances the rating should fall in the range 2 to 4. The two extreme points should be used only exceptionally, to indicate areas where SCTL's direct attention is thought to be necessary/ appropriate.

1	Needs improvement; SCTL needs to follow up
2	Needs enhancement
3	Satisfactory
4	Good
5	Exemplary; SCTL may want to note and spread the good practice

PART 1: FOR PROGRAMME

No.*	Aspect	Rating
Part A: Reflection		
2.	Progress on action plan Comments: Subsequent to the last review conducted in May 2009, the Programme has already achieved good progress in their action plan during this short period of time, which is commendable. For clarity of presentation, the progress updates might better be reported in closer correspondence with the format of the Action Plan of September 2009.	4

Part B: Programme design		
3.	<p>Introduction — <i>Strategies adopted and process followed by the programme in developing the programme design</i></p> <p>Comments: In compliance with the requirements of the Medical Council of Hong Kong, there is no significant change to the design of the new six-year curriculum to be implemented in 2012, except for the introduction of faculty package courses. Efforts have been made to reduce didactic teaching in the curriculum design, which helps to improve the efficiency of students' learning process.</p> <p>The Panel appreciated that the Programme has worked closely with its stakeholders, including professional bodies, external examiners, staff, students and alumni, etc. in designing the new curriculum. The role of the Monitoring and Evaluation Committee in helping to monitor the progress of the last action plan is also affirmed.</p> <p>The Panel noted that graduates are required to serve one-year internship before they can apply for registration as medical doctors and recommended the Programme to consider monitoring the attainment of learning outcomes of graduates upon completion of their internship.</p>	4
4.	<p>Alignment with OBA initiatives</p> <p>Comments: The Programme has closely followed the OBA initiatives in designing their assessment methods and articulation of learning outcome statements. This contributes to alignment between the practical side and knowledge side of the curriculum, which is well-developed. Overall, the design of the curriculum is well in line with the OBA initiatives in terms of learning outcomes, learning activities and learning assessments.</p>	3.5
5.	<p>Outcomes statement</p> <p>Comments: Some of the outcome statements can be further refined so as to make them clearer and more specific, especially Numbers 8 and 12 in the Key Graduate Level Outcomes which seemed unclear and ambiguous.</p>	3.5
6.	<p>Programme design. Feedback to include:</p> <ul style="list-style-type: none"> • <i>Rationale behind design and student advising</i> • <i>List of courses and course descriptions, plus detailed study scheme (including required and elective courses)</i> • <i>Faculty Package — Integration and synergy with the Faculty Package, and the provision of enough breadth/ choice</i> 	4

	<p>Comments:</p> <p>The curriculum is coherently designed, which aims to build up students' competence in congruence with the expected learning outcomes of the different stages of the Programme step by step. This is complemented by a good student advisory system, which closely monitors students' progress. Although not too many elective courses can be chosen by students in the study scheme, all course descriptions are clear and informative, and the faculty package integrates well with the Major Programme.</p> <p>In view of the possibility that some of the incoming students to be admitted in 2012 may have less knowledge about Biology, the Programme is suggested to closely monitor the effectiveness of the faculty package courses in preparing students to study the Major Programme.</p>	
7.	<p>Sample course outlines. <i>Feedback to include consideration of each type of course (inc. research or internship/ capstone experience) [add rows as needed]</i></p> <p>Comments:</p> <p>The two sample course outlines provided are informative in regard to the objectives, descriptions, assessment methods, and structures of the respective courses.</p> <p>The Programme is recommended to consider adding a few more reading materials as references in the course outlines so as to facilitate interested students to prepare themselves before the courses commence.</p>	4
8.	<p>Learning activities. <i>Feedback to include:</i></p> <ul style="list-style-type: none"> • <i>Rationale</i> • <i>Workload considerations — Explanation of considerations</i> • <i>Learning technology — Intended use of technology</i> <p><i>There might be</i></p> <ul style="list-style-type: none"> • <i>Experiential learning (EL) — How Programme's learning activities dovetail with College, University and Programme EL</i> <p>Comments:</p> <p>A good variety of learning activities appropriate to the expected learning outcomes of the Programme are provided.</p> <p>Due consideration has been given to the workload of students, as reflected by the widespread use of e-learning initiatives. The Programme has made continuous efforts in monitoring the effectiveness of these e-learning initiatives in helping to reduce students' workload, which is commendable.</p> <p>92% of its student body did an elective placement in overseas countries in 2010, which had increased significantly from 30% a decade ago.</p> <p>In view of the uniqueness of the MB ChB curriculum, the Panel recognized that it might not be easy for the Programme to dovetail its learning activities with the</p>	4

	experiential learning components offered by Colleges, the University or the Programme, and thus would like to affirm the good efforts made by the Programme.	
9.	<p>Assessment scheme — <i>Rationale for the choice of assessment</i></p> <p>Comments: A wide variety of assessment methods have been put in place, which are rigorous and in line with the learning outcomes of the Programme. Prompt feedback is given to students and students' performance in clinical skills and high-stake examinations are assessed by two pairs of assessors, who help to ensure fairness and coherence.</p> <p>The Panel acknowledged the good use of Nursing students as surrogate patients in some examinations and encouraged the Programme to formalize good practices into policy guidelines in accordance with the University guidelines.</p>	4.5
10.	<p>Challenges — <i>Reflections on implementation challenges</i></p> <p>Comments: It is clear to the Panel that the Programme is well aware of its challenges and that positive measures have been formulated to cope with these challenges. Some of these challenges concern hardware facilities and others are related to the 'software' aspect, such as the academic background of the incoming students to be admitted in 2012. The Programme is suggested to closely monitor the effectiveness of its measures and make appropriate adjustments as deemed necessary upon the launch of the new curriculum in September 2012 and onwards.</p>	4
<p>Other comments and overall reflection, including comments on alignment **</p> <p>Apart from the above, the Programme has put in place effective measures to help students in need by paying close attention to students' absence from classes/ward work and by taking prompt follow-up actions with the students concerned. The Panel commended the Programme for its academic advising system and its provision of pastoral care to students.</p>		

* Items matched to those in the template for (programme) submission.

** Summative feedback across items 3 to 9.