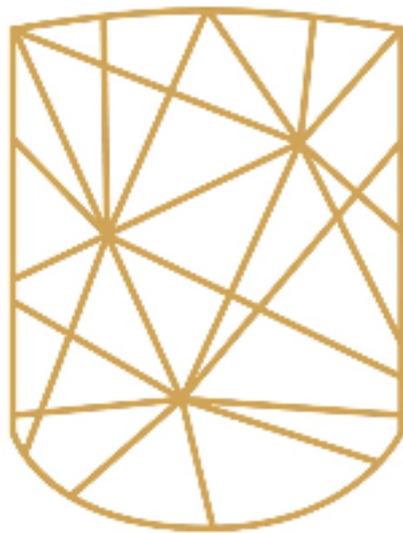




EDU  
A DEGREE  
SMARTER.

# Medical Student Handbook





# EDU

A DEGREE  
SMARTER.

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## EDU MEDICAL STUDENT HANDBOOK

*Version 6, valid as of 9<sup>th</sup> of November 2020*

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## I. WELCOME MESSAGE

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*Dear students,*

*We would like to cordially welcome you on behalf of the entire EDU team. In 2014, an idea arose from a discussion with Professor Hoeft and his son, who was also studying medicine at that time. The idea was to make it possible for a wide range of talented young people to study medicine so that those much-needed medical professionals from around the globe would soon be able to help improve medical care for people all over the world. For this purpose, we have put together a novel medical curriculum which, despite its continuous focus on cognitive skills, compresses the learning of factual knowledge to a reasonable and relevant degree.*

*EDU follows a learner-centred approach: From the very beginning, you will study medicine in small groups, learning how to solve medical problems together and how to research and discuss topics. Support is provided by specially trained tutors and mentors. This collaborative approach thoroughly prepares you for your future work environments. Here, you, together with your colleagues in an inter-professional setting, will have to identify medical problems and discuss therapies. This is why, in addition to the necessary factual knowledge, you will learn practical skills from the very beginning, as part of clinical rotations at medical hospitals, where you will be taught under the supervision of experienced professionals. In addition, our curriculum emphasizes the acquisition of soft skills and, in this context, especially the learning of communicative skills – all fundamental abilities for successful doctors.*

*We at EDU believe that we have created a degree course that enables you not only to pursue your vocation, but also to build a broad network of future colleagues through our learning platform, which will accompany you throughout your life in the pursuit of "lifelong learning". Please do not hesitate to make use of the numerous opportunities to contact us during your studies and to give us feedback so that we can further develop your course of study in accordance with your wishes.*

*All we can do now is to wish you every success in this exciting period of your life.*

*Yours sincerely,  
The EDU Team*

## II. WHY US?

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OUR VISION, OUR VALUES, YOUR INSTITUTION

### VISION AND VALUES

EDU is about you. We invite you to become part of a lively group of students from around the world, committed to becoming outstanding medical professionals and eager to help each other to become the best doctors they can be. We value your opinions and take your feedback seriously. We will strive for the highest possible level of transparency and accountability.

After all, our programmes can only grow together with our students. We encourage you to make your voices heard, but we also need you to be critical, constructive and fair partners in this endeavour. We want you to value your peers, both students and teachers, and build a group of lifelong co-learners, colleagues and friends. We will do everything we can to support you in your journey, giving advice and encouragement, and providing you with the necessary infrastructures to ensure the academic excellence and quality education that future patients require, and that our students deserve. But in the end it will be you, our dedicated students, who will make this experience a great one for all involved. It is you who will make a difference.

### MISSION STATEMENT

*“Our education creates and fosters a diverse community, committed to the care of patients, inspired to leadership in evidence-based medicine.”*

EDU has the ambition to become the world’s leading digital institution of higher education in the field of medical education. We will unlock the vast potential of our innovative combination of online education with a global reach and local, decentralized clinical residencies. EDU is committed to the principles of excellence, innovation, transparency, continuous learning and professionalism. We are dedicated to significantly increasing the quality of medical education in Europe by focusing on closely monitored practical excellence, centred on, but not restricted to, the top ten causes of death. Education will be in line with the overarching learning objectives of the World Federation of Medical Education (WFME) and the Institute for International Medical Education (IIME).

With current educational capacity, we are expected to run short of almost 13 million health care workers by 2035 to achieve universal health coverage. While this gap is already significant in absolute global numbers, it is also unevenly distributed across the globe. We want to help remedy this situation by building a world-class medical degree across Europe and Africa. Teaching will be provided through a digital campus that is based in Malta and run by EDU, as well as a network of teaching hospitals across Europe and Africa. We have set ourselves the goal of contributing decisively to closing the education gap by establishing an outcomes-oriented curriculum with a scalable teaching model, thus enabling more talented young people to study medicine. We believe that a novel, digital approach for investing into health and the education of the health workforce can unlock the needed increase in education capacity. All factors considered, medical education can be scaled to the necessary levels whilst simultaneously establishing a lifelong learning environment in medical education. Our model of medical education is fully scalable, which means it will be able to potentially reach thousands of new students and professionalize hundreds of hospitals by making them part of a lively, global medical education and research community.

This improvement in clinical training is achieved by increasing the amount of practical experience that students gain in a hospital. This network of teaching hospitals will supply the patient-centred elements of the medical curriculum. By working with a network of quality-assured teaching hospitals, EDU can also significantly increase the ratio of patients per student.

As a result, students will be spread out over several teaching sites and modern forms of distant digital learning will be implemented, supplementing and enhancing practical training in teaching hospitals. We have designed a collaborative online learning environment which adapts to student needs as well as to recent medical developments. The academic knowledge thereby delivered through this innovative learning environment emphasises practical experience in clinical hospitals starting from day one.

We at EDU believe that investment in medical education will ultimately create new jobs and new opportunities for the next generation of health professionals as well as stimulate economic growth in a more sustainable manner. It is our ambition to improve the care that patients receive, mobilise citizens to advocate for universal health coverage in Europe, and to vastly improve the number of health professionals across countries in need, but this ambition can only be achieved through a commitment to EDU's core values, and placing quality of care at the heart of medical education.

With your help, EDU will continue to build a dedicated community of modern, versatile, open-minded health professionals through a medical college that spans across Europe and internationally.

## OUR CORE VALUES



### **At EDU we put students first**

We see the individual learner and support them on their personal learning path. We invest in methodologies to leave no learner behind.



### **At EDU learning means doing**

In order to make a difference in the world, our students need applicable knowledge. We always provide access to knowledge and the skills required to apply it in the world.



### **At EDU we teach learning as a skill**

A core part of all of our curricula is facilitating learning skills- this gives our students access to lifelong learning, enables them to deal with short half-lives of knowledge and prepares them for a rapidly changing world.



### **Education and research are inseparable**

Research and education are inseparable- we provide students with research skills and teach on the cutting edge of all of our disciplines.



### **At EDU we are democratizing education**

Our approach is a lever that can achieve ubiquitous, global democratic access to education.

## OUR CODE

Provide access to medical education to all who show superior skills and motivation to become medical professionals



Train a generation of medical professionals who combine technical excellence with empathetic care for patients



Integrate clinical expertise, patients' values and best available evidence in decision-making for patients' health care



Foster empowered and engaged communities of health workers to promote innovations and use of evidence



Provide an environment of lifelong learning and student development through mentoring and apprenticeship



Build a curriculum based on evidence-based medicine, collaborative learning, and patient centrality



Foster an inclusive community that values members for their uniqueness, and encourages open and constructive exchange



Respect all individuals for their unique perspective and potential to contribute



Lead responsibly with accountability and compassionately share constructive feedback



Create a healthy working environment, recognizing that this requires the integration of work and life.

## DIGITAL EDUCATION FOR THE 21st CENTURY

By and large, universities still have not fully embraced the digital age. This is unfortunate because an education system that works predominantly through offline channels overlooks the tremendous advantages of online education and the wide-ranging benefits it entails for learners, teachers, patients and society at large. Digital medical education has the potential to reach new groups of learners, make accessible the knowledge of a more diverse body of teachers, better include the patient's perspective, and share knowledge

more widely across our societies, empowering those that were previously not part of this knowledge creation.

This is why we founded the first truly digital medical school, so that it may modernize and re-energise medical education—a study of enormous societal relevance. As a cosmopolitan nation with a multicultural mindset, but also as a growing educational hub and regulatory innovator firmly embedded in European frameworks, Malta was a natural choice as EDU’s base.

This does not mean that you need to move to Malta to study at EDU. Rather, you can now study Medicine wherever you want – be it a new city or a town close to your roots.

At EDU, we now have at our disposal exciting new tools and the powerful infrastructures necessary to create a full-immersion learning experience. A truly digital medical degree programme has to do much more than communicate knowledge over the internet or provide their students with an online library. It has to create an ecosystem that activates curiosity and collaboration, address the academic, personal and social needs of all learners and groups of learners, and accommodate the varying schedules of all stakeholders involved. Technology needs to serve the learners; only then can it improve their learning experience and thus augment their learning outcomes. Only then can digital tools truly become “enabling technologies”.

We achieve that by:

- creating spaces for collaborative research and learning that hone your communication skills;
- putting a series of online instruments for peer review at your disposal so that you can learn from each other;
- shifting our focus from theoretical instruction to competence-based learning;
- enriching your individual learning through continuous mentoring and tutoring;
- and by building a system of interlocking support structures to help our students make the most of their time at EDU and become outstanding health professionals.

EDU embodies the necessary technologies, mindset and cultural techniques that this shift into the digital age requires. It has been built around the idea that knowledge is to be created, shared and reflected freely among the EDU community. We understand education not to be a commodity administered by professorial experts, but a common good co-created by all stakeholders of the EDU community of learners. EDU, therefore, has no professors holding traditional chairs, but rather a flexible and versatile faculty from theory and practice at your disposal.

We understand EDU to be our flexible platform to form a community of learners so that we all may learn from each other – no matter where and when we might need it.

## COMBINING THEORY, EMPATHY AND PRACTICE

Creating a new organisation gave us the chance to thoroughly re-think medical education for the 21<sup>st</sup> century, using technology to focus on relevant knowledge, clinical practice and maximum flexibility. Consequently, there are no pre-clinical departments at EDU responsible for biomedical sciences. Our online learning concept makes these departments unnecessary. Instead, we focus on clinical residencies in our network of certified teaching hospitals to confront students with real-life challenges early on. To help our students become the best medical professionals they can aspire to be, we also follow a highly personalised concept of competence-based learning that uncovers the strengths and weaknesses of our learners and identifies where and how we can support them.

Apart from our strong focus on learners and their needs, what sets us apart from other medical schools is EDU's radical commitment to patient centricity. This means that we incorporate the patient's perspective into all we teach and everything we do; from the very beginning, our students will be exposed to real-life cases during their time at our teaching hospitals, making this kind of clinical practice the core of our medical education. Patients need doctors that are familiar with the best medical knowledge available, but they also need empathetic professionals that actually care for them – and are able to communicate and collaborate with a wide range of stakeholders in the process.

In short, future health professionals need to be able to effectively lead teams, coordinate care, and engender behavioural change in patients as well as colleagues. We believe such non-technical skills to be fundamental for future medical professionals. This explains our triple focus on theory, communication and practice – and requires what we call a “360 Degree Feedback” that allows us to tailor the education to the personal needs and preferences of our learners.

## ACADEMIC PROGRAMMES AND TUITION FEES

One of EDU's core values is to support medical education which is responsive to the environment in which it is being taught. This embraces medical developments, as well as the needs of patients and society. Academic knowledge imported through the learning environment includes practical experience in teaching hospitals, starting from day one. In response, EDU has designed a collaborative online learning environment which adapts to student needs as well as to recent medical developments.

Improving the quality of higher education yields benefits for young people as well as for society in general. In particular, improvements in medical education directly impact the wellbeing of their respective communities; EDU provides a more flexible learning model while significantly increasing the quality of academic programmes, placing more emphasis on the empathetic care for patients.

Despite these changes in the aims, the contents and the structure of our degree programmes, we have designed them to be compatible with the relevant European frameworks and standards so that our students can later go on to work wherever they want. All of our academic programmes are accredited by the National Commission on Further and Higher Education in Malta and are thus recognised throughout the European Union.

EDU provides an excellent medical education which does not rely on state subsidies. For this reason, we have to charge a tuition fee, the details of which are outlined in the Student Agreement. The standard tuition fee we charge is around 19.500 EUR per academic year and includes access to the digital campus and the clinical rotations. Our Tuition and Fees Regulations provide a full picture of which other non-recurring fees exist, such as the matriculation fee.

Our Bachelor of Medicine is a three-year programme that consists of nine modules and a Bachelor thesis. It is more than just a preparation for the consecutive master programme. EDU students who have attained the bachelor's degree will have acquired foundational medical knowledge which allows them to enrol in the master's degree programme at EDU.

Our bachelor programme prepares you for higher studies in the medical field, at EDU or elsewhere, but as a first professional degree, it also opens up interesting employment opportunities in many other specialised areas and fields. There is a specific demand for Bachelors of Medicine throughout the healthcare system, from finance and insurance companies, to public and private healthcare and hospital management, to healthcare provision and services, to pharmaceutical companies and specialised lobby firms. Employment opportunities also exist in the nursing industry, in international organisations and in health-related development projects in the developing world.

Our Master of Medicine lasts two academic years and is made up of six modules and a Master thesis and concludes the Degree in Medicine. After earning the Degree in Medicine, EDU students will have acquired the specialised medical knowledge that allows them to apply for approbation as a medical doctor in any European country. Even if you do not go on to practice medicine, our Degree in Medicine affords you exciting job prospects in all areas of the healthcare system, in medical research and development, in the World Health Organisation, or in international development cooperation, just to name a few.

## ACADEMIC CALENDAR

The academic year at EDU is structured by Learning Modules. Each module consists of four elements: The first eight weeks of each module represent the online learning phase during which students learn the theoretical bases of the module in question. This is followed by one “flexible week” (the flex week) during which students take their High-Stakes Assessment and have the opportunity to travel to the site of the subsequent clinical rotation. The third part of each module, the clinical rotation in a teaching hospital, consists of four weeks of practical training. Another flex week at the end of each module allows for the repetition of examinations and travel back to the student’s place of residence. Thus, every module lasts 14 weeks.

Students progress through three modules in each academic year, 14 weeks each: This leaves approximately ten weeks for the summer, winter and Easter breaks. Summer break should be around seven weeks, winter break around two weeks and the Easter break around one week depending on the calendar year. For internal organizational reasons at EDU, the vacation periods are set and will be within the range of the calendar weeks 26 to 37. The calendar week 52, i.e. the last week of the year, is intended as a holiday break for all students. This also applies to the first calendar week of each new year.

## III. BECOMING AN EDU STUDENT

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### APPLICATIONS, ADMISSIONS AND MATRICULATION

We want to educate the best medical professionals. Since we firmly believe that future health professionals require a skillset that is much broader than that which traditional medical education provides, we ask our applicants to demonstrate that they have highly developed social skills and team competence during the admission process. We see communicative, empathic and social abilities as important as high cognitive skills.

For this reason, we only ask our applicants to provide a qualified leaving certificate of secondary education as well as proof of language proficiency for the language of tuition (English) and the language of clinical practice, next to a motivation letter and biographical information. These formal entry requirements remain independent of your grades. Previous professional training in a medical profession or voluntary work is also an asset as it shows your commitment to a career in the medical profession. Applicants must hold a clean Police Conduct Certificate not older than 6 months. Age, gender and ethnicity will not have any impact on decision-making. Students with disabilities are also encouraged to apply.

We accept applications throughout the year. Cut-off dates for the respective start dates are communicated on EDU's public website at [medical.edu.mt/admissions](http://medical.edu.mt/admissions) alongside current admissions and financial aid information.

### ADMISSION PROCESS

We want our admission process to be as inclusive as possible, but still allow us to get to know as many of you as possible. Our admission process also has to be able to test the relevant competencies that are necessary for medical professionals to live up to many societal expectations. This is why we have decided to split our admission process into three phases.

- **Phase 1:** During the first phase the candidates fill out the online application form and prove that they fulfil the formal criteria for being admitted to an institution of higher education: provide us with a secondary school leaving certificate, a police clearance certificate, a motivation letter, a resume and, if this is not your mother tongue, a language certificate for the working language of your preferred teaching hospital. The minimum requirement for us is that candidates have passed their school leaving certificate and that it is equal to Malta's Qualifications Framework Level 4. At

this stage, applications are only tested for completeness, as we want as many of you as possible to take part in our online test.

- **Phase 2:** The second phase consists of an online test. The online test is focused mostly on cognitive skills. Hence, there is no special preparation required, but you may wish to brush up on basic math calculations. The test will be conducted in the English language and will take up to 45 minutes including setup and preparation.

To take this test, applicants need a computer or laptop with a strong internet connection, as well as a functioning webcam, microphone and speakers. The test result is considered in the admissions decision because organizational restrictions at EDU and at our teaching hospitals mean that we can offer a place of study only to the bestqualified candidates.

- **Phase 3:** The third and final phase of the admission process consists of structured interviews, using modern video conferencing tools. These interviews are conducted by specially trained interviewers and assess the motivation and soft skills of our candidates. Based on the candidate's results from the online test in the previous phase, these interviews allow us to paint a more complete picture of you, our prospective students.

The results of the admission process will be continuously correlated with the progression and the performance of our students during their studies. This continuous quality improvement process helps us improve the admission process over time to identify the best candidates at the earliest possible stage.

## MATRICULATION

After you have passed the third phase of the admission process, we will review all the data and then invite successful candidates to become students at EDU.

Before matriculation, however, we still need to sort out a few formalities and you have to sign the Student Agreement. You will have to declare your willingness to travel to the teaching hospital during clinical rotations and state that you participate in the course out of your own volition. A matriculation fee will require payment.

EDU is committed to supporting qualified students with financial aid needs. Therefore, EDU offers financial aid schemes, alongside partners like Chancen eG.. Please contact [admissions@medical.edu.mt](mailto:admissions@medical.edu.mt) for further information.



After signing the Student Agreement and submitting payment for the tuition fees, you are officially enrolled as an EDU student and will receive an enrolment confirmation.

With this, EDU will issue your International Student Identification Card (ISIC), which you will receive before your first clinical rotation alongside your welcome package.

## IV. WHAT WE WANT TO ACHIEVE TOGETHER

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### DIDACTIC CONCEPT, COURSE DESIGN AND STRUCTURE

#### eDIDACTIC CONCEPT

Our didactic approach is grounded on five pillars: online teamwork; peer-to-peer learning; mentoring and tutoring; problem-based learning; and expert input. They are based on the principles of Democratic Learning, a methodology which aims to empower individuals by encouraging them to take ownership of their learning experience.

**Online Teamwork:** We match individual members of the learning community into teams to tackle challenges collectively. Team formation is done based on carefully tailored team-matching criteria in a way that best utilises the common foundations, characteristics and challenges shared by the students. Each team is represented by their own unique team identity and has a shared space for working collaboratively. This team-based process allows students to initiate and develop strong networks, as collaboration becomes integral to each team's success. Moreover, collaboration and communication not only take place between team members, but feedback is exchanged on multiple levels.

**Peer-To-Peer Learning:** At the core of our programmes is a peer-to-peer learning process which engages and motivates each member of the community to exchange experiences, knowledge and feedback with peers who share similar challenges.

**Mentoring and Tutoring:** Our programmes enable personal interaction between students and supporting staff. Our staff, in the form of mentors and tutors, provide assistance to the community on a one-on-one or team basis, as well as one-on-one through a community forum. They help students become effective and efficient learners by helping to facilitate group work, supporting in the development of programme communications, monitoring the programme atmosphere, and supporting community engagement and motivation throughout the programme. Mentoring and tutoring creates a stimulating learning environment and increases the effectiveness of digital learning.

**Problem-based Learning:** Each module presents teams with a series of successive assignments supported by relevant, real-world cases. By tackling the assignments in a continuous process of trial and error, learners gain hands-on practice and finish our programmes having gained valuable skills and capabilities relevant to their daily lives.

**Expert Input:** Experts inspire the learning community with their expertise and insights on programme topics. These experts provide a broad spectrum of inspiration and conceptual grounding, helping the community to open their minds to new approaches.

## CURRICULUM

### MEDICAL CURRICULUM

The medical curriculum at EDU combines internationally established methods with the latest innovations in medicine. The curriculum also draws upon learning catalogues from different countries and is constantly being adapted as healthcare and medicine progresses. Student and faculty feedback is also used to update and refine our curriculum, which can be thought of as a living organism, constantly evolving to the needs of the current healthcare systems and our students.

The curriculum itself goes beyond traditional medical tuition and is conducted with reference to the Basic Medical Education WFME Global Standards and the 60 overarching learning objectives stated by the Institute for International Medical Education (IIME) Core Committee. EDU strives to provide a comprehensive medical education, covering a Bachelor and Master in medicine as well as a cutting-edge research track, focused on clinical research and research in the field of medical education.

Students will study biomedical fundamentals throughout the entire curriculum which will be put into the context of the top ten causes of death in the world, as stated by the WHO.

The Curriculum Team at EDU follows the Cycle of Kern, consisting of:

1. Problem identification/ general needs assessment
2. Targeted needs assessment
3. Goals and objectives
4. Educational strategies
5. Implementation
6. Evaluation and feedback

This procedure ensures that the quality of the curriculum will continuously be enhanced and remains flexible to incorporate changes to the healthcare systems as well as the needs of our students.

## Evidence-Based Medicine

Medical students who have been trained at EDU are dedicated to deliver the highest possible quality of medical treatment to their patients. We therefore believe that it is compulsory to teach the principles of evidence-based medicine from the very start of the undergraduate studies. To apply evidence-based medicine successfully, students need profound knowledge of statistical variables in addition to traditional medical training and foundation knowledge.

It is paramount that students learn how to interpret and analyse data sources according to the criteria of evidence-based medicine and apply these insights to facilitate the best possible treatment for each individual patient. This approach propels medical education based on scientific findings and accelerates the understanding of current research results.

## Biomedical Fundamentals

The IIME Core Committee has developed the concept of "Global Minimum Essential Requirements" (GMER) and defined a set of global minimum learning outcomes, which students of the medical schools must demonstrate at the point of graduation. The "Essentials" are grouped under seven broad educational domains with a set of sixty learning objectives in total. Sixteen Biomedical Fundamentals, e.g. Anatomy, Physiology, Cell biology, Pathology, Pharmacology, etc. are integrated from early on in the curriculum and will be continuously reviewed throughout the course of study while being linked to clinical subjects.

## Clinical Competencies

At EDU, we have defined a set of basic practical skills that all students must learn and demonstrate. These skills will be practiced and tested longitudinally in teaching hospitals during clinical rotations. Regular feedback enables students to detect weaknesses and to improve continuously. The basic skills were adopted in line with the Tuning project for Medicine of the European Union.

## Non-technical Competencies

In medicine, technical skills consist mainly of physical examinations and treatments carried out by medical personnel. Complex procedures such as operations or treatments in intensive care units can also be defined as technical skills applied to the patient. Students must understand that patient safety plays a significant role, both from a financial point of view, as well as from the perspective of patients and ultimately the society. Patients safety can only be achieved if technical and non- technical skills will be applied together at the same time.

## Research track

The research track at EDU prepares our students for the Bachelor and Master of Medicine research projects. It is distributed throughout the Bachelor programme and consists of Foundations of clinical research, ethical and medicolegal aspects of clinical research, Basic biostatistics for clinical research, Introduction to epidemiology research, Clinical trial design, Literature appraisal, Journal club, Monitoring and data documentation in clinical trials and Cornerstones of publication.

## MODULE STRUCTURE

The structure of EDU's curriculum is made up of modules. There are three 14-week modules in any academic year. You will write your bachelor and master theses in parallel to your studies for the modules.

The first eight weeks of a module consists of an extensive online learning phase. During that phase, students work on clinical, biomedical and non-technical learning objectives. The theoretical phase of each module lays the groundwork for the practical phase of each module, where students can apply their knowledge by engaging with clinical experts. This phase is followed by the first flex week. Assessment as well as self-study time, moving to a teaching hospital for clinical rotation or individual free time will be possible during this week.



*Figure 1: Module Structure*

The next four weeks are dedicated to the clinical rotation. Through a close connection to experienced clinicians, EDU students have an opportunity to gain practical experience under close supervision. The clinicians at our teaching hospitals supervise students and provide valuable feedback according to professional feedback rules. Each student will be assigned to a dedicated mentor with academic experience in order to reflect and work on the student's individual journey throughout the whole course. Every module closes with a second flex week during which students can travel back to their place of residence, take repeat assessments or enjoy a few days of free time.

EDU wants to help you tailor your learning experience in such a way that it fits your preferences and needs: The online learning phases are flexible and can be completed from the comfort of your home, however attendance is required during all scheduled, synchronous sessions. We also encourage you to spend time with your team working on cases and learning together, but you are free to organise the schedule for this within your team.

During the online phase, there are no geographic restrictions. Your physical presence is only required for the practical phases of each module, the clinical rotations. There, the real-life environment of a hospital requires you to be flexible and adapt to the daily routine of the clinic.

## COLLABORATIVE AND SELF-DIRECTED LEARNING

Our approach to collaborative learning is engineered to nurture human interaction by providing an online experience grounded on the pillars of problem-based learning, learning in groups, peer-feedback, and the proactive support of trained academics. This approach enables the community to come together in teams to tackle challenges collectively, cultivating communication skills, teaching teamwork and quantitative reasoning. Students also engage in the learning community at large, enriching their skills and knowledge while exchanging feedback with their peers.

These core principles inform our concept of learning:

- **Collaboration:** We believe that teamwork fosters cooperation and communication. By collaborating with others, students learn from each other, solve real-life problems and develop new skills together.
- **Creativity and Innovation:** In order to stay on the cutting edge of online education, we think it is necessary to continuously reinvent oneself.
- **Educational Excellence:** We strive towards high-quality education to ensure the best learning outcomes.
- **Academic and Professional Integrity:** We adhere to the highest ethical standards. Our principles are based on honesty and openness.

At the core of team learning at EDU lies a digital learning concept, which is centred around the student. EDU has designed an online medical learning environment that focuses on a tailored learning experience within a collaborative atmosphere.

Your team will work through Collaboration Cycles. We guide you through the collaborative process of problem-solving by focusing your energies through a series of assignments. Each assignment is designed to gradually build up your skills and competencies, both individually and as a team. Assignments are given to your teams in sequential order and each comes with a deadline.

To work on an assignment, students have at their disposal helpful learning resources that provide knowledge and insight. These include expert sessions, documents, and internet resources accessible through the online learning environment. Expert sessions are carefully designed and produced to inspire, provide expertise, and challenge students to improve their understanding of a given topic. Teams are asked to hand in one final piece of work for each assignment, called a submission.

The Collaboration Cycle consists of several assignments. In order to complete a Collaboration Cycle, teams work through the sequential assignments—each adding to the learnings of the previous assignments in order to build towards a final objective.

Throughout your entire time at EDU, you will be supported by tutors and mentors. Tutors will function as curriculum guides whereas mentors will focus on the personal and professional development of the students. Each team of students will be assigned one mentor who will increase face-to-face interaction time, as well as encourage the establishment of more favourable mentor/mentee relationships. This tandem will allow you to refine your work-life balance and build confidence by communicating on a regular basis. Establishing goals and managing time as well as academic guidance will be the cornerstones of mentoring in EDU's curriculum.

Work in small groups is important for students to cultivate social interaction and also to learn to work together, to learn from each other, to discuss and to develop common solutions for given medical problems. We want to help you develop higher order thinking skills (HOTS) through regular work in small groups. Ideally, a small group consists of five to seven students who will be supervised by a specially trained tutor whose duty will be to facilitate and moderate group discussions. Giving and receiving feedback is an essential component of this small group work and is intended to prepare the students for their future professional life. Learning exclusively online can be problematic because students normally lack adequate time- and self-management skills. It is therefore crucial to combine hours of self-study with online assignments so that you may still have personal contact and exchange with other students, mentors and tutors.

Based on the cornerstones of problem-based learning, EDU has designed an online programme that facilitates learning outcomes. Our modules thus include as many team-based and tutored situations that deal with real-life problems as possible. The focus here lies in peer-learning, a method of learning without hierarchies that we understand to be more effective than sitting in lectures and listening to experts explain the science. Learning with and from each other in teams increases students' motivation to learn, to prepare and to discuss topics.

This problem-based learning approach will help you develop not only teamwork and communication skills, but also problem-solving and reflection skills. The teams will be accompanied by tutors throughout the

entire learning process. They will provide feedback on individual student progress in addition to evaluating continuous assessments.

Dedicated mentors will also promote the personal and professional development of students. All in all, students can share a first-rate learning experience that will be highly influenced by teamwork and collaboration, peer accountability and extensive feedback cycles.

## RESEARCH AT EDU

As an academic institution, EDU also has a research mandate. Our strengths lie in medical education research and patient-centred clinical research. Over time, we plan to incorporate more and more students in this research.

Medical Education Research describes the critical, scientific examination of teaching at institutions of higher education. Education research in the training of medical and health professionals is rich in quantitative and qualitative methods and has spawned a series of dedicated journals. Medical education research is of particular importance not just for quality control, but also for the creation and implementation of new curricular paradigms.

Clinical Research serves to examine the effectiveness, compatibility and safety of therapies and treatments. Clinical studies contribute to improvements in evidence-based medicine so that illnesses can be treated in a more targeted way and with fewer side-effects. Clinical studies are the only way to introduce research developments at the patient's bed, be they derived from basic research or from evidence-based medicine. The more experience medical professionals gain in clinical research, the better they can read and judge the relevant academic literature. We plan to include our students in the design of clinical studies, the collection and reviewing of data, as well as in the documentation of the results.

Running research initiatives are communicated on our website at [edu.edu.mt](http://edu.edu.mt).

## MEDICAL STUDENT COMPETENCIES

Theoretical knowledge alone will not transform you into good medical or health professionals. We believe in the intimate connection between theory, empathy and practice, and have designed our Core Curriculum around these concepts. In this context, our culture of assessment and performance feedback is competence-based so that our students can serve society and above all the patient.

The learning objectives we have defined for every module embody the competencies that our students should master after completing their studies at EDU. They are informed by the roles CanMEDS defines as important for medical professionals: They should be medical experts; communicators; collaborators; leaders; health advocates; scholars; and professionals.

We will help you master these learning objectives. Throughout the programme, all students have unique access to a network of experienced professionals who advise and guide students through relevant learning objectives. You benefit from guidance and feedback on their teams' work, help and support.

This unique support system is built out of a few specific elements which, together, create an atmosphere of meaningful support for students. Along with direct support from expert teaching staff, you are able to draw on the shared guidance and wisdom of the community via a live Community Forum, through engaged learning events such as webinars ("Live Sessions") and ongoing loops of peer engagement and feedback. A live blog of programme updates and reminders tends to the needs of the community as it grows.

A core layer of the support system develops organically between peers in the collaborative environment. The programme environment is designed to encourage peer-to-peer dependence, and peer-to-peer support flourishes as the community grows.

## CLINICAL ROTATION

You gain first-hand insights into clinical practices from the very first module of our programmes. Clinical rotations are complemented by online learning, allowing for hands-on medical experience at the teaching hospitals. Predefined practical learning objectives are assessed continuously during the clinical rotations by clinical experts.

The Module Coordinator is responsible for the coordination of your schedules at the teaching hospitals and acts as contact person for clinical teachers during the clinical rotation phase. The Module Coordinator is your first contact for everything related to the clinical rotation. Module Clinical Teachers are responsible for all teaching efforts in their respective modules during the clinical rotation and contribute to the clinical skills development of students. You will be assigned by the Module Coordinator to a Module Clinical Teacher who you accompany throughout your four-week clinical rotation. Under the close supervision of your Module Clinical Teacher, you should deepen your theoretical knowledge in dialogue with her or him and learn how to perform practical skills.

At the beginning of your clinical rotation, you undergo a health check-up at your assigned teaching hospital. If you don't take part in this examination or if an illness is detected during this examination which prevents

you from conducting your training due to legal regulations or the internal guidelines of the Teaching Hospital, EDU is not obliged to carry out the Clinical Rotation.

The same applies if you do not present a valid vaccination certificate, or proof of actual titre for the following diseases at the beginning of each clinical rotation:

- **Mumps, measles, rubella, chickenpox:** vaccinations needed or proof of actual titre.
- **Hep A:** 2 vaccinations needed or proof of actual titre (it is sufficient for entering the first clinical rotation to have taken the first vaccination, then there is protection, but still no long-term immunity, the second vaccination should be planned).
- **Hep B:** 3 vaccinations or proof of actual titre >100.
- **Tetanus, Diphtheria:** vaccination or refreshed within last 10 years.
- **Whooping Cough (Pertussis):** vaccination or refreshed within the last 10 years.
- **Poliomyelitis:** Proof of basic immunisation and proof it has been refreshed.
- **Tuberculosis:** Contact of longer than 4 hours with patients suffering from TB need to be documented. Contact lists of relevant offices responsible for documentation will be provided at every ward. It is the student's responsibility to follow legal requirements, which can also be read about in detail at the ward they are working at.

Furthermore, you must present EDU a certificate verifying you have successfully completed a First Aid Course of not less than 9 teaching hours (9x 45 minutes) within the previous 2 years. The Certificate must be forwarded to EDU no later than 14 days prior to the commencement of the Clinical Rotation.

We cannot stress this enough: Students who do not fulfil the above requirements may be barred from being admitted to or from progressing with their studies. We consider failure to disclose information to the hospital's occupational health service about a physical or mental health problem that could affect patient safety to be a serious breach of our Code of Conduct and may lead to ex-matriculation.

## CURRICULUM DEVELOPMENT

The medical curriculum at EDU is constantly evolving. Our Curriculum Committee collects, discusses and implements feedback obtained by student and staff evaluations. We will always inform you of the curriculum changes that have been made.

The work of the curriculum committee is essentially determined by the Cycle of Kern. After a pre-defined sequence of steps, the curriculum is renewed: First, problem identification or a needs assessment is carried out. Subsequently, overarching learning objectives for each module are reflected and redefined. Thereafter, more specific learning objectives are written that are relevant for each module. Finally, the method of teaching or the teaching content will be chosen or adapted. Assessments, assignments, quizzes and gap-



filling exercises are then aligned with the changes that have been undertaken. After a period of implementation, evaluation of the process is crucial in order to find out if the changes that have been made are indeed successful. Employees and students affected by these changes receive a written report.

We see ourselves as a learning organization. We actively look for feedback and ask for evaluations from students and staff, from external reviewers and our visiting faculty. We also want to set an example for our students: We appreciate your feedback and want to learn from your experiences at EDU. So, please do get involved by responding to feedback requests and making sure to fill in your module evaluation feedback forms.

## IV. HOW WE MEASURE EXCELLENCE

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### ASSESSMENTS AND FEEDBACK

#### MODES OF ASSESSMENTS

Every module includes a series of different assessments throughout the Online Learning Phase, Flexible Time, and Clinical Rotation, some of which are graded. Enrolling in for a module automatically includes registration for all assessments pertaining to that module. If you are unable to attend an assessment, inform Student Affairs with any pertinent documentation (See “Excused Absences”).

#### Online Learning Phase

##### The Group Assignment (graded)

There are seven Group Assignments in a Module, which will take place every week of the online phase (aside from week 8). Group Assignments are medical case studies that are solved in teams. They will count for 30% of the module grade.

There are three distinct types of group assignments, each with a specific structure and requirements:

- Verbal group assignment
- Written group assignment
- Interactive case study

Tutors will evaluate your team's work according to the criteria described in detail in the respective grading template. Please make sure that all group members participate equally in the collaborative work. **A maximum of 100 points can be achieved for each group assignment.** Please refer to Appendix I Group Assignment Templates for the detailed grading scheme.

##### Active Participation (graded)

Active participation is assessed for all Virtual Classes, Expert Sessions, and Mentoring Sessions and generates 20% of the overall Module Grade. Active Participation will be assessed by the respective facilitator. Active participation is the consistent and simultaneous engagement of students in a learning environment by talking, writing, and carrying out activities that are directly related to the content of the

synchronous session. Active participation involves all students and increases the rate and degree of learning. Active participation is crucial to the EDU classroom and to the student learning process.

Active participation fosters peer to peer learning by increasing understanding of the topic through collaboration. Furthermore, active participation improves relationships between our students and between the student and the instructor. The grading rubric for active participation can be found in Appendix II. Active Participation Grading. Excused Absences do not count against a student's Active Participation grade.

### High-Stakes Assessment (graded)

The Online Learning Phase concludes with a high-stakes assessment, which is scheduled in the first flex week. The high-stakes assessment examines the learning objectives covered during the Online Learning Phase. This test is held online and can include various question types, like multiple-choice, fill in the blank, short answer, etc. Furthermore, it is proctored to avoid cheating. The high-stakes assessment is graded and counts for 30% of the module grade. Please check the **rules and regulations for proctored assessments** before you take part in your high-stakes assessment at EDU, as violation of Rules and Regulations may cause you to fail the exam.

### Self-assessment (non-graded)

Self-assessments are formative, non-graded assessments that allow our students to better self-regulate their learning. We encourage our students to use these quizzes to better understand their mastery of various learning unit objectives. Doing so allows you to better track your learning progress and identify knowledge gaps. We encourage our students to use the self-assessments throughout the module, particularly when preparing for related synchronous sessions. This will allow you to become strong contributors in the classroom and during group exchanges.

### Mock Test (non-graded)

In order to familiarize yourself with the high-stakes test environment and to see how well you are prepared for your first high-stakes assessment, students will take a Mock Test during the online phase of their first module. This type of assessment will not be part of the final grade but is an instrumental part of empowering learners to make the most of their educational experience.

### Clinical Rotation (graded)

Early integration of students into the clinical environment of our teaching hospitals requires utmost attention to quality and patient safety, i.e. skilled professionals will work closely with our students, supervising them and providing personalised feedback.

To ensure that the level of medical understanding matches the practical abilities in a way that the consequences and risks of medical interventions can be understood, we have structured the evolution and attainment of practical knowledge in three consecutive stages across the Bachelor and Master of Medicine, namely **(1) Entry Level**, **(2) Medical Clerkship** and the **(3) Medical Junior Practice**. All three stages encompass continuous feedback with two dedicated formal check-points for progression from Entry Level to Medical Clerkship to Medical Junior Practice respectively.

Students will receive a participation grade if they successfully conduct their clinical rotation.

**Here is a short overview of the three dedicated stages:**

### **(1) Entry Level**

While the theoretical education focuses on building up a comprehensive understanding of the human body. Students are engaging in interprofessional teams, interact with their MCTs and ask questions. Here, the students will progress on their competence level by undertaking a clinical assessment in a safe environment. This phase is key to gaining the required knowledge foundation and clinical understanding and serves as preparation for the Medical Clerkship stage.

### **(2) Medical Clerkship**

At this point, students have acquired the basic skills to perform a physical examination in a safe environment (skills lab). Based on a solid theoretical understanding of anatomy, physiology of all relevant organ systems, Module Clinical Teachers (MCT) will closely supervise and “look over the shoulder of the students”. In this phase, **the clinicians will be assisting the students, while the focus lies on exposing the students to the most relevant skills required for a clinical profession.** This corresponding assessments with patients, simulation patients and digital cases, in addition to the continued recording of first hands-on patient experience will set the assessment framework within this stage.

### **(3) Medical Junior Practice**

In addition to being familiar with the required clinical and biomedical skills, in this phase, students will also focus on applying the non-technical skills, i.e. communication skills, teamwork and leadership skills. **The Medical Junior Practice aims to allow students to further develop their illness scripts and confirm their knowledge utilising skillsets from the previous phase.** Students will be able to perform activities under supervision and get tasks delegated to them by the MCTs. Clinical assessments will be more advanced, and the case book can be used to analyse the respective practical learnings and review personal development accordingly.

Example of A Day at Clinical Rotation:

- 08.00 - 08.30: Personal preparation for the day
- 08.30 - 09.00: Check-in with Module Clinical Teacher
- 09.00 - 12.30: Supervised clinical training
- 12.30 - 13.00: Lunch
- 13.00 - 17.00: Supervised clinical training
- 17.00 - 17.30: Personal study and preparation

## Assessment Schedule

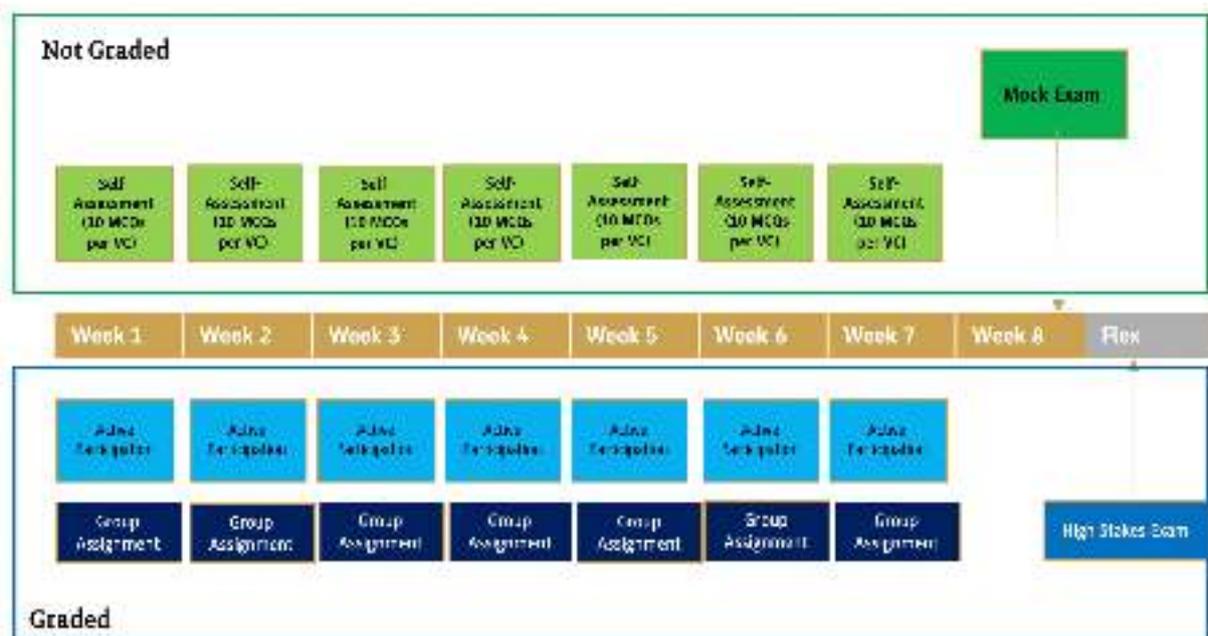


Figure 2: Assessments Online Phase

Further details about the assessments will be provided in the EDU Digital Campus.

## GRADING SCHEME AND CREDITS

You will earn ECTS credits for your performance. At EDU, we award 1 ECTS for 25 hours of study time. This learning time can consist of attendance hours in the context of the clinical rotation, practical learning units,

personal studies or participation in synchronous sessions. Regularly, you can earn 20 ECTS learning points per module. Thus, within one academic year, you can earn 60 ECTS learning points for 1.500 learning hours.

The Module Grade is comprised of the following assessment types: 1) Group Assignments, 2) High-Stakes Proctored Exam, 3) Clinical Assessment and 4) Active Participation. The weight of each of these assessment types is outlined in the table below:

Assessment Type	% of Module Grade
Group Assignments	30%
High-Stakes Proctored Exam	30%
Active Participation	20%
Clinical Assessment	20%

*Table 1: Weight of each assessment type*

Results will be published according to the following marks and grades in descending order of merit:

Mark Range	Grade
96 – 100%	A+
90 – 95%	A
86 – 89%	B+
80 – 85%	B
76 – 79%	C+
70 – 75%	C
66 – 69%	D+
60 – 65%	D
00 – 59%	F

## Passing a Module: Grade and Attendance Expectations

To successfully pass a module, a student must 1) pass the high-stakes assessment with a minimum mark of 60% (D grade) and 2) earn at least 60% of the total module points attainable and 3) have attended no fewer than 70% of all synchronous sessions (details provided below under “Attendance Policy”) and 4) have participated in at least five of the seven group assignments.

The passing grade for the high-stakes assessment is set at 60% (D grade). Should a student miss a high-stakes assessment without prior notice or withdraw from it without presenting good cause, the test shall be

considered failed, a “0” mark and an “F” grade shall be assigned and recorded. The same shall be done in cases of cheating or breach of test regulations, as detailed in the Student Handbook and the rules and regulations for proctored assessment. Students who fail to pass a module shall be allowed to repeat its high-stakes assessment during the second Flexible Week before progressing to the next module. Should a student fail again to reach a passing grade for the overall module, the student may progress conditionally into the next module, during which another repetition of the high-stakes assessment in question shall be possible only once more after consultation with and permission by the Assessment Board. Students who then still fail to obtain a passing grade for the overall module shall not be allowed to continue with the entire Medical Course at EDU. Exceptions to this rule may be granted by the Dean only under special circumstances.

## Attendance Policy

As EDU’s programme is built upon collaborative learning, students must have attended no fewer than 70% of all synchronous sessions (including Week Ahead Sessions, Virtual Classes, Expert Sessions, Mentoring Sessions, Group Assignment Introductions, Group Assignment Presentations, and all SRL Sessions) and have completed no fewer than five of the seven scheduled Group Assignments with their team, regardless of excused or unexcused absences. Failure to meet either of these baseline requirements will result in students being unable to sit the high-stakes assessment; students must instead retake the respective module. For further details, please see “Active Participation” and “Group Assignments”.

Complaints and requests of all matters relating to assessments and classifications by any parties involved shall be dealt with by the Assessment Board.

Please find below a table outlining attendance and assessment expectations across all synchronous sessions:

<b>Synchronous Session</b>	<b>Assessments and Grading</b>	<b>Attendance</b>
Virtual Classes	Active Participation	Required
Mentoring Sessions	Active Participation	Required
Group Assignment Introductions	Group Assignment Assessment	Required
Group Assignment Presentations	Group Assignment Assessment	Required
Expert Sessions	Active Participation	Required
SRL Group Coaching Sessions	Non-Graded	Required
SRL 1:1 Coaching Sessions	Non-Graded	Required
Week Ahead Sessions	Non-Graded	Required

*Table 2: Attendance and assessment expectations across synchronous sessions*

## Excused Absences

When students expect to be absent for a graded assessment or synchronous platform session at EDU, they are required to submit an Excused Absence Request Form and subsequent documentation, from which Student Affairs provides approvals. Be advised that Excused Absences do not count against a student's Active Participation grade but can ultimately impact a student's attendance record. Valid reasons for missing an assessment or synchronous session include:

- Illness – a medical certificate is required;
- Death or severe illness of a family member;
- Court appearances – documentation from court or letter from solicitor/lawyer/legal counsel is required;
- Cultural or sporting commitment at a national or international level – a formal letter or document including the date and time when you are required to attend is needed;
- Unavoidable government commitment – a formal letter or document from the Government institution is required;
- In other extraordinary circumstances (e.g. extraordinary family events, religious obligations, etc.), a written request can be made at any time.

Excused Absences are processed and granted through Student Affairs. In order to request an Excused Absence, students must complete and submit an Excused Absence Request Form, found under the EDU platform's "Resources" section, prior to their absence. Please note that if documentation (e.g. medical certificates, court letters, etc.) is not initially provided in the request, Student Affairs may ask for submission of documentation before approving an Excused Absence. Required documentation must be submitted within 48 hours of the day of absence. For health situations that require rest for multiple days, the doctors' note should be submitted within 24 hours of returning to classes.

Failure of the student to submit their request fully and on time will result in an Unexcused Absence, and a "0" mark will be given for any impacted active participation or group assignment grade. In cases where a student is unable to meet this requirement but has undergone extenuating circumstances, the student may have their case reviewed by Student Affairs to determine the possibility of an Excused Absence.

Instructors maintain the right to revoke an Excused Absence if any compensatory work required for a missed session fails to be submitted in time.

## Compensation Task for Group Assignments

At EDU we strongly believe in second chances. Students have the opportunity to make up for missed assignments and keep striving for mastery.

Excused Absences that significantly impact participation in Group Assignments require performing a Compensation Task. The following situations will require successful completion of a Compensation Task in order to remove a “0” for a missed Group Assignment:

**Written Group Assignments:** An Excused Absence inhibited participation in any asynchronous collaboration with team members.

**Verbal Group Assignments and Interactive Case Studies:** An Excused Absence 1) inhibited participation in asynchronous collaboration and/or 2) resulted in **no attendance/participation in either Group Assignment synchronous session** (i.e. both the Group Assignment Introduction and the Group Assignment Presentation were unattended).

Following the successful completion of the Compensation Task, the student will have the missed Group Assignment removed from their overall module grade. A student may only use up to 2 Compensation Tasks in any given module.

**Note:** It is the responsibility of the student to request a Compensation Task by the end of the week of the respective group assignment. Failure to complete a Compensation Task will result in a “0” mark for the assignment. If a student misses a Group Assignment Introduction or Presentation and the absence is **unexcused**, or if the student has failed to participate in any asynchronous work for the Group Assignment, he/she will receive zero points for the assignment. The other team members will not have their grades affected. This will be determined at the discretion of the tutor and Student Affairs.

Students can only miss up to 2 Group Assignments. A Group Assignment is considered “missed” when:

- A student is expected to perform a Compensation Task (see above “Compensation Task for Group Assignments”), ultimately removing the corresponding group assignment from their grade.
- A student has had an unexcused absence from any respective Group Assignment synchronous sessions or group collaborative work, resulting in a “0” mark for the group assignment.

If a student misses 3 or more of the Group Assignments, they will be unable to pass the module. In these circumstances, the module will need to be retaken.

## Format of the Compensation Task

The student must attend a virtual Student Conference in week 8, in which the tutors or experts will assess the student verbally. The Conference will be scheduled for all the students performing a Compensation Task, together with their respective tutors. Three days prior to the Conference, a task is sent, asking each student to prepare a 10-minute presentation based on the missed topic (the tutor will choose the learning objectives that each student will work on) and answer up to 3 open questions based on the LOs and related learning resources from the topic. If you should miss the Compensation Task, you automatically receive 0 points.

Students who qualify for but are unable to complete their compensation task due to extenuating circumstances will have their case reviewed by EDU faculty and further arrangements with another cohort will be made at an appropriate time.

### **Additional Compensation Opportunities: Makeup Assignments**

The Group Assignment Introduction and the Group Assignment Presentation are key synchronous sessions where students contribute to and are challenged within the Problem-Based Learning process. However, we understand that there are circumstances when students are unable to attend one of these with valid reason. In circumstances where students have an Excused Absence from **either** a Group Assignment Introduction **or** the Group Assignment Presentation but intend to continue to complete and attend all other aspects of the Group Assignment, additional makeup work must be performed to earn the Group Assignment Grade.

**Makeup Assignment for Group Assignment Introduction:** In missing the Group Assignment Introduction, students will perform a written compensation designed to support the team's initial PBL process. This Makeup Assignment is to be submitted along with other completed group work by the Group Assignment deadline. Successful completion will allow the student to earn the full group grade.

**Makeup Assignment for Group Assignment Presentation:** If the student has only missed the Group Assignment Presentation, they are expected to attend the Student Conference in week 8 during which time they will perform a task similar in structure to that of Compensation Task. Successful completion will allow the student to earn the full group grade.

In order to request a Compensation Task or request a Makeup Assignment for Group Assignment Presentation, please go to "Resources" on the EDU platform and submit a request form by the end of the week of the respective assignment. Makeup Assignments for Group Assignment Introductions should be arranged with your facilitating tutor. Failure to complete any Compensation Task or Makeup Assignment will result in a "0" mark for that student's Group Assignment.

For further details regarding Compensation Tasks and Makeup Assignments, please refer to Appendix III. Group Assignment and Compensation Reference Table.

## STUDENT RECORDS

Every student at EDU receives a digital gradebook, which is used to document your individual learning progress. Here, we record the number of examinations, tests and grades obtained. If your performance data

is incomplete or inaccurate, please inform Student Affairs straight away. Access to the individual student records is provided on the learning platform and by Student Affairs.

## MENTORSHIP AND PERFORMANCE FEEDBACK

Accepting regular, constructive and multidimensional assessments are an important part of becoming a great professional. We believe that the reflection of this performance feedback reinforces learning. This is why we assign a mentor to each of our students. Mentor and mentee work together to develop the student's personal competencies throughout the course. This is done by regular reflective conversations. The student is responsible for scheduling the appointments. The mentor should function as a role-model, provide emotional and career support, facilitate insight and change, provide valuable feedback and help develop your goals.

The medical landscape is usually characterized by a hierarchical structure. In most cases, feedback is only given when things have not gone well. Only very few physicians even know how to give feedback in a way that is fair, appreciative and helpful without demotivating their colleagues. We want to change this. In our view, receiving and giving constructive feedback is essential when future doctors collaborate in inter-professional settings. From early on, training your ability to receive and provide feedback is thus central to the EDU curriculum. Your online personal gradebook functions as a comprehensive, structured, goal-oriented collection of your learning activities. Your mentor and you will use the gradebook as a basis for you to further improve your skills. We understand the gradebook as a safe space for providing and receiving feedback, not as a collection of grades.

## V. HOW WE HELP YOU SUCCEED

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### INTERLOCKING SUPPORT STRUCTURES AND STUDENT ASSISTANCE

There are various support structures in place at EDU aimed at assisting you with any problem you might have. You can refer to one of the structures below, depending on the nature of your query. Tutors and mentors will also help you navigate these structures if necessary.

### STUDENT GUIDANCE AND SUPPORT

Our students receive active support and assistance to ensure they make the most of their learning experience. We encourage you to make use of these support structures whenever you feel you might need them:

- Mentors and Tutors engage with our students to motivate them and to learn about the individual student's needs and how to improve his or her learning path.
- Students who have problems related to their academic course can make use of the services of the Student Affairs.
- We provide personal counselling for students who are experiencing problems of a more personal nature. Dedicated mentors are available to directly support students on site.
- Should you not have found adequate help from any of these bodies, you can always get in touch with the Pro-Dean of Teaching or the Dean directly.

### INFORMATION TECHNOLOGY AND LEARNING RESOURCES

Upon successful matriculation, you receive an EDU email address, a corresponding mailbox and the necessary access data. We will use this email address to communicate with you on a regular and sustained basis. So, do check your mailbox regularly. Your EDU email is your entry card for everything student-related on our learning platform.

The student learning platform connects our students to each other as well as with EDU. It provides access to learning materials such as digital library access and online journals and periodicals. Your access to all academic resources is managed by the Student Affairs office as well as the technical support team.

## TECH SUPPORT

Being a digital educational institution, EDU employs an IT infrastructure that is both proven and reliable. To help you make the most of it, IT support is available to students at fixed times throughout the working week. All IT systems required for EDU studies are monitored and maintained around the clock so that the software and network systems at EDU run smoothly. If disturbances do occur, notify us immediately so that we can take care of them right away. We want you to focus on your studies, not on tech problems.

You can choose to ask a question in the Forum on the platform, to ask for technical support use the “Report an Issue” button in the footer of the learning platform. If you cannot access the platform, you can contact [support@edu.edu.mt](mailto:support@edu.edu.mt) for assistance.

To make sure we can resolve your issue as soon as possible, please use the guidelines below for reporting problems.

### How to Report A Platform Bug

We need to keep the problem diagnostic as effective as possible. When reporting a bug, please, always consider adding following details:

- 1. What is the problem?** Describe the problem in one sentence
- 2. About the problem**
  - Can you replicate it? Using different browser, or can somebody else replicate it? (if applicable)
  - Is it only you facing the problem?
- 3. What are the specific details?** List all information relevant to tracking down the issue.
  - Reported by Student Name
  - URL of the page you have in browser at the moment of the problem
  - What browser are you using?
  - If you are using any specific device, please, mention so (mobile, iPad, etc.)
- 4. Provide screenshot** - annotated if possible (using tools like Skitch)
- 5. Be specific** - summary of what you have tried to do.

## VI. WHAT WE EXPECT FROM EACH OTHER

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### OUR CODE OF CONDUCT

At EDU, we trust our students to be responsible and respectful towards each other. We trust our teachers to be appreciative and supportive towards their students. Every community of learners and teachers needs rules that inform our interactions. Rules create trust among the members of a community. They help us predict behaviour and protect vulnerable members within our community. We have defined this set of rules and sanctions because on the one hand we understand these things to be self-evident. On the other hand, however, we want to remind all of us of our shared responsibility towards each other. Simply put: This Code of Conduct allows us to flourish as a community, helping us create the necessary atmosphere to learn and work together – even without a physical campus.

Honesty, appreciation and respect are the cornerstones of community and collaboration at EDU. Here, misconduct is not simply a breach of trust. It can be harmful and have serious consequences for individual members of our community. This is why we cannot accept such behaviour and reserve the right to sanction those responsible. Misconduct means any kind of ill-intended behaviour or action taken towards others, such as misbehaviour in research and scholarly activities, sexual misconduct of any kind, including sexual and gender-based harassment and violence, domestic and intimate partner violence, and stalking and bullying.

We take every allegation seriously. All members of the EDU community, students and teachers alike, are encouraged to approach the Dean, should they have any information concerning an act of misconduct. Those affected can contact the Dean in person or anonymously. If the allegations suggest an act of misconduct, the Dean will initiate an investigation of the matter.

Accused students must be heard. If an accused student chooses not to attend his or her hearing, the case may be heard and determined in the student's absence. The offending student has the right to be accompanied by one other person of their choice for assistance. All hearings are held in private and remain confidential.

If a student violates EDU's rules of conduct, a period of probation may be agreed in addition to any other sanction that may have been imposed. During this time, the student and his or her behaviour are carefully observed and assessed. The Dean will be in charge of monitoring the student. If the student's behaviour improves, the probationary period will be lifted. If the probationary period reveals any wrongdoing, the Dean will affect other sanctions and notify the affected student in writing.

In most cases of misconduct, the student will be given the opportunity to correct such conduct under the guidance and mentorship of the faculty. Penalties will be applied when the offence is proven. All EDU committees have the right to add comments to the students' gradebook, documenting results from any proven misconduct. Expulsion from EDU is also an option. Expulsion results in an immediate termination of the Student Agreement. The student is not entitled to recover the study fees paid up to this time.

A written appeal or complaint must be sent by the alleged wrongdoer to the Dean within five working days after she or he has been officially notified of the violation. A written explanation on a substantive basis is required to initiate the appeals process. Inappropriate or untrue statements may lead to the expulsion of the student. Within ten working days after receipt of the complaint, the student will receive a written notification on how EDU will proceed in the matter.

## GUIDELINES FOR GOOD ACADEMIC PRACTICE

### PREVENT SCIENTIFIC MISCONDUCT

Higher education relies on good academic practice: on honesty and transparency throughout the research process. The sensitivity of the (patient) data involved makes ethical research behaviour especially important. Scientific misconduct is then defined as the fabrication, falsification or plagiarism in proposing, performing, or reviewing research, or in reporting research results. In our context, fabrication is defined as making up data or results and recording or reporting them. Falsification is defined as manipulating research materials, equipment, processes or changing or omitting data or results such that the research is not accurately represented in the research record. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Honest error or differences of opinion are not considered to be research misconduct. The Assessment Committee is charged with the management of the individual scientific misconduct cases.

### PLAGIARISM

Plagiarism is the unauthorised use of another author's thoughts, sentences and publications and representing them as one's own work without proper citation. Plagiarism is highly unethical and leads to unprofessional academic behaviour. The following issues concerning plagiarism will be defined: verbatim, paraphrasing, incorrect citation, cutting and pasting, collusion, failure to acknowledge assistance, use of material written by third persons or agencies.

**Verbatim:** Word for word quotation without clear acknowledgement of the original author and proper citation. It must always be clear to the reader which section of the work belongs to the student and which section belongs to another author.

**Paraphrasing:** Paraphrasing is the practice of restating another author's work, either by altering the language or by using other words. This is also considered plagiarism if the work of the original author is not cited properly.

**Incorrect Citation:** All citations at EDU follow the Vancouver style guidelines. Every book, journal, review article and text passage from the internet has to be cited in accordance with the Vancouver style. Every reader must be able to verify all citations. Whenever possible, citations should be derived from primary sources. However, if it is only possible to gain access to the primary source through a secondary text, then it must be made clear that the citation was derived from a secondary source.

**Cutting and Pasting:** Using the copy and paste function in order to create text within a couple of minutes is not allowed. In most cases this is also a copyright infringement that can carry legal penalties. All group assignment results will be checked by the following tool: <http://www.urkund.com>

**Collusion:** Any unauthorised collaboration between students is called collusion. This can occur when students work on a project together. Students working in teams have to follow all regulations pertaining to group assignments. At every stage, any individual and collaborative work must be clearly identified.

**Failure to acknowledge assistance:** Substantive changes to your work that have been made through fellow students or other external sources have to be acknowledged at all times. Using a professional agency or a ghost writer for writing the student work is strictly not permitted.

For students' personal use, we recommend the use of the citation programme called Mendeley, which is free of charge and can be downloaded from the Internet. If you're still in doubt about the correct citation procedures, please consult your Tutor or Mentor.

## CHEATING

Cheating is defined as an attempt to create an unfair academic advantage for oneself. Fraud, forgery, dishonesty in academic assignments, or attempts to use materials that are prohibited or inappropriate during assessments all count as cheating and will be treated as such. EDU has a zero-tolerance policy for cheating and all counts are considered serious offences.

Cheating can lead to expulsion from EDU. Any action taken by EDU will depend on the severity and the frequency of the attempts to cheat. The specific conditions for each examination and the permitted aids are always specified on the student platform. Infringements of these specifications of any kind will be investigated by the investigation committee, which will be installed and chaired by the Dean. Offending students will be questioned about the incident in an investigative hearing, to which they may bring one other person of their choice for assistance. The final decision of the investigation committee will be communicated to the student in writing.

The Dean is charged with dealing with all cases of academic misconduct. The investigation committee will make the final decision as to whether a permanent expulsion is warranted.

## INVOLVE THE MEDICAL ETHICS COMMITTEE

The Medical Ethics Committee reports to the Dean. It is responsible for questions of medical ethics, clinical ethics and law. Its primary task is to support investigators with regards to research questions that involve human beings in terms of ethical and legal issues. This includes epidemiological data and deceased human beings. The Medical Ethics Committee closely follows the World Medical Association's Helsinki declaration on ethical principles for medical research involving human subjects. All members of EDU can consult the committee whenever they have questions or doubts about ethical or legal issues that concern their research.

Research questions for your bachelor or master thesis need to be approved by the Medical Ethics Committee. To this end, you will have to present a written research proposal that explains the design and execution of the planned research study. The proposal must explicitly address any ethical considerations that concern the involvement of human subjects in the planned study. It also has to make clear potential conflicts of interest, information regarding funding, sponsors, institutional affiliations, or incentives for subjects. Only the ethical and legal aspects of every research proposal will then be reviewed by the Medical Ethics Committee. The committee itself and all of its members are independent in their reflection, decision and advice. It is the responsibility of the investigator to apply EDU's ethical and medical standards to her or his research at all times.

## YOUR RESPONSIBILITY AT EDU

At the beginning of your studies, you are required to read and internalise this Code of Conduct, certifying that you understand our policies regarding plagiarism and commit to abide to its standards of good practice. It is therefore your responsibility to make use of all the resources available to you and to maintain high ethical standards in your own work.

Students receive ample instruction and helpful materials on the topic of plagiarism, ensuring they have the resources and support to form a comprehensive understanding and develop the skills to correctly cite other materials, particularly during onboarding. These materials will remain available throughout the programme and should be periodically consulted as necessary.

Should you have any questions at any time, you can consult the FAQ available to you in the digital campus, as well as your mentor.

## PRINCIPLES FOR PERSONAL BEHAVIOUR

### TREAT VIRTUAL CLASSES RESPECTFULLY

During the digital learning phase, you do not have to meet with your instructors in person, but you must maintain the same professional etiquette that you might associate with offline classes at traditional universities.

This means you must:

- Be respectful of your tutors, mentors and experts during the virtual classes;
- Adequately prepare for active learning labs – these sessions are built on peer interactions and failing to be prepared to do your part robs your peers of the opportunity to have a meaningful and deep discussion with you;
- Make sure you are well equipped for the session, which means having hardware that works and a strong internet connection. It's your responsibility to ensure you have adequate conditions to engage with your peers using a webcam, microphone and without interruption; failure to do so will impact active participation grading.
- Show up for virtual classes on time and keep your webcam on during these sessions. These sessions do not have a specified dress code, but make sure you make a good and professional impression, avoiding caps or clothing items you would not wear outside your home. Smoking and eating during VCs is not considered appropriate behaviour.

### REPORT CONCERNS AND RAISE QUESTIONS

We need our students to be inquisitive and reflective. You can always raise any question or report any concerns you might have through the channels of communication we provide to this end. First-level support will always be provided by your tutor and your mentor. Administrative questions related to your studies should be directly addressed to the Student Affairs department.

If problems or questions cannot be adequately solved, you can always contact the office of the Chief Medical Officer. This may be done either anonymously or using your own name. At all times, we assure absolute confidentiality of the request and attempts will be made to find a satisfactory solution for the student.

## REPORT AND PREVENT SEXUAL MISCONDUCT

We take our responsibility to protect vulnerable students from sexual misconduct very seriously – both online and offline. We define sexual misconduct as discrimination or harassment, sexual assault, sexual exploitation, rape, dating violence, intimate partner violence, domestic violence and stalking. Appeals to the Dean can be made either in person or anonymously. We understand that this is a very sensitive topic, and that it might not be easy to step forward in such a case. So, we need your help in preventing and reporting sexual misconduct on all levels and encourage all of you to involve EDU as soon as you notice inappropriate behaviour.

Sexual harassment is a form of harassment that is specifically targeted at a person's sex. Sexual harassment is not tolerated at EDU and is classified as unlawful. Sexist and gender-related degrading and embarrassing remarks fall into this category, as well as inappropriate actions and unwanted physical approaches. If sexual harassment is experienced or observed at EDU, any student is entitled to a complaint. In such cases, students should contact the office of the Dean.

In addition to sexual harassment, unprofessional behaviour of employees at EDU and partners can also be reported by our students. This includes all forms of discrimination, which might take place within the scope of e-learning, but also in the context of clinical rotations. Complaints of any kind should be communicated to the office of the Dean. Each case will be strictly confidential. Misconduct and harassment against our students on the part of EDU's staff or their partners will be corrected. Repeated misconduct will lead to severe consequences, which range from prohibiting direct contact with students to the immediate termination of employment.

## TAKE PROFESSIONAL DISCRETION SERIOUSLY

As students of medicine you are bound by the same professional standards and obligations as those medical professionals you aspire to become. At the core of these obligations lies professional discretion, or medical confidentiality. This includes patient-physician confidentiality during (and after) your clinical rotations, but also the confidentiality of all medical, research and student records. Since all of us at EDU deal with sensitive data in one way or another, we are all held to the same professional standards – be it as doctor, examiner,

teacher, researcher, tutor, student. By not taking confidentiality seriously the trust among our community at EDU would suffer tremendously.

During clinical rotations, all of you have to follow the rules of your respective teaching hospital – an obligation that goes far beyond the protection of privacy and professional discretion. Your teaching hospital may require you to sign a statement to this effect.

Professional discretion is first and foremost a legal requirement. After all, you have to follow the law, our privacy policies and the obligations that result from your Student Agreement. You will also sign a confidentiality agreement with your teaching hospital. A breach of any of these obligations can lead to exmatriculation, so talk to your mentor and your Module Coordinator if you have any doubts.

## STANDARDS FOR STUDYING IN DIGITAL ENVIRONMENTS

### ADHERE TO THE RULES OF NETIQUETTE AND DECENCY

Compliance with online netiquette is paramount in the context of collaborative learning in a digital environment. At EDU, we always want collaborative learning to take place through free and open discussion, set in a friendly and respectful climate. Discussions should be conducted in a fair and factual manner at all times. EDU wants to provide you with a protected space where you can learn undisturbed and be valued as a member of our community. Students who do not follow our netiquette will be subject to sanctions.

We believe this to be self-evident: contributions that are defamatory, offensive, politically or religiously extreme, racist or sexist, xenophobic, discriminatory, pornographic or otherwise punishable by law will be deleted and reported by tutors and mentors. The same is true for posts that violate personality rights, are dangerous to youth or call to violence.

### RESPECT PERSONALITY RIGHTS AND DATA SECURITY

Our primary concern at EDU is to protect the personality rights of all employees and students. We are thus doing everything we can to prevent counteract abusive data processing. This is based on our understanding that every human being is free to decide with whom, when and what personal data to exchange. After you leave EDU, you are entitled to have all personal data deleted, except for data we need by law to document your performance records.

On the other hand, as EDU students you have an obligation to follow the laws on data protection, our internal regulations, privacy and data protection policies and all other obligations that may result from your Student Agreement. A breach of any of these obligations can have serious consequences, so talk to your mentor or the Student Affairs department if you have any doubts.

## COMPLY WITH HARDWARE STANDARDS AND USAGE RULES

In order to be able to study at EDU you need to have your own laptop. The laptop must have a camera function and a reliable internet connection with a minimum speed of 1+ Mbps. This is necessary so that you can log into the learning platform, process group assignments, manage your gradebook, learn, read and communicate with us and among yourselves. Signing up for high-stakes assessments is also only possible through your device. EDU cannot provide its students with laptops, so make sure your device works in our digital environment. Downloading the latest software updates and using an antivirus software as well as a backup device is highly recommended. Devices should be updated with the latest web browser and include a word processor. Supported browsers include: Chrome, Firefox, MS Edge and Safari.

Keep in mind that it is your responsibility to ensure you have adequate conditions and a good functioning hardware to take part in all synchronous sessions during the online learning phase. These classes should always be attended with a functioning webcam, microphone and in conditions that allow you to interact with your peers or instructors effectively.

During clinical rotations, we require students to have a cell phone with them so that you can receive text messages and phone calls from us. Cell phones should be in silent mode at all times while you work in the departments of your teaching hospitals – and especially when you are having direct contact with patients.

## VII. HOW YOU CAN REACH US

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### YOUR CONTACTS AT EDU

All relevant contact information is presented on the learning platform or on the EDU website. All of us at EDU see ourselves as part of an interlocking support structure ready to assist you whenever you need help. So, do get in touch. We are here for you.

Should you have any questions, please consult the FAQ in the digital campus or address your mentor at any time! For emergencies, you can also reach out to us via email at [studentaffairs@edu.edu.mt](mailto:studentaffairs@edu.edu.mt)

## APPENDIX

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### APPENDIX I. GROUP ASSIGNMENT TEMPLATES

#### Verbal Group Assignments

During the Conference you will be graded on the following: structure, content, and collaboration. Please make sure that all group members participate equally and that they demonstrate collaborative skills.

A Written Outline\* of your presentation must be submitted via the Collaborative Editor on the EDU platform and a copy emailed to the respective Tutor.

The point distribution under each section of the group assignment grading template is equal for any individual bullet point.

You will be evaluated on the following group tasks:

#### Written Outline (required)

- Make sure your outline is no longer than 500 words.
- While the formatting of your written presentation outline is flexible (e.g. you can use bullet points, short sentences or short paragraphs) the following points should include:
  - Title: The title page contains the full title: "A case study of..."
  - Introduction: Identifying the problem: What is the problem and why is it a problem?
  - Body: Analysing the problem: How are you going to solve this problem? What approach/ methodology are you using to solve this problem?
  - Conclusion: Finding a solution: What are your findings? Are your findings followed by evidence?
  - Bibliography: Cite your sources and consult a wide range of relevant resources (e.g. EBM resources)

#### Student Conference Presentation (100 points)

1. Language and Structure (20 points)
  - Presentation follows a clear and logical flow
  - Students use clear language
  - Group manages time effectively
  
2. Content (50 points)

- Expresses clear understanding of the topic
- Statements are factual, evidence-based conclusions
- Uses relevant EBM resources (min. 5 resources)
- Findings and arguments are clearly tied to learning objectives
- Presentation of original viewpoints and higher order thinking
- Key terms are implemented and used in the correct context

3. Collaboration (30 points)

- All members take an active, equal role in the presentation and discussion
- Presentation flows smoothly between individual parts
- All members actively engage with, challenge, and/or provide constructive feedback to other groups' presentations

### Written group assignment

This is a 15,000-character formal writing assignment. Papers are expected to use the Vancouver Reference Style for citations and references. Headings must be in 14-point, Calibri light font; the text must be 12-point, Calibri light font. Pages require numbering in addition to 1.5 line spacing.

As with all work at EDU, Group Assignment Papers are expected to be free of plagiarism, which includes the copying of a past group paper in whole or in part. Any cases of plagiarism are subject to an automatic "0" for the group's joint grade.

The point distribution under each section of the group assignment grading template is equal for any individual bullet point.

You will be evaluated on the following criteria, as well as any additional requirements your tutor may supply regarding content and structure:

1. Front page (Name of the group assignment, module, full name of every group member, including the PBL role of each member, group name and date of submission)
2. Table of contents
3. Introductory Paragraph (15 points)
  - List and distribution of learning objectives amongst team members with brief discussion of allocated duties
  - Statement on team's background knowledge prior to research
  - Relevance of case to studies and future practice
  - Explanation of case's medical terms
  - Brief introduction to paper in connection to the case

4. Body Paragraphs (60 points)

- Body is clearly linked with the learning objectives
- Usage of relevant EBM resources (min. 5 resources)
- Presentation of original viewpoints and higher order thinking
- Claims and viewpoints are supported by research
- Text follows a logical order
- Individual paragraphs carry original ideas and maintain topical focus

5. Concluding Paragraph (20 points)

- Brief summary of key learning points (medical and non-medical) for the team
- Explanation on significance of key learning points in connection to clinical practice as well as group's studies.
- Reflection on group's working process (e.g. difficulties, achievements, problem-solving strategies, collaboration)
- Assessment on the paper's shortcomings

6. Format and Structure (5 points)

- Proper citation (including in-text references) and reference list using the Vancouver Reference Style
- Clear structure (front page, introductory paragraph, body, and concluding paragraph)
- Correct formatting (page numbering, line spacing, and fonts)
- Proper language, spelling and grammar
- Within the range of 15,000 characters

## Interactive Case Study

How does it work?

A group of students forms a medical team with a leader, scribe and other members and tries to solve the given case during the first synchronous session. Once the simulation is complete, the team reflects on their experience, researches fundamental background information and an ideal solution for the case and completes a Collaborative Group Report. At the end of the week, the team runs the simulation again, applies their plan and learnings and reflects and evaluates on their course of action.

The collaboration, quality of the case solution and the paper will be evaluated by tutors and provided with feedback. Both the joint group work and the individual development of each group member will be evaluated. A maximum of 100 points can be achieved, and the group will receive a joint grade for their group work.

Please upload the Collaborative Group Report to the Collaborative Editor on the EDU platform and email a copy to your respective tutor before the deadline. \*The deadline is 10:00 AM Friday.

This is a 10,000-15,000-character formal writing assignment. Papers are expected to use the Vancouver Reference Style for citations and references. Headings must be in 14-point, Calibri light font; the text must be 12-point, Calibri light font. Pages require numbering in addition to 1.5 line spacing for text.

You will be evaluated on the following criteria, as well as any additional requirements your tutor may supply regarding content and structure:

#### 1<sup>st</sup> Synchronous session – Patient Case (20 points)

- Collaboration (4pts)
- Use of previous knowledge (4pts)
- Debriefing (4pts)
- Identification of the problem (4pts)
- Action plan for work distribution of Group Report (4pts)

#### Collaborative Group Report

- Front page (Name of the group assignment, module, full name of every group member, including the PBL role of each member, group name and date of submission)
- Table of contents
- Introductory Paragraph (5 points)
  - Problem definition of the case (2pts)
  - Statement on team's background knowledge prior to research (1pt)
  - Relevance of case to studies and future practice (1pt)
  - List of work distribution amongst team members with brief discussion of allocated duties (1pt)
- Body Paragraphs (35 points)
  - Detailed reflection on actions and collaboration during 1<sup>st</sup> synchronous session (5pts)
  - Body is clearly linked with the case and relevant learning objectives (5pts)
  - Uses relevant EBM resources (min. 5 resources) (5pts)
  - Presentation of original viewpoints and higher order thinking (5pts)
  - Claims and viewpoints are supported by research (5pts)
  - Text follows a logical order (5pts)
  - Individual paragraphs carry original ideas and maintain topical focus (5pts)

- Concluding Paragraph (15 points)
  - Brief summary of key learning points (medical and non-medical) for the team (5pts)
  - Explanation of significance of key learning points in connection to clinical practice as well as group's studies (5pts)
  - Step-by-step action plan regarding the 2<sup>nd</sup> Synchronous session (5pts)
  
- Format and Structure (5 points)
  - Proper citation (including in-text references) and reference list using the Vancouver Reference Style (1pt)
  - Clear structure (front page, introductory paragraph, body, and concluding paragraph) (1pt)
  - Correct formatting (page numbering, line spacing, and fonts) (1pt)
  - Proper language, spelling and grammar (1pt)
  - Within the range of 10,000-15,000 characters (1pt)

2<sup>nd</sup> Synchronous session – Patient Case (20 points)

- Collaboration (5pts)
- Students clearly follow their action plan (5pts)
- Debriefing on what worked and what could be improved/changed (5pts)
- Critical evaluation among groups (5pts)

## APPENDIX II. ACTIVE PARTICIPATION GRADING

The rubric for active participation can be found below, and is used when assessing Virtual Classes, Mentoring Sessions, and Expert Sessions. Expectations for active participation and behaviour can be found under “Principles for Personal Behaviour” and “Studying in Digital Environments”.

Points	Description
2	Student attended and actively participated (e.g. contributed to the conversation but didn't dominate when in a group setting; made thoughtful contributions that advanced the conversation; showed interest in and respect for others' views and feedback; participated actively when working in small groups).
1	Student attended and spoke, but without evidence of preparation, and/or student came prepared and participated in the conversation, but made tangential contributions, continually interrupted the instructor with digressive questions or otherwise dominated group discussions in a problematic way.
0	Student did not attend the Virtual Class OR student did attend but did not speak or participate or showed disruptive behaviour* (e.g. hostile or overtly rude behaviour, turning off the camera, etc.).
<b>Excused</b>	Student had an excused absence.

\*Further examples of disruptive behaviour can be found in the Student Behaviour Policy and in this Student Handbook under “Principles for Personal Behaviour” and “Studying in Digital Environments”.

A “0” mark not only counts against the Active Participation grade but is also considered an absence.

## APPENDIX III. GROUP ASSIGNMENT AND COMPENSATION

### REFERENCE TABLE

Written Group Assignments	Group Assignment Introduction	Asynchronous Group Collaboration	Group Assignment Presentation	Decision
	Present	Participated	N/A	OK
	Excused Absence	Excused Absence	N/A	0 pts – Comp. Task required to remove “0” mark
	Excused Absence	Participated	N/A	GA Intro Makeup Assignment required for full grade
	Present	Excused Absence	N/A	0 pts – Comp. Task required to remove “0” mark
	Unexcused Absence	--	N/A	0 pts
	Present	Unexcused Absence/No Participation	N/A	0 pts
Verbal Group Assignments and Interactive Case Studies	Present	Participated	Present	OK
	Excused Absence	Participated	Present	GA Intro Makeup Assignment required for full grade
	Present	Participated	Excused Absence	GA Presentation Makeup Assignment required for full grade
	Excused Absence	--	Excused Absence	0 pts – Comp. Task required to remove “0” mark**
	Unexcused Absence	--	--	0 pts
	--	--	Unexcused Absence	0 pts
	--	Unexcused Absence/No Participation	--	0 pts

\*\*In these cases where students have missed both a Group Assignment Introduction and a Group Assignment Presentation for respective Verbal Assignments and Interactive Case Studies, EDU considers this



to be an insufficient amount of group collaborative work and require a Compensation Task be performed, regardless of any work done outside of the synchronous sessions.