EDU MEDICAL STUDENT HANDBOOK

Version 2, valid as of 16th of April 2019

TABLE OF CONTENTS

I. WELCOME MESSAGE

Dear students,

I would like to cordially welcome you as the Founding Dean of EDU. Four years ago, an idea arose from a discussion with my son, who also studied 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 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 sense 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 I can do now is to wish you every success in this exciting period of your life.

Yours sincerely,
The EDU Team

II. WHY US?

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 become the best doctors you can be. We value your opinions and will take every 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 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 increase 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 college across Europe and Africa. Teaching will be provisioned 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 and thus enabling more talented young people to study med We believe that a novel, digital approach for investing into health and the education of the health workforce can unlock the much needed significant 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 provision 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 students.

As a result, students will be spread out over several teaching sites and modern forms of distant digital learning will be implemented, in order to supplement and enhance the 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 premium clinical hospitals, starting from day one.

EDU owes its creation to European civil society. Many civil society organizations were involved in the foundation and development of the EDU vision: To marry a global outlook and market-based approaches with a holistic value-orientation that puts the public good at the core of everything EDU does. One important such actor is the kENUP foundation, a not-for-profit global partnership in innovation with over one hundred member organizations, amongst them world-class research centres, multi-national pharmaceutical companies, and international organizations such as the WHO. The foundation promotes research-based innovation for Europe with public and societal benefit.

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, mobilize 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 and their great medical college that spans across Europe and internationally.

OUR CORE VALUES

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 centricity

♣

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 college so that it may modernize and re-energise medical education, a field of 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 in the lively city you choose to live in for its vibrant cultural scene and nightlife, or the town close to home where your family lives and your roots lie.

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 college has to do much more than communicating knowledge over the internet or provide their students with an online library. It has to create an ecosystem that activates curiosity and collaboration, addresses the academic, personal and social needs of all learners and groups of learners, and accommodates 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 communicative skills;
- putting at your disposal a series of online instruments for peer review 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 we put at your disposal a flexible and versatile faculty from theory and practice.

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 21st 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 individual 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 premium 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 Courses, 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 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 moderate 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 application and 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 a solid basic 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.

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EDU Medical Student Handbook
PAGE 10

Our Master of Medicine lasts two academic years and is made up of four modules and a Master thesis. After attaining the master's degree, EDU students will have acquired the specialised medical knowledge that allows them to obtain the qualification as a medical doctor anywhere in the EU. Even if you do not go on to practice medicine, our master programme is a professional medical degree with 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 a 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 only have to sit one examination, giving students 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 place of residence of the student. Every module thus lasts 14 weeks.

Students progress through three modules in each academic year, 14 weeks each: This leaves ten weeks for the summer and winter breaks. Summer break should be around eight weeks, winter break around two, 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.

Your academic calendar for your entire study will be available for you on the learning platform and your outlook calendar will give you an overview of specific sessions for the module you are enrolled in.

III. BECOMING AN EDU STUDENT

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 traditional medical education provides, we ask our applicants to demonstrate during the admission process that they have highly developed social skills and team competence. 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 a language certificate as formal entry requirements for higher education studies, independent of your grades. Previous professional training in a medical profession or voluntary work is also an asset because it shows your commitment to a career in the medical professions. 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 Medical's public website at medical.edu.mt.

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 the many expectations society puts on them. This is why we have decided to split our admission process into three phases.

o **Phase 1:** During the first phase the candidates fill out a biographical questionnaire 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 and, if this is not your mother tongue, language certificates for English as the language of instruction at EDU as well as for one of the working languages of your preferred teaching hospital. The minimum requirement for us is that candidates have passed every subject taken in the school leaving certificate and failed none. 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.

o **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. To take this test, applicants need a computer or laptop with a strong internet connection, as well as a functioning webcam, microphone and speakers. This ranking is necessary because organizational restrictions at EDU and at our teaching hospitals mean that we can offer a place of study only to the best qualified candidates.

o **Phase 3:** The third and final phase of the admission process consist 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. Congratulations!

Before matriculation, however, we still need to sort out a few formalities. 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. You will also have to hand in proof of your health insurance. A matriculation fee has to be paid as well.

We will make every effort to place you in the teaching hospital of your choosing but cannot guarantee such a placement and might have to assign one to you. Note that during the admission process you will have to demonstrate proficiency not only in the language of instruction at EDU, but also in one of the working languages of the teaching hospital you will be placed at. If this is not your mother tongue or the language of instruction at your school, you can do this by handing in a corresponding language certificate. This is important, because you will all need to communicate with patients and colleagues in their own language.

After signing the Student Agreement and payment of the corresponding tuition fees you formally become part of this medical institution. Welcome!

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EDU Medical Student Handbook
PAGE 13

IV. WHAT WE WANT TO ACHIEVE TOGETHER

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; project-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. Our online environment provides a rich atmosphere for you to practice democratic learning. But you must employ and develop key reasoning and collaboration skills to attain your learning goals. Against this backdrop, our students develop the toolkit to engage in constructive conversations around key topics, leading to the co-design of creative solutions.

Online Teamwork: We match individual members of the learning community into teams to tackle challenges collectively. Team formation is done automatically based on carefully tailored team-matching criteria in a way that best utilizes 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 and rich forum discussions ensure that they also take place between teams and the rest of the learning community.

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. A set of feedback loops drive the interaction between programme peers on different levels, guiding them through a process of knowledge exchange where each member benefits from the experience and ideas of the community. On this foundation, a vibrant learning community emerges that empowers students to learn with and from each other and to co-create strategies to improve student achievement.

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.

Project-based Learning: Each Collaboration Cycle 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 in the form of short, inspiring, targeted video messages. These experts provide a broad spectrum of inspiration and conceptual grounding, helping the community to open their minds to new approaches. Experts also engage in forum discussions depending on their availability.

CURRICULUM

Our curriculum goes beyond traditional medical instruction and is conducted by focusing on the Basic Medical Education WFME Global Standards. A faculty of esteemed medical educators and clinicians from leading institutions around the world, as well as qualified faculty from our certified teaching hospitals come together to provide an in-depth and engrossing lecture programme. A sophisticated online learning platform makes it possible to conduct theoretical medical tuition in a collaborative and intuitive environment and allows for a more focused practical learning experience on site. Students not only deal with biomedical fundamentals within their first year of the bachelor programme, but also focus on learning about the top ten causes of death in the world, as identified by the WHO.

Our curriculum includes:

From the biomedical sciences the subject areas of anatomy, physiology and biochemistry as well as hygiene, cell biology, pharmacology, pathology, microbiology, immunology, clinical informatics, clinical chemistry, ethics, biomedical statistics, and epidemiology are part of the curriculum and supervised by experts from these fields.

There are a total of 17 clinical specialties at EDU: Anaesthesia, General Practice/Family Medicine, Internal Medicine, Dermatology, Urology, Surgery, Diagnostic Radiology, Orthopaedics/Traumatology, Ear/Nose/Throat, Palliative Care, Ophthalmology, Psychiatry, Obstetrics/Gynaecology, Paediatrics, Neurology, Geriatrics, and Complementary Medicine. The clinical areas are spread across the bachelor and master programmes.

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EDU Medical Student Handbook
PAGE 15

Non-technical skills (NOTECHS) are competencies that go beyond the pure mastery of medical knowledge and practical skills. These non-technical skills include abilities for teamwork, special communication, time management, and self-organization, which are the essential building blocks taught in this context. We put particular emphasis on the strengthening of the social competence of our students.

A bachelor thesis should be between 20 and 40 pages and serves as proof that you have learned basic scientific techniques during your three years at EDU that enable you to pursue a scientific question. Here, we assess not only what content you collect, but also how your reach your conclusions: Data, literature and methodology are therefore all included in the evaluation. Formal criteria such as font, font size and line spacing are defined on the learning platform. In your second year, you can choose a topic for your bachelor thesis from the research fields of medical education or clinical research.

A master thesis at EDU also serves as proof that you are able to pursue a scientific question, but with an additional focus on how you design a research study and define your own research question. Module 12 gives you the opportunity to discuss your ideas and methodology you're your peers, discuss them with specially trained staff and carry out the work. Here, too, the formal structure of the work is evaluated as well as the content that results from it. The thesis should not exceed a maximum of 50 pages. It is possible to publish excellent theses in an appropriate journal.

bachelor of medicine (weeks 1–42)

Year		Clinical / Biomedical / Non technical			
1	clinical	Emergency Medicine/Anaesthesia	General Practice/Family Medicine	Internal medicine | Geriatrics/Forensic	
	biomedical	Anatomy/physiology/hygiene/cellbiology/terminology/biochemistry	Anatomy/physiology/biochemistry/cellbiology/hygiene/sociology	Anatomy/physiology/biochemistry	
	non technical	Feedback/Medical English/Study Skills/Personal Skills/EBM	Learning Cycle/Learning Styles	Ethics/Lifelong Learning/Personal Development/Professional Development	
		Group Assignments & longitudinal Assessment			
2	clinical	Dermatology | Urology	Internal Medicine/General Practice	Surgery/Diagnostic Radiology	
	biomedical	Pharmacology/pathology/microbiology/anatomy	Pharmacology/pathology/microbiology/immunol	Pharmacology/microbiology/immunology	
	non technical	Learning Approaches/learning Styles	Critical Thinking/interpersonal Skills	Personal Skills for Body & Mind	
		Group Assignments & longitudinal Assessment			
3	clinical	Orthopaedics/Traumatology/Physiotherapy/Rehabilitation	Ear/Nose/Throat/Palliative care | Ophthalmology	Mental Health & Psychiatry	
	biomedical	Clinical Informatics	Clinical Chemistry/anatomy	Ethics	
	non technical	Team Based Care/ Quality Improvement Skills	Rudeness/Speaking Up	Leadership Skills	
		Group Assignments & longitudinal Assessment			

Figure 1: The Curriculum of the Bachelor of Medicine

master of medicine (weeks 1–41)

Year		Clinical / Biomedical / Non technical		
4	clinical	Obstetrics/Gynaecology	Paediatrics	Master Thesis
	biomedical	Anatomy/physiology/pharmacology	Anatomy/physiology/pharmacology	Biomedical statistics/epidemiology
	non technical	Quality improvement skills/scholarship	Project management	Evidence based medicine
		Group Assignments & longitudinal Assessment		
5	clinical	Neurology	Geriatrics | Complementary Medicine	Option Track
	biomedical	Anatomy/physiology/pharmacology	Anatomy/physiology/pharmacology	Anatomy/physiology/pharmacology
	non technical	Medical professionalism	Change management	Leadership
		Group Assignments & longitudinal Assessment		

Figure 2: The Curriculum of the Master of Medicine

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.

Module Structure – 14 Weeks each

Flex Week (1 Week)		Flex Week (1 Week)
Online Learning Phase (8 Weeks)		Clinical Rotation (4 Weeks)

Figure 3: 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 students 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 and whenever your schedule allows for it. There are no geographic or temporal restrictions, as long as the online learning phase is completed within the eight weeks allotted to it. 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. But here, too, you can define preferences so that we can help you find a certified teaching hospital close to your place of residence.

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 project-driven 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:
- o **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.
- o **Creativity and Innovation:** In order to stay on the cutting edge of online education, we think it necessary to continuously reinvent oneself.
- o **Educational Excellence:** We strive towards high-quality education to ensure the best learning outcomes.
- o **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 superior 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. Carefully balancing the required workload and the individual study preferences, students will be given sufficient time as well as the resources to prepare themselves individually and support each other in teams.

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 come with a deadline.

To work on an assignment, students have at their disposal helpful learning resources that provide knowledge and insight. These include expert videos, documents, and internet resources accessible through the online learning environment. Expert videos 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.

As teams make progress through their submissions, they can publish drafts of their work – making them public to the community and inviting other members to contribute feedback and suggestions for improvement in the form of comments on the published work. This challenges teams to reflect on their work early during the teamwork process and allows them to use new ideas and differing points of view to improve their work.

Furthermore, after each assignment deadline, the entire community is invited to evaluate the work of their peers according to didactically pre-defined evaluation criteria. These peer evaluations encourage the community to explore the wealth of ideas and knowledge generated by the teams and to bring excellent projects to the forefront.

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 student 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.

Working together to provide and receive feedback will be the backbone of a fruitful collaboration between the mentor and the mentee.

An adequate amount of self-study hours is necessary to grasp the basics of medical knowledge and also to consolidate recently learned aspects of it. This is why we liberate you from as many presence lectures and meetings as possible. With less scheduled appointments, you have more time for self-directed learning to ensure that learning will take place at the time ad speed that best suits each and every one of you. To bring out the best in our students, we allow learners to study in the environment in which they feel most comfortable. Our students also have the opportunity to learn both online and offline: A rich amount of learning cards, teaching videos, gap-filling exercises, image materials and traditional textbooks are available at EDU's digital library. Enough to become a master in your field.

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 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 on 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 will increase the student's 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 specially trained tutors throughout the entire learning process. They will provide feedback on individual student progress in addition to evaluating continuous assessments. Members of the founding faculty will participate in interviews and discussion panels to inject new ideas on a regular basis.

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 team work 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. Involved academic disciplines include sociology, anthropology, linguistics, neurophysiology economy and all clinical disciplines. 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 less 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.

Due to our specific structure that includes a wide network of teaching hospitals, EDU is able to access data from a much larger number of patients than a traditional university hospital could – decisive for securing the quality of clinical studies. The European Society of Anaesthesiology for instance already has experience with creating such a Clinical Trial Network of more than 1.400 participating medical centres and more than 250.000 participating patients. We plan to adapt that concept and build a clinical research network of our own.

EDU students can make use of our digital research infrastructure. You have full access to our expanding digital library and are allowed to take advantage of the academic library of your respective teaching hospital. Our digital library is the key pillar for information retrieval and supports EDU's teaching and research programmes through services which include excellent reference facilities, library and information literacy instruction, bibliographical consultancy, online compilations of bibliographical guides, overseas document supply, online searching, and a dynamic web portal – all in a digital format that is easy to access. A complete and comprehensive digital library provides maximum flexibility yet does not compromise on the quality of the resources available to students and teachers alike.

MEDICAL STUDENT COMPETENCIES

Our learning and teaching model is centred on you, our students. 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 in fields relevant to these learning objectives who advise and guide students. 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, and through engaged learning events such as webinars ("Live Sessions") and ongoing loops of peer engagement and feedback, as well as a live blog of programme updates and reminders that tend 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.

At the very heart of the support system are the Mentors and Tutors. We have a highly skilled team of mentors and tutors who are experienced education practitioners and proven team leaders who share a passion for digital collaboration dynamics. Throughout the programme, each team of students benefits from mentor and tutor support that provides the team with procedural, technical, didactic, or even psychological guidance on a one-on-one level. This should allow you to better identify with the teaching staff on a personal level, with the community and the programme as a whole. In turn, we hope this increases your engagement, output, and overall satisfaction with the programme.

As members of our community who exclusively work directly with their teams, mentors and tutors have a unique overview of individual and team activity on the learning platform. They are thus perfectly situated to make important links within the community and they use this position to facilitate meaningful exchange between individuals, teams, and experts in the framework of the programme. They are your first line of learning facilitators – mentors develop your personal and professional skills, while tutors deal with your academic growth.

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. Constructive feedback through workplace-based assessment at the end of each clinical rotation ensures that you will have been exposed to clinical practice so that you can develop the necessary competencies for working in the field.

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EDU Medical Student Handbook
PAGE 22

The time you invest daily is limited to eight duty hours as part of the clinical rotation. These eight hours may be exceeded on individual days up to a maximum of 10 hours. This is only allowed if the average at the end of the clinical rotation is eight hours per day. The student week starts on a Monday and ends on a Friday. You are responsible for the documentation of your own hours in your personal logbook.

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 also facilitates practical assessments at the end of each clinical rotation. He or she is committed to EDU's Core Curriculum and our learning objectives, as well as our quality assurance standards and policies. 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.

During the clinical rotation, the Module Clinical Teachers assigns a seminar topic to each of you. You will give a presentation in the form of a short lecture to your fellow students and to the Module Clinical Teacher that refers to the current literature. The group later provides written feedback in the form of a peer review, which feeds into your online personal portfolio.

At the beginning of your first clinical rotation, you are required to undergo an occupational health assessment in your respective teaching hospital. All of us are required to demonstrate adequate vaccination protection before admission to clinical rotations. Your vaccination status must include: Tetanus/Pertussis; Measles, Mumps, Rubella (MMR); Varicella (chickenpox); Polio; Influenza; Hepatitis B; Meningococcus; and Tuberculosis.

We cannot stress this enough: Students who do not fulfil this requirement 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 exmatriculation.

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

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EDU Medical Student Handbook
PAGE 23

changes that have been made. The Curriculum Committee is run by the Pro-Dean of Teaching and consists of interested students who want to take on a more active role in the development of their academic programme. If you are interested in helping us improve the curriculum, you can contact the office of the Pro- Dean of Teaching at any time.

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. The next cohort of students will thank you for it.

IV. HOW WE MEASURE EXCELLENCE

ASSESSMENTS AND FEEDBACK

Assessment drives learning. It drives retention of knowledge as well, whenever it is done longitudinally, as a periodic review of one's own process of learning. Our students will be continuously assessed through different kinds of what we call "longitudinal formative and summative assessments" in order to adequately sample the programme content. Giving constructive feedback to the student's performance on these assessments will be a cornerstone of the pedagogic guidelines of our curriculum. We want assessments to be fair and instructive.

Our high-stakes assessment tools will be objective, reliable and valid at all times. Statistical measures will be documented and stored for quality assurance reasons and for giving feedback on your performance to stakeholders and the community. All assessments will be open to scrutiny by our students, external examiners or other authorities – and of course you will be able to appeal assessment results.

At EDU, assessment also drives curriculum: Your performance will serve as a structured feedback for our work, thus helping us to develop the curriculum itself. Through this feedback loop, you yourselves will have a steering effect on students, tutors, lecturers, the faculty, module coordinators, mentors, and the Pro-Dean of Teaching and his team.

MODES OF ASSESSMENTS

Every module includes a series of different assessments throughout both its theoretical and practical phases. Every theoretical phase must conclude with an exhaustive test. This concluding test covers the main learning objectives of its module. The result in each module is made up of the results of the concluding test and of all other assessments. How we assess each module and how its final grade is calculated is indicated in the online module description. To successfully pass a module, you will have to both pass the concluding test at 60% (D grade) and earn at least 60% of the total module points attainable.

Signing in for a module automatically includes registration for all assessments pertaining to that module. If you are unable to attend an assessment, inform the respective tutor at once and, in the case of illness, send a corresponding certificate to our Student Support Office. In case you have not passed an assignment, you can register for a repeat session.

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EDU Medical Student Handbook
PAGE 25

Formative assessments are held at the teaching hospitals and consist of Mini-Clinical Evaluation Exercises (Mini-Cex) and Direct Observation of Procedural Skills (DOPS) in a clinical setting. These tests have been developed so that both practical and communicative skills can be demonstrated and observed. This is done by means of standardized checklists, which are filled out by the examiner. Based on these checklists, the examinee receives a structured, constructive feedback, so that you will be able to detect weaknesses and work on them. Results are recorded in your online personal portfolio but will not be graded – unlike summative assessments.

We do not grade formal assessments, which are incorporated longitudinally in each module, because we want our students to use these assessments to test and reflect his or her learning progress. These assessments consist of gap-filling exercises, essays and different forms of quizzes. Within the framework of these assessments, you will receive feedback from your tutors who supervise you. You need to complete all tests to complete a module.

Summative assessments at EDU will also take place longitudinally. We do believe, however, that an overload of cognitive tests at the end of each module is counterproductive and actually impairs retention of knowledge. Therefore, at the end of each module, an online exam will be held for all students that not only tests factual knowledge but also trains clinical decision-making. You sit these exams online, supervised by an online proctor to avoid cheating. We guarantee test-statistical evaluation of each test to ensure reliability and thus validity. Obviously, our students receive feedback on their exam performance, which we will incorporate into their personal portfolio, so that mentor and mentee can later discuss that performance. During modules, there will also be a variation of graded assignments: Results of different kinds of group assignments, single and multiple-choice questions and key feature tests will be combined and listed within the student's portfolio.

At the end of each online learning phase, during the first flex week, our students will sit a comprehensive written examination. The result of this assessment is graded. This test ensures that students have acquired sufficient theoretical knowledge before the start of a clinical rotation. You will then be able to supplement this theoretical knowledge with the practical and communicative skills only real-life situations at a hospital can teach you.

CREDITS AND GRADING

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 webinars. The time spent in mentoring meetings will also be included.

Regularly, you can earn 20 ECTS learning points per module. Thus, within an academic year, you can usually earn 60 ECTS learning points for 1.500 learning hours.

For further details on the distribution of ECTS learning points and the grade scheme, please consult the Module Overview document provided to you at the onset of each module.

ASSESSMENT REPETITION

You can only progress into the following module of your course if you have passed all previous modules. Failing a module, however, is not the end of the world. It is possible to repeat the concluding test before progressing to the next module, usually during the second flex week. Missing a concluding test without notice or withdrawing from it without presenting good cause results in a failed test. These tests have then to be repeated at a later date.

Should a student fail again to reach a passing grade for the overall module, he or she can progress conditionally into the next module, during which another repetition of the concluding test in question will be possible only once more, after consultation with and permission by the Dean. Student who then still fail to obtain a passing grade for the overall module, will have to drop out. Exceptions to this rule may be granted by the Dean – but are very rare and apply only under special circumstances. Complaints and requests in all matters relating to assessments and classifications by all parties involved are dealt with by our Assessment Board.

STUDENT RECORDS AND LOGBOOK

Every student at EDU receives an online personal portfolio, which is used to document your individual learning progress. Here, we record the number of examinations, tests and grades obtained. Inform the Module Coordinator right away if your performance data is incomplete or inaccurate. Only you and your mentor have access to your regular feedback discussions. Only in special cases may the Module Coordinator or the Pro-Dean of Teaching take a look at these conversations, for example to assess a student's deficits if he or she shows serious problems during the course. In a way, we want this portfolio to be your EDU diary, and will respect your privacy accordingly.

Access to the individual student records is provided by your Module Coordinators in the teaching hospitals, your tutors and mentors. You can check your student record at any time and apply for changes or deletions. As a rule, only those members of the faculty currently involved in the teaching of the module in question have access to the student records. The only person who has regular access to student records are the

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EDU Medical Student Handbook
PAGE 27

assigned mentor and tutor who provide direct support, with only limited access to administrative staff needed for daily operations. Student records are confidential, of course.

The Student Logbook serves as a guide for students during their clinical training at the teaching hospital. Mostly evaluations of practical and communicative skills are stored in the logbook. These skills have to be acquired under close clinical supervision, and all of you will have to demonstrate these skills as part of the workplace-based assessment during clinical rotations. It is your task to document the previously carried out tasks and learned skills in the logbook and store it as part of your individual portfolio. This then serves as a basis for reflection meetings with your mentor. The logbook also functions as a guide for the clinician, as the learning objectives can be discussed and training can be planned and carried out accordingly.

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 reflection conversations. The student is responsible for scheduling the appointments and documenting outcomes in his portfolio. 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 portfolio functions as a comprehensive, structured, goal-oriented collection of your learning activities. Your mentor and you will use the portfolio as a basis for you to further improve your skills. We understand the portfolio as a safe space for providing and receiving feedback, not as a collection of grades.

V. HOW WE HELP YOU SUCCEED

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 you make the most of your 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 Support Centre.
- 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.

STUDENTS WITH DISABILITIES

Those among you with a disability or chronic illness might have special needs we have to address. In that case, please contact the office of the Pro-Dean of Teaching. Only then can we assist you in the planning of your studies, negotiate disadvantage compensation with you or integrate assistance where necessary. Individual meetings to this end can be arranged at any time and will be communicated directly to the respective Tutor, Mentor and Module Coordinator. Initial contact can be made via a specially created section of the Digital Learning Platform. Students experiencing problems due to physical or cognitive constraints can also seek help via the support email line.

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. EDU's academic resources comprise numerous monographs, extensive runs of journal literature, and covers a wide range of electronic resources to provide a comprehensive coverage of the medical literature for each student. Your access to all academic resources is managed by the student administration 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.

VI. WHAT WE EXPECT FROM EACH OTHER

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. So, why do we need a Code of Conduct? 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, online.

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 Pro-Dean of Teaching, should they have any information concerning an act of misconduct. Those affected can contact the Pro-Dean of Teaching in person or anonymously. After the allegation, it is crucial to gather as much insight into the events and the people involved as possible so that an objective investigation can follow. In case the allegations suggest an act of misconduct, the Pro-Dean of Teaching will initiate an investigation of the matter. If not, the accusing party will be informed that no further steps will be taken at that time.

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 Pro-Dean of Teaching 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 Pro-Dean of Teaching will effect 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 students' portfolios, 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 Medical Ethics 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 style guidelines of the American Psychology Association (APA): Every book, journal, review article and text passage from the internet has to be cited in accordance to the APA style. Every reader must be able to verify all citations. Whenever possible, citations should be derived from primary sources. If it is only possible to gain access to the primary source through a secondary text, however, 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 tools:

> http://www.urkund.com
> http://turnitin.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!

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 discussed by the Medical Student Council, chaired by the Pro-Dean of Teaching who may install an investigation committee. 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 Pro- Dean of Teaching is charged with dealing with all cases of academic misconduct. The investigation committee will take the final decision whether a permanent expulsion is warranted.

YOUR RESPONSABILITY 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 at the beginning of the study programme. 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.

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 of your bachelor or master thesis or of a dissertation need to be approved by the Medical Ethics Committee. To this end, you will have to present to it 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 involving 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 advise. It is the responsibility of the investigator to apply EDU's ethical and medical standards to her or his research at all times.

PRINCIPLES FOR PERSONAL 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. A Student Support Centre for student counselling, IT issues, reporting and escalation is also available in your digital campus.

If problems or questions cannot be adequately solved by the Student Support Centre, you can always contact the office of the Pro-Dean of Teaching. This may be done either anonymously or using your own name. In the latter case, the student will receive a response within one week. 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 Pro-Dean of Teaching 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 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 Pro-Dean of Teaching.

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 Pro-Dean of Teaching. 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.

KEEP ATTENDANCE UP

Collaborative learning is the key to success at EDU. It is therefore necessary for you to build a wide-ranging peer network, to communicate reliably and to follow scheduled appointments. The clinical rotation phase is obligatory for every student. You are expected to be on time and work every day of their clinical rotation in the department of the teaching hospital to which you are assigned. Good time management is a hallmark of professionalism and an expression of respect and appreciation towards all employees of the teaching hospitals. Unexcused absence may result in the invalidation of the clinical rotation in question and lead to the repetition of the entire module. We will monitor student attendance during clinical rotations accordingly.

Following consultation with the Pro-Dean of Teaching and the Module Coordinator concerned, lecturers may bar a student whose attendance and/or participation in a module is not satisfactory from being assessed in that module.

If a student is sick and this prevents him or her from participating in group work, examinations or clinical rotations for an extended period of time, a medical certificate must be submitted in scanned form by the end of the third consecutive absence. Should unforeseen circumstances occur or should you suffer from a hardship, please get in touch with the Pro-Dean of Teaching's office as soon as you can. Depending on the length of the absence, the Pro-Dean of Teaching will decide on how the student can proceed with the module. Your module outline will provide further detail on how absences are handled.

Tutors and Module Coordinators will register and address excessive absence in the course of the clinical rotations, as well as a student's failure to comply with any assigned tasks or to participate in longitudinal knowledge tests. Since reliability is an expression of professionalism, the Pro-Dean of Teaching will get in touch with the respective student. Students whose absence is excessive may be suspended from the relevant module at any time, and the matter may be handed over to the Medical Student Council.

Extending the duration of your studies beyond the regular three-year timeframe is possible. Students can apply for such an extension through an application form that must be submitted to the Student Support Centre electronically and be approved by the student's mentor. The application form for an extension of studies can be found on the student homepage. It must be complemented by a graduation plan. Applications without supporting evidence will not be processed. The decisions whether to grant extensions are made by the Pro-Dean of Teaching. Should a positive decision have been made, any payments of tuition and fees by the student will be postponed.

Reasons for applying for an extension could be the following: Maternity, maternal and paternal leave; illness (medical certificate mandatory); severe family illness; personal difficulties; death of a close relative; financialreasons; international study exchange; internships or traineeships; systematic professional sports training; voluntary service; mandatory military service.

Students are also allowed to take a leave of absence. Applications need to be made as soon as possible and can be directed to the Student Support Centre.

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 can be sanctioned.

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 are exchanged. After you leave EDU, you are entitled to have all personal data deleted, except for those 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 Support Centre 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 portfolio, learn, read and communicate with us and among yourselves. Signing up for summative 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.

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 any time 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

YOUR CONTACTS AT EDU

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

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 to support@edu.edu.mt.