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| Unit Name | Clinical Sciences 1 |
| Unit Number | 401276 |
| Unit Coordinator | Dr Ritesh Raju Building 30, Campbelltown Campus Phone: 4620 3878 Email: r.raju@westernsydney.edu.au |
| Session | Year-long |
| Year | 2021 |
| Handbook Summary | <p>Foundational learning for medicine is provided in this yearlong unit that integrates the biomedical sciences through the use of authentic clinical scenarios. Small group problem based learning and bedside teaching with patients, scaffolded by lectures, tutorials and practicals cover each of the body systems in turn, so that students are well prepared for clinical learning. Students will also learn about the human context of health and disease, medical professionalism, the quality and safety of healthcare, evidence based practice, research and clinical skills through community visits, hospital based sessions and workshops.</p> <p>The Professional Portfolio component within this unit will provide students in the Doctor of Medicine (MD) course with the means to monitor and support their acquisition of professional competencies in medicine. Supported by teaching sessions, learning resources and Professional Advisors, students will collate and review evidence of their learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing their learning and professional development needs, students will create their own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare students for the portfolios used extensively in post graduate specialty training in medicine.</p> |
| Credit Points | 80 credit points – The time studied per session is equivalent to 40 credit points. |
| Pre-requisites | Nil |
| Co-requisites | Nil |
| Incompatible/ not to be counted for credit with | 400861 Foundation of medicine 1 |
| Unit Level | 1 – Undergraduate Level 1 |
| Assumed Knowledge | A basic understanding of core concepts of personality, cognition, learning, perception, biological, social and developmental psychology and research methods is desirable. |
| Attendance Requirements | Full time on campus |
| Enrolment Restrictions | Restricted to students enrolled in 4758 |

| CURRICULUM THEMES | MD Learning Milestones for Year 1 (equivalent to Unit Learning Outcomes for Clinical Sciences 1) |
|---|--|
| 1. Patient Care | |
| Communication | 1.1 Listens respectfully and articulates ideas clearly and concisely in oral and written communication. |
| Patient Assessment and Management | 1.2 Describes patient health needs including medical, social and psychological factors. |
| 2. Health in the Community | 2.1 Describes the social and cultural aspects of health and disease. |
| 3. Personal and professional development | |
| Ethical Practice | 3.1 Displays appropriate professional attitudes and values in tutorials and lectures. |
| Teamwork, Teaching & Leadership | 3.2 Participates and cooperates in group learning activities. |
| Personal Needs | 3.3 Describes personal, physical, learning and emotional needs |
| 4. Scientific basis of medicine | |
| Applies Science to Practice | 4.1 Describes the complex and adaptive biology of some body systems. |
| Uses Evidence & Research | 4.2 Develops academic writing skills including critical analysis of literature. |

In addition to the above, the Professional Portfolio component of the unit will supplement the students with further learning outcomes:

1. Demonstrate evidence of progress against learning milestones by compiling a portfolio
2. Evaluate academic achievement to identify strengths and areas requiring improvement
3. Create and monitor progress against a personalised learning plan

| Unit Content | <p>The main topics of the unit are:</p> <p>Patient Care</p> <ul style="list-style-type: none"> Communicating with patients, carers, families and healthcare professionals Practical skills in history taking, physical examination Diagnostic and clinical problem formulation <p>Health in the Community</p> <ul style="list-style-type: none"> Determinants of health and illness in communities and populations Understanding health needs of diverse communities, the social and cultural context of health, illness and healthcare Aboriginal and Torres Strait Islander health Disease prevention and health promotion <p>Professional and Personal Development</p> <ul style="list-style-type: none"> Medical professionalism, professional standards and codes of conduct, legal obligations of students and medical practitioners Identifying and addressing own learning and personal needs Quality and safety of health care Self-evaluation and critical reflection on learning <p>Scientific Basis of Medicine</p> <ul style="list-style-type: none"> Demonstration of an understanding of the body as a complex, adaptive biological system Application of the biomedical, social and psychological sciences to clinical and health problems Information skills and academic literacy Evidence based practice and research skills | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-----------------------------|----------|---------|--------------|--------|-----------------|--------|--------------|------------|-------------------|------------|-------------------|-----------|------------------------|---|---------------------|-----------------------------------|------------------|-----------------------------------|-----------------------------------|----------|
| Mode of Delivery | <table border="1"> <thead> <tr> <th>Type of delivery (e.g. lecture, tutorial, lab, etc.)</th><th>No. Hours for each delivery</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>10/week</td></tr> <tr> <td>PBL Tutorial</td><td>4/week</td></tr> <tr> <td>Practical / lab</td><td>4/week</td></tr> <tr> <td>PPD Tutorial</td><td>10/session</td></tr> <tr> <td>Population Health</td><td>10/session</td></tr> <tr> <td>Indigenous Health</td><td>2/session</td></tr> <tr> <td>Professional Portfolio</td><td>2/session + Advisor Interview per session</td></tr> <tr> <td>Medicine in Context</td><td>4/session + 1 day placement in 1H</td></tr> <tr> <td>General Practice</td><td>4/session + 4 full day placements</td></tr> <tr> <td>Introduction to Clinical Medicine</td><td>1.5/week</td></tr> </tbody> </table> | Type of delivery (e.g. lecture, tutorial, lab, etc.) | No. Hours for each delivery | Lectures | 10/week | PBL Tutorial | 4/week | Practical / lab | 4/week | PPD Tutorial | 10/session | Population Health | 10/session | Indigenous Health | 2/session | Professional Portfolio | 2/session + Advisor Interview per session | Medicine in Context | 4/session + 1 day placement in 1H | General Practice | 4/session + 4 full day placements | Introduction to Clinical Medicine | 1.5/week |
| Type of delivery (e.g. lecture, tutorial, lab, etc.) | No. Hours for each delivery | | | | | | | | | | | | | | | | | | | | | | |
| Lectures | 10/week | | | | | | | | | | | | | | | | | | | | | | |
| PBL Tutorial | 4/week | | | | | | | | | | | | | | | | | | | | | | |
| Practical / lab | 4/week | | | | | | | | | | | | | | | | | | | | | | |
| PPD Tutorial | 10/session | | | | | | | | | | | | | | | | | | | | | | |
| Population Health | 10/session | | | | | | | | | | | | | | | | | | | | | | |
| Indigenous Health | 2/session | | | | | | | | | | | | | | | | | | | | | | |
| Professional Portfolio | 2/session + Advisor Interview per session | | | | | | | | | | | | | | | | | | | | | | |
| Medicine in Context | 4/session + 1 day placement in 1H | | | | | | | | | | | | | | | | | | | | | | |
| General Practice | 4/session + 4 full day placements | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Clinical Medicine | 1.5/week | | | | | | | | | | | | | | | | | | | | | | |

Assessment for this unit will be based on the following components:

| Assessment Item | Length/ Duration | Unit Learning Outcomes | Percentage | Threshold Y/N |
|---|---|-----------------------------------|-----------------------------|---------------|
| 1. Paper A: SAQ | 2 hrs | All | 18.0 | N |
| 2. Paper B: MCQ | 2 hrs | All | 14.0 | N |
| 3. Introduction Block Formative Examination | 1 hr | All | Formative | N |
| 4. Nutrition & Metabolism Formative Examination | 1 hr | All | Formative | N |
| 5. Population Health Quizzes 1H & 2H | Compiled throughout 1H & 2H | 1.1, 1.2, 2.1, 4.2 | 4.0 | N |
| 6. PPD Assignments 1H | Compiled throughout 1H | 3.1, 3.2, 3.3 | Satisfactory/Unsatisfactory | Y |
| 7. PBL Tutor Assessment 1H | Participation throughout 1H | 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2 | Satisfactory/Unsatisfactory | Y |
| 8. Aboriginal and Torres Strait Islander Culture, Society and Health Assessment 1H | 30 minutes | 1.1, 1.2, 2.1, 3.2, 4.1 | Satisfactory/Unsatisfactory | Y |
| 9. Professional Portfolio 1H | Portfolio interview with professional advisor | 3.1, 3.2, 3.3 | Satisfactory/Unsatisfactory | Y |
| 10. MiC Placement | Throughout 1H | 1.1, 1.2, 2.1, 3.1, 4.1 | Satisfactory/Unsatisfactory | Y |
| 11. Paper C: Anatomy | 45 minutes | 4.1 | 10.0 | Y |
| 12. Paper D: SAQ/MEQ | 2 hrs | All | 24.0 | N |
| 13. Paper E: MCQ | 2 hrs | All | 24.0 | N |
| 14. Gastrointestinal Block Formative Examination | 1 hr | All | Formative | N |
| 15. Cardiovascular Block Formative Examination | 1 hr | All | Formative | N |
| 16. Respiratory Block Formative Examination | 1 hr | All | Formative | N |
| 17. Population Health Assignment 2H | 2000 words throughout 2H | 1.1, 1.2, 2.1, 4.2 | 6.0 | N |
| 18. Anatomy Reflection Task 2H | 500 words | 3.3, 4.1 | Satisfactory/Unsatisfactory | Y |
| 19. PPD Assignments 2H | Compiled throughout 2H | 3.1, 3.2, 3.3 | Satisfactory/Unsatisfactory | Y |
| 20. PBL Tutor Assessment 2H | Participation throughout 2H | 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2 | Satisfactory/Unsatisfactory | Y |
| 21. Aboriginal and Torres Strait Islander Culture, Society and Health Assessment 2H | 30 minutes | 1.1, 1.2, 2.1, 3.2, 4.1 | Satisfactory/Unsatisfactory | Y |
| 22. GP Placement | Throughout placement in 2H | All | Satisfactory/Unsatisfactory | Y |
| 23. Professional Portfolio 2H | Portfolio interview with professional advisor | 3.1, 3.2, 3.3 | Satisfactory/Unsatisfactory | Y |
| 24. Attendance | Throughout Unit See part I | All | Satisfactory/Unsatisfactory | Y |
| 25. OSCE | 2 hrs | 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2 | Satisfactory/Unsatisfactory | Y |
| 26. Professionalism | Throughout Unit See part K | 3.1, 3.2, 3.3 | Satisfactory/Unsatisfactory | Y |

Threshold: Threshold assessments are compulsory requirements within Clinical Sciences 1 that must be met in order to pass the unit. They include the mastery of professional skills, attainment of professional attributes and competencies, and may be graded. They confirm that students are deemed safe to learn and practice in clinical settings under supervision. These assurances are required for professional accreditation of the medical program, and for graduates to be eligible for registration with the Australian Health Practitioners Regulation Authority.

Failure to satisfactorily complete a threshold requirement will result in a fail grade for the unit.

In order to be eligible for a pass mark in Clinical Sciences 1, students must attempt all assessment items and achieve an aggregate score of 50% or higher (after standard setting has been applied) in the assessments outlined in the table above. In addition, students must:

- a. Attain an aggregate mark of 50% or higher (after standard setting has been applied) in Papers A – E.
- b. Have attempted Paper C: Anatomy Practical Exam and attained a mark of 50% or higher (after standard setting has been applied). Students who do not attain a mark of 50% on their first attempt will be provided with one opportunity to remediate provided that their mark is within 2 standard deviations of the mean mark of the cohort (after standard setting has been applied). The remediation task may take the form of an equivalent Practical Exam or Viva Voce at the discretion of the School. Successful completion of remediation will allow the student to progress into Clinical Sciences 2 as long as they have met all other requirements of Clinical Sciences 1. Students who are deemed unsatisfactory on the first attempt of Paper C: Anatomy, will receive a Fail for Paper C even after successful completion of remediation. The mark from the first attempt will be used in the calculation of the final aggregate for the unit, even after successful completion of remediation. As anatomy is a core component of the MD program, students must demonstrate competence to receive a pass mark in order to progress in the program.
- c. Have satisfactorily completed the requirements of the Personal and Professional Development (PPD) assignments in 1H and 2H as outlined in the Year 1 PPD Student Guide (published on the unit vUWS site). To receive an overall satisfactory result in PPD for session 1H and 2H, students are required to submit all the required items for PPD by the due date and obtain a satisfactory result for all the required items for PPD. If students do not meet these requirements on their first attempt, they will receive feedback, and be allowed one opportunity to remediate and resubmit their work for reassessment. If they do not meet the requirements for a satisfactory result after resubmission (and/or have failed to resubmit their work on time) they will be awarded a “Not Satisfactory” for PPD. Students must receive a satisfactory result for PPD for both Session 1H and 2H in order to receive an overall satisfactory grade for PPD. As PPD is a core component of the MD program, students must receive an overall satisfactory grade in the PPD theme to progress to the second year of the course.
- d. Have attained a satisfactory performance in Problem Based Learning (PBL) Tutor Assessment according to PBL Tutor Assessment Criteria as set out in the Clinical Sciences 1 401276 Learning Guide. The criteria for attaining a satisfactory result for PBL tutor assessments vary according to the stage of the program. Year 1 Session 1H: A satisfactory result will be awarded if students do not receive more than one criterion at a level 4 in the end of Session 1H PBL tutor report. Year 1 Session 2H: A satisfactory result will be awarded if students do not receive any criteria at a level 4 in the end of Session 2H PBL tutor report. Students who receive a Not Satisfactory result for their PBL tutor assessment for Session 1H will be given feedback and one opportunity to remediate and convert their result to Satisfactory. It is the student's responsibility to discuss a remediation plan with the PBL Coordinator in the first week of Session 2H. There will not be an opportunity to remediate a Not Satisfactory result at the end of Session 2H. As all teaching material is embedded in the PBL learning environment, it is imperative that students demonstrate adequate knowledge to receive a Satisfactory result for PBL tutor assessments for both Session 1H and 2H in order to receive a passing grade in Clinical Sciences 1 and progress to the next stage of the medical program.
- e. Western Sydney University School of Medicine is committed to closing the gap in Aboriginal and Torres Strait Islander Communities health and life expectancy. The Aboriginal and Torres Strait Islander Culture, Society and Health curriculum is vertically integrated throughout the MD and it is important that students have demonstrated mastery of content in Clinical Sciences 1 before progressing. Students who are deemed unsatisfactory on their first attempt will be provided with one opportunity to remediate at the end of the semester. Successful completion of remediation will allow the student to progress into the second year of the MD program as long as they have met all other requirements of Clinical Sciences 1.
- f. Have completed the MiC placement as set out in the MiC curriculum guide. As MiC community placements overlap student learning in other components of the unit, students must complete the placement to ensure they have a sound understanding of community medicine in order progress to second year of the program.
- g. Have attempted the OSCE and attained an aggregate mark greater than 50% (after standard setting has been applied) and have a mark greater than 50% (after standard setting) at 2 or more stations. Students who are deemed unsatisfactory on their first attempt will be provided with one opportunity to remediate at the end of the year. Successful completion of remediation will allow the student to progress into the second year of the MD program as long as they have met all other requirements of Clinical Sciences 1. Students are required to demonstrate competencies in clinical skills in order to progress in the program.
- h. The Professional Portfolio (1H and 2H) and Anatomy Reflection Task in 2H tests your ability to monitor and accurately assess your progress and develop learning plans. These skills are essential

for clinical practice. Teaching and assessment of these skills are required for professional accreditation of the medical program and satisfactory achievement in the Professional Portfolio tasks is required for graduates to be eligible for registration with the Australian Health Practitioners Regulation Authority. The Professional Portfolio and assessment through interviews with advisors are compulsory requirements for this unit. In order to be eligible for a pass mark in the Professional Portfolio and the reflection essay in 2H, students must attempt all assessment items and achieve a satisfactory result. One attempt at remediation may be offered if a first attempt at each is unsatisfactory. Students are required to demonstrate competencies in both the Professional interviews and the Anatomy Reflection Task in 2H in order to progress in the program.

- i. Have met the attendance requirements of the MD program: A student's attendance will be assessed as 'Satisfactory' and 'Unsatisfactory' as outlined below and summarised in Table 1. Attendance is fundamental in the MD program and students must be assessed as satisfactory as per Table 1 in order to progress in the program.
 - a. **Satisfactory:** students who attend 80%, or greater, of each compulsory component of the Unit, per session.
 - b. **Unsatisfactory:** students who have not met the attendance threshold, i.e attended less than 80% per session. This will constitute a compulsory fail (CF).
 - c. Students will be deemed to be **Tardy** if they are recorded as LATE in greater than 15% of any compulsory component of the Unit, per session, and where there are no, or inadequate, grounds to grant special consideration. All tardy students will be referred to the Unit Coordinator for an assessment of their professionalism and overall attendance. The Unit Coordinator can recommend a **Fail grade** for the entire Unit in these cases.
 - d. Any "Wellbeing Days" will be accounted for in the latitude between 85% and 100% attendance of compulsory components for which no documentation is required.
 - e. A student will be recorded as present if they attend the entire compulsory component. It is the student's responsibility to ensure that they are marked present. A student will be recorded as absent if they:
 - i. do not attend a compulsory component
 - ii. leave a compulsory component early without permission
 - iii. arrive after the commencement of the compulsory component having missed a substantial part of the component (as determined by the Unit Coordinator)
 - iv. attend a compulsory component that is not their allocated time without prior permission from Unit Coordinator or Clinical Dean
 - v. fail to comply with all aspects of the Anatomy Facility Code of Conduct Policy (<https://policies.westernsydney.edu.au/document/view.current.php?id=211>) and/or fail to complete the associated contract.
 - vi. A student will be recorded as late for a compulsory component if they arrive after the commencement of the component but have not missed a substantial part of the component (at the discretion of the Unit Coordinator)
 - vii. If a student arrives after the commencement of a component it is at the discretion of the teaching staff whether they will be allowed to join the class.

Table 1. Summary of assessment classifications relating to attendance

| Assessment Classification | % Attendance ¹ | Impact on Final Grade ² |
|---------------------------|---------------------------|---|
| Satisfactory | ≥80% | None |
| Unsatisfactory | <80% | Compulsory Fail (CF) |
| Tardy | >15% Late | Referral to the Unit Coordinator who can recommend a Fail grade in the Unit to the School of Medicine Results and Progression Committee |

¹ The % attendance must be met within each compulsory component of the Unit, per session. Individual compulsory components are: PBL; practicals; ICM; GP placement; MiC placement; Other Mandatory Learning Activities, where all other tutorials, workshops, and forums are grouped together.

² Where there are no, or inadequate, grounds to grant special consideration

- j. Have attained a satisfactory performance in the GP Supervisor Clinical Attachment Assessment (CAA). Students who receive a "Not Satisfactory" result for their CAA will be provided feedback and given one opportunity to remediate and convert their result to "Satisfactory". It is intended this placement will overlap student learning in areas such as PPD, PBL and Population Health, so students must be assessed as satisfactory in this assessment to ensure they have a sound understanding of General Practice.

- k. Students must behave professionally at all times and comply with codes of conduct and policies for professional practice as outlined by:
 NSW Ministry of Health
https://www1.health.nsw.gov.au/pds/ActivePDSDocuments/PD2015_049.pdf,
 The Australian Health Professional Regulation Authority "Good Medical Practice"
<http://www.medicalboard.gov.au/documents/default.aspx?record=WD10%2F1277&dbid=AP&chksu m=eNjZ0Z%2FajN7oxjvHXDRQnQ%3D%3D>

The University's Student Code of Conduct Policy

<https://policies.westernsydney.edu.au/document/view.current.php?id=258>, which includes the Student Conduct Rule <https://policies.westernsydney.edu.au/document/view.current.php?id=304>

As part of professional standards, students must read, sign and submit the WSU School of Medicine Code of Conduct form.

School of Medicine Student Code of Professional Conduct

This code has been adapted from the New Zealand Code of Professional Conduct for Medical Students. The Australian Medical Council Professionalism Group has recommended its adoption by Australian medical schools. The form can be found on the Medicine Course Hub on vUWS. Failure to uphold these inherent requirements and professional standards may result in the student being awarded a Fail grade for the unit.

- l. If a student withdraws from the unit prior to the session 1H census date no academic penalty is imposed, and no grade is recorded on the student's academic transcript. If a student withdraws from the unit during session 1H, after the census date, they will receive an 'E' grade (Fail Discontinued) on their academic transcript. The last date to discontinue after census is the Friday that is two weeks before the published start date of the exams for the session. For an explanation of the UWS grade award, please see https://www.westernsydney.edu.au/currentstudents/current_students/exams/results. Students who have satisfactorily passed 1H assessments will be awarded a Y grade (Continuing) until their final grade for the Unit is determined after all assessments are completed for the unit. If a student has been awarded a Y grade (Continuing) in the unit, having completed at least one session of study, and subsequently withdraws from the unit, the Y grade will be converted to a 'F' grade (Fail) for the unit. In the event of serious illness or misadventure experienced by a student after the session 1H census date, the student may apply for a W grade (withdrawal without academic penalty) through the official University processes.
- m. A student must not submit work as part of their assessment in Clinical Sciences 1 if it has been previously submitted in a previous attempt of this unit, or if it has been previously submitted for an assessment item towards a different qualification (e.g high school assessment task, previous tertiary study) except where appropriately referenced, and with prior permission from the Unit Co-ordinator of this unit. Any breaches of this requirement will be treated as Academic Misconduct, as per The University policy'.

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| Essential Library Resources | The WSU MD is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for Units in the MD program. A list of recommended textbooks is available in the Unit Learning Guide. |
| Online Learning | Lecture notes and tutorial questions will be made available on the E-Learning (vUWS) link on the Western home page https://vuws.westernsydney.edu.au/ . Students are expected to consult vUWS daily during semester, as all announcements will be made via vUWS and teaching material will be regularly updated and posted online. Students must also regularly check their @student.westernsydney.edu.au email account, as all official University correspondence will occur via that route. |

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| Unit Name: | Clinical Sciences 1 | Unit Number: | 401276 |
| | | Teaching Session: | Yearlong 1H and 2H |

All Students

To be eligible to enrol in a unit and attend a health-related placement in your course, students must meet Western Sydney University course requirements AND Special Legislative Requirements to be assessed in their first year of study against the following

Special Requirements

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire course. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit
https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire course.
3. A current approved first aid certificate valid for their entire course, approved provider courses can be found at <http://training.gov.au>
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool)
7. Relevant Local Health District specific documentation as requested.

Contact your School for further details. Resources are also available on the Placement Hub website
https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance

Inherent Requirements

Students are also expected to meet the inherent requirements of the course as outlined in the Western Sydney University Inherent Requirements for Medicine Courses:

www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses

Inherent requirements are the fundamental components of a Course or Unit, that are necessary to demonstrate the capabilities, knowledge and skills essential to achieve the core learning outcomes of the Course or Unit, while preserving the academic integrity of the university's learning assessment and accreditation processes. The Disability Education Standard, Section 3.4 (3) states: "In assessing whether an adjustment to the Course, Unit of the Course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the Course or program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its Courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award."

Essential Equipment:

1. Stethoscope
2. Pencil Torch
3. White Laboratory Coat
4. Watch (with a second hand or display)
5. Closed in shoes