



University of Bari School of Medicine

Teaching Regulations of the Master's Degree Course in Medicine and Surgery

Academic Year 2022/2023

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Aims: (art. 2 c.6–art. 15 c.2 new RAD)

The present Teaching Regulations specify the organizational aspects of the Master's Degree Course in Medicine and Surgery (**hereinafter also CLMMC**), according to the Teaching Curriculum defined in the second part of the Central University Teaching Regulations (Athenaeum), in compliance with the freedom of teaching recognized by law, and the rights/duties of teachers and students.

SUMMARY

1. Definition of learning goals
2. Admission to the Degree Course
 - a. Planning limited access
 - b. Additional Learning Gaps
 - c. Free courses/Individual courses
3. Learning credits
4. Teaching Regulations
 - a. Teaching courses
 - b. Types of teaching:
 - Lectures *ex-cathedra*
 - Professionalizing training activities
 - Elective teaching activities (ETAs)
 - Preparation of the Degree Thesis
5. Procedures for assigning teaching tasks
6. Master's Degree Course, and its subsidiary organs
7. Tutorship
8. Compulsory attendance
9. Independent learning (self-directed/guided study)
10. Teaching programs
11. Passing up to subsequent years and propaedeutic examinations
12. Lapsing and terms for reinstatement to attain the final qualification
13. Learning tests
14. Training activities in preparation for the final examinations
15. Final Degree Session
16. Recognition of studies and examinations passed in other Universities or study courses
17. Recognition of Degrees in Medicine awarded by foreign Universities
18. Assessment of the efficiency and efficacy of teaching
19. Degree Course Web site
20. Provisional rules of procedure
21. Study Program
22. Diploma Supplement

1. Definition of Learning Goals

Pursuant to Article 102, paragraph 1, of Decree-Law no. 18/2020, and DR no. 950 of 08.04.2020, the final exam of the single cycle master's degree courses pertaining to class LM-41 in Medicine has the validity of a State Professional Qualification Certificate for the practice of the profession of Medical Doctor earned after attending assessment-oriented practical training (see below) as set out in Decree no. 58 of the Minister of Education, University and Research of 9 May 2018.

Graduates of the LM-41 class must achieve the skills required by the LM-41 professional profile.

Graduates from the Master's Course in Medicine and Surgery must possess:

the necessary scientific bases and practical and theoretical skills pursuant to EEC Directive 75/363 for medical practice, and the culture and methodologies required to guarantee lifelong learning, as well as a level of professional independence, both decisional and operational, deriving from a training course characterized by a holistic approach to health problems and health promotion in relation to the surrounding chemical-physical, biological and social environment. For these purposes, the course is awarded a total of 360 University Educational Credits (CFU)* (Art.12), distributed over six years, of which at least 60 credits must be acquired in training activities aimed at developing specific professional skills; the essential theoretical knowledge accruing from the basic sciences, with a view to their subsequent professional application; the ability to identify and critically assess, from a clinical point of view and from an overall perspective embracing wider sociocultural and individual aspects, data on the state of health and illness of patients, interpreting them in the light of the basic scientific knowledge on the pathophysiology underlying diseases of the organs and systems; the skills and experience, combined with self-assessment abilities, to face and responsibly solve the main problems of health, approached from the preventive, diagnostic, prognostic, therapeutic and rehabilitation points of view; a knowledge of historical, epistemological and ethical issues in medicine; the ability to communicate clearly and empathically with the patient and family; the ability to collaborate with different health professionals in various group activities; the ability to apply, in medical decision making, the principles of health economics; the ability to recognize community health problems and to make responsible decisions.

The graduate's professional profile should include a knowledge of:

the essential behavior and attitudes pertaining to the doctor; fundamental elements and methodologies in physics and statistics serving to identify, understand and interpret biomedical phenomena; fundamental biological organizations and biochemical and cellular processes in living organisms, the basic processes of individual and group behavior; mechanisms of transmission and expression of genetic information at the cellular and molecular levels; the structural organization of the human body, and main applications of an anatomic-clinical nature, ranging from the macroscopic to the microscopic level and up to the main ultrastructural aspects and mechanisms giving rise to this organization during embryonic development and differentiation; essential morphological characteristics of systems, apparatuses, organs, tissues, cells and subcellular structures of the human organism, as well as the main correlated morphofunctional aspects; biochemical, molecular and cellular mechanisms underlying pathophysiological processes, fundamentals of the main laboratory methods applicable to qualitative and quantitative studies of pathogenesis determinants and important

biological processes in medicine; the modes of function of the various organs of the human body, their dynamic integration in apparatuses and general mechanisms of functional control in normal conditions; the main functional findings in healthy conditions; fundamentals of the principal imaging diagnostics methods and the use of radiation, together with the principles of biomedical technologies applied to medicine.

Graduates must also:

have acquired a thorough knowledge of the interplay between the basic sciences and clinical sciences, and of the complexity peculiar to the state of health of different populations and patients, with particular regard to the interdisciplinary nature of the medical specialties;

have developed and completed a highly integrated approach to the patient, being able not only to critically evaluate all clinical aspects but also to pay special attention to the relational, educational, social and ethical factors involved in the prevention, diagnosis and treatment of disease, as well as to promote rehabilitation and recovery of the highest possible degree of psychophysical well-being. Graduates of the Degree Course in Medicine and Surgery will work as physicians-surgeons in the various clinical, medical and bio-medical professional roles.

For the above purposes, graduates will have acquired:

a knowledge of the organization, structure and normal function of the human body, with a view to maintaining good health and understanding pathological changes;

a knowledge of the causes of disease in humans, interpreting the fundamental pathogenic, molecular, cellular and pathophysiological mechanisms;

a knowledge of the basic biological defense mechanisms and of pathological changes occurring in the immune system, together with the relationship between microorganisms and hosts in human infections, including defense mechanisms;

the ability to correctly apply the relevant methodologies to detect clinical, functional and clinical findings, and critically interpret them from the pathophysiological point of view, for the purposes of diagnosis and prognosis, as also to assess the cost/benefit ratio when selecting diagnostic procedures, paying attention to both the correct clinical methodology and the principles of evidencebased medicine;

an adequate systematic knowledge of the most common diseases of the various apparatuses, from the nosographic, aetiopathogenic, pathophysiological and clinical points of view, while maintaining a unified, comprehensive view of human disease, as well as the ability to critically evaluate and correlate clinical symptoms, physical signs, physiological changes observed in humans with anatomic-pathological lesions, interpreting the underlying mechanisms and exploring the clinical implications;

the ability to pursue appropriate clinical reasoning to analyze and solve the most common clinical problems in the medical and surgical fields, and to assess epidemiological data and apply them to promote health and prevent disease in individuals and communities;

a knowledge of the principles supporting analysis of human behaviors and an adequate experience, gained thanks to extensive ongoing experiences of interactive practicals in the field of doctor-patient communications, of the importance of quality communication with the patient and family, as well as with other health professionals, together with an awareness of medical and lay values, and the ability to make an appropriate use of methodologies promoting information, education and health

education and to recognize major alterations of behavioral and subjective experience indicating the need for preventive and rehabilitation strategies;

a knowledge of the anatomopathological frameworks, and of cellular, tissue and organ injuries and their evolution to major diseases of other apparatuses, as well as a knowledge, gained also by participating in anatomoclinical conferences, of the contribution of the anatomopathologist-histologist to clinical decision making, with reference to the use of histopathologic and cytopathologic diagnostics (including colpo- and onco-cytology) and molecular techniques for the diagnosis, prevention, prognosis and therapy of diseases, and the ability to interpret histological reports;

the ability to make a correct selection among the different imaging diagnostic procedures, assessing risks, costs and benefits, and to interpret imaging diagnostics reports, as well as a knowledge of the indications and methods for the use of radioactive tracers and the ability to judge when to propose therapeutic radiation procedures, including a knowledge of the principles of proper radiation protection, evaluating risks and benefits;

a knowledge of the principal current methods for laboratory diagnosis of clinical, cellular and molecular alterations, and the ability to select among the different laboratory diagnostics procedures, assessing the costs and benefits and rationally interpreting laboratory data;

a good understanding of the physiological, anatomic-pathological, preventive and clinical problems relating to the bronchopulmonary, cardiovascular, gastroenterological, hematopoietic, endocrine-metabolic, immunologic and urorenal systems, making an aetiopathogenic interpretation and indicating diagnostics and therapeutic solutions, as well as identifying those conditions in the above areas that require the professional contribution of a specialist;

the ability to recognize the most frequent otorhinolaryngology, dentistry and oral diseases, diseases of the locomotor system, of the sight, of the skin and venereal diseases, identifying the main solutions for the prevention, diagnosis and therapy, as well as identifying those conditions in the above areas that require the professional contribution of a specialist;

the ability to recognize, by means of pathophysiological, anatomopathological and clinical study, the main alterations of the nervous system, as well as psychiatric social environment-related disorders, providing an adequate aetiopathogenic interpretation and indicating diagnostic and therapeutic solutions;

the ability and sensitivity to examine specialist issues within a wider perspective of the general state of health of the individual and of his/her general needs in order to preserve a state of well-being, and the capacity to integrate the symptoms, signs and structural and functional alterations of single organs and apparatuses in a global unified evaluation of the overall state of health of individuals and communities, grouping them under the preventive, diagnostic, therapeutic and rehabilitative profile;

a knowledge of the physiological changes due to ageing and of common disease conditions in the elderly, together with the ability to plan medical and health care for the geriatric patient;

the ability to analyze and solve clinical problems in the internal medicine, surgery and specialist fields, evaluating the benefits, risks and cost ratios in the light of the principles of evidence-based medicine and of their diagnostic and therapeutic appropriateness;

the ability to analyze and solve the clinical problems relating to oncology, approaching the diagnostic therapeutic process in the light of the principles of evidence-based medicine, and the knowledge of pain therapy and palliative care;

the ability and sensitivity needed to be able to apply, in medical decision-making, the essential principles of health economics with particular regard to the cost-benefit ratio

for diagnostic and therapeutic procedures, of hospital-territory therapeutic continuity and of organizational appropriateness;

a knowledge of the fundamental concepts underlying the human sciences with regard to the historical evolution of values in medicine, including epistemological and ethical values;

the ability and sensitivity to be able to critically evaluate medical actions within the health care team;

a knowledge of the different classes of drugs, the molecular and cellular mechanisms of action, the basic principles of pharmacodynamics and pharmacokinetics and a knowledge of the therapeutic uses of drugs, the variability of response in relation to gender, genetic and pathophysiological factors, drug interactions and the criteria for defining therapeutic regimens, as well as a knowledge of the principles and methods of clinical pharmacology, including drug monitoring and pharmacoepidemiology, and of the side effects and toxicity of drugs and addictive substances;

a knowledge, related to the preventive, diagnostic and rehabilitation aspects, of the issues related to health and disease during infancy, childhood and adolescence to be dealt with in general practice, and the ability to identify conditions that require the professional contribution of a specialist and to plan essential medical interventions for major pediatric health problems, according to their frequency and risk;

an adequate understanding of physiological, psychological and medical findings in the field of female fertility and sexuality, and dysfunctions in terms of medical sexology, natural and assisted procreation from an endocrine-gynecological point of view, pregnancy, antenatal morbidity and childbirth, and the ability to recognize the most frequent gynecological diseases for which preventive and therapeutic measures are indicated, as well as being able to identify those conditions that require the professional contribution of a specialist;

an adequate understanding of physiological, psychological and medical findings in the field of male fertility and evaluation of male gametes, male sexuality and dysfunctions in terms of medical sexology, natural and assisted procreation from an endocrine-andrological point of view, and the ability to recognize the most frequent andrological diseases for which preventive and therapeutic measures are indicated, as well as being able to identify those conditions that require the professional contribution of a specialist;

the ability to recognize at first glance emergency and urgent clinical situations and to carry out the necessary first aid measures to ensure survival and provide immediate care, as well as a knowledge of how to intervene in cases of mass disaster;

a knowledge of the basic rules for maintaining and promoting the health of individuals and communities and at the workplace, identifying situations requiring specific expertise, as well as a knowledge of the main laws that regulate health care organizations and the ability to apply the principles and practice of preventive medicine in different types of communities;

a knowledge of ethical standards and professional liability issues, and the ability to critically examine the ethical principles underlying the different possible career choices, developing an interdisciplinary, cross-cultural mental attitude and ability to collaborate with other figures in a medical team, being aware of the rules and dynamics that characterize group work as well as having an adequate experience of the general organization of work, related to the bioethics, history and epistemology of medicine, the doctor-patient relationship, as well as a knowledge of community medicine issues, also gained directly by on field experience;

a knowledge of the characteristics of multi-ethnic societies, with specific reference to the variety and diversity of values and cultural aspects;

a thorough knowledge of the technological and biotechnological advances in modern bio-medicine, including a knowledge of the principles of scientific research in bio-medical and specialized clinical areas, the ability to search, read and interpret international literature, to plan research on specific topics and to develop a mindset that can critically interpret scientific data;

an adequate experience of independent study and the organization of lifelong training, being able to perform literature searches and keep up-to-date, and to make critical readings of scientific articles, thanks to an adequate knowledge of scientific English serving to understand the international literature and scientific update meetings;

written and spoken proficiency in at least one European Union language, besides Italian;

a sufficient information technology expertise for the management of information systems, and for self-training purposes;

an adequate knowledge of family and community medicine, also acquired through practical experiences of on field training.

In particular, graduates will have acquired a specific expertise in the fields of internal medicine, general surgery, pediatrics, obstetrics and gynecology, as well as the main medical and surgical specialties, during hands-on training lasting a sufficiently long period of time to be awarded at least 60 credits. These hands-on activities are carried out, in an integrated manner with other training course activities, at university healthcare facilities. Special importance, as an integral and qualifying part of professional training, is given to the professionalizing (hands-on) training activities carried out to obtain a medical degree that also qualifying academic title. Within the 60 CFUs to be earned throughout the entire training course, and intended for the aforementioned professionalizing training activities, 15 CFUs must, in fact, be awarded within the three months of practical internship included in the study program and referred to in Article 3 of the Decree of the Minister of Education, University and Research May 9, 2018, n. 58, as amended and supplemented, with the aim of obtaining qualification for practicing medicine. The above-mentioned internship must cover a given number of hours corresponding to at least 5 CFUs for each month and be organized in the following periods, even if not consecutive: one month in the Surgical Field; one month in the Medical Field; one month, to be spent, not before the sixth year of the course, in the specific field of General Medicine. Each CFU assigned within the above intership must correspond to at least 20 hours of professionalizing teaching activities and no more than 5 hours of individual study.

The degree course for the Master's Degree in Medicine and Surgery lasts six years.

As regards the definition of curricula "*preordinati*" (intended to meet the requirements of) in conformity with EEC Directive 75/363, the university teaching regulations shall comply with the requirements of the above Directive and of art. 6, paragraph 3, of Ministerial Decree No 270/04.

Specific educational goals and description of the course

To achieve the above-described learning goals, the single cycle degree course totals 360 credits, awarded over the six years of the course. At least 60 of these credits must be acquired during training activities aimed at developing specific professional skills.

The course is organized in 12 semesters and 36 integrated courses; these are awarded specific teaching credits (CFU) by the teaching facility Council in accordance with the requirements listed in the table of indispensable training activities. Each CFU corresponds to 25 hours of teaching/training activity, of which not more than 12 hours should be lectures, theoretical-practical training or practicals under the guidance of a teacher in small groups at the teaching facility, while 13 hours will be devoted to individual processing of the activities conducted.

The teaching facility Council will establish and indicate in the “Studies Manifest” and reported in the “Student’s Guide”, when the integrated courses are set in the various semesters, the relative CFU, the core curriculum and learning goals (including those related to CFU for training sessions in professional skills) specific to each integrated course and the type of final examinations set. Such exams, that must not exceed a maximum of 36, are programmed by the teaching facility Council and set during periods when teaching and lectures are suspended. Exam passes confer the corresponding CFU.

Specific mission of the single cycle degree course

The mission of the single cycle degree course is to train physicians to reach an initial professional level, based on a biomedical-psychosocial culture and adopting a multidisciplinary, integrated vision of the problems relating to health, illness and death. Such a physician will be community- and territory-oriented and will have the primary aims of preventing disease and promoting health. At this level the physician will have a strong culture in the humanities devoted to dealing with medical aspects while respecting the individual. This specific mission will be able to respond adequately to the new health care demands, centered not only on disease but particularly on the sick individual, taking into account the individual psyche and soma and the impacts of the relative social context.

Such a medical training is to be seen as the first step in an educational system that will continue over time and include lifelong learning. The knowledge the graduate will have acquired at this stage is designed to attribute a due importance to selfeducation, experienced not only in the hospital but also on the territory, taking into account epidemiological aspects, clinical reasoning and the culture of disease prevention.

The qualifying features of the future doctor include:

1. A good ability to develop and maintain contact with people (communication skills);
2. A positive attitude toward self-education and self-evaluation (lifelong learning);
3. The ability to make an independent analysis and to solve problems associated with medical practice by means of good clinical practice based on scientific evidence (evidence-based medicine);
4. The ability to promote constant updating of personal knowledge and skills, and the methodological and cultural bases necessary to acquire and critically evaluate new knowledge and skills (lifelong professional development and education);
5. Good skills in interdisciplinary and interprofessional activities (interprofessional education);
6. A profound knowledge of the methodological foundations necessary for a proper approach to scientific research in medicine, together with the independent information technology skills essential to clinical practice.

The specific educational project, the teaching method

The keywords of the teaching method adopted to achieve the expected qualifying features are: horizontal and vertical knowledge integration, a solid cultural base and methodology gained during the study of the pre-clinical disciplines, then predominantly centered on problem solving abilities (problem-oriented learning), early contacts with patients to acquire good clinical skills and develop satisfactory doctor-patient communication powers.

Thus, the teaching program is highly integrated, flexible and reliable, a true scientific test laboratory aimed at promoting in students the ability to acquire knowledge not piecemeal but in an integrated fashion, and to maintain this knowledge not only short term but also in the long term. Students play a pivotal role in the training process, both as regards the educational design and improvements of the whole curriculum, in order to enhance their independence and initiative.

Students gain a strong clinical knowledge basis thanks to the organization of qualifying internships based on tutorials, along with a good understanding of medical-scientific methods and the human sciences. True professional competence is reached, in our view, only after a long period of contact with patients, which is promoted as from the first year and integrated with basic and clinical sciences, throughout the training course by means of extensive use of tutorial activities. The educational design of our degree course offers an integrated balance between:

1. the basic sciences, which must provide an extensive knowledge of evolutionary biology and biological complexity and an understanding of the structures and functions of the human organism in normal conditions, for the purpose of maintaining health,

2. medical practice and clinical methods, based on the widespread use of tutorials that can transform theoretical knowledge into personal experience and can help to construct a personal scale of values and interests,

3. the social sciences, to support a conscious awareness of the duties and responsibilities of the physician and the ability to practice the profession in conformity with social and legal norms.

Much of the essential content of our Educational design was already activated in this sense during academic year 1999-2000, anticipating and integrating the European specifications for global standards in medical education of the World Federation on Medical Education on the basis of the international development standards of quality in the field of biomedical education (WFME Office, University of Copenhagen, 2007).

To satisfy the general, intermediate and specific goals, the peculiar characteristics of the Degree Course in Medicine are summarized as follows:

1. As required by current laws, the planning of the goals, syllabuses and teaching is multidisciplinary.

2. The implemented teaching method is interactive and multidisciplinary, involving the daily integration of basic sciences and clinical disciplines and an early clinical involvement of the students, who are immediately trained to adopt a proper approach to the patient (as from year I of the Course, taking the patient's clinical and psycho-social history, in year II, learning BLS techniques, carrying out professional internships organized as guided tutorial activities, with final certification of their level of skills in years I and II). The problems of the basic sciences and the clinical sphere are thus faced throughout the years of the course (total integration model), although in different proportions, while preserving a unified, highly integrated vision, thanks also to the use

of differentiated teaching methods, problem solving learning and the ability to make the appropriate decisions.

3. The specific goals of the basic courses are selected primarily according to the relevance of each goal to the human biology context, and to the impact of current or emerging clinical issues, paying particular attention to scientific methodologies.

4. The choice of the specific goals of the residency courses is made primarily on the basis of epidemiological prevalence, cases requiring urgent medical attention, the indicated treatment options, the gravity of cases, and teaching by example. Emphasis is on attendance at hospital wards, surgeries and territorial facilities, and enhancing doctor-patient relational skills, taking full account of psychological aspects.

5. The teaching process increasingly relies on modern teaching tools, consisting of the tutorial system, clinical practicals, problem-solving learning, experience-based learning, problem solving, clinical decision making and attendance at seminars and conferences.

6. Each student is assigned a tutor who cooperates in the individual training process, having teaching functions (area tutor) and supporting the student's personal career and learning (personal tutor).

7. Particular attention is paid to the acquisition of practical skills through: 1) involvement in the planning of basic research in the first three years of the course, 2) learning the basics of clinical science at the bedside in the wards and in laboratories in the intermediate period (professional internships organized as guided tutorial activities in year III of the course), 3) attendance at the university hospital wards and outpatients clinics (clinical internships, clinical clerkships – from years IV to VI of the course), as well as territorial health care facilities and general practitioners surgeries, completing clinical internships in the last years of the course and an internship period in the chosen sector for preparation of the degree thesis, 4) participation in research programs during the internship prior to preparing the final degree thesis.

8. Particular attention is paid to gaining optimal fluency in scientific English, with linguistic skills no less than B2 certifications

9. Particular attention is paid to acquiring multimedia and computing methodologies through e-learning experiences, tele-teaching and telemedicine, and to the correct use of literature sources.

10. Enhancement of Clinical Methodology – Human Sciences through integrated courses that the student will follow throughout the duration of the course (I to VI years). The importance of method in medicine is well known, in terms of both a knowledge of medical methodology and application of the principles of evidencebased medicine and of clinical methodology to the individual patient. This course immediately guides students to develop empathy, which will accompany them throughout their educational and scientific training process. The training will enable them to hone their skills and acquire correct and innovative clinical reasoning methods. This will be achieved through the application of "evidence-based medicine", "evidence-based teaching", through the use of "guidelines", "concept maps" and "algorithms". Within this integrated course the following topics will also be dealt with: interdisciplinary and interprofessionalism, health care economics, medical professionalism, the physician's social and legal responsibilities, social and gender perspectives, relations with the fields of so-called complementary and alternative medicine, disease prevention, education of the chronic patient, addiction-related diseases, palliative care for terminal patients. The students' progressive acquisition of the method is supported by the training, allowing them to develop a scientific perspective while also developing a greater sensitivity to ethical and socio-economic issues, and allowing them to develop a complete doctor-patient relationship, in accordance with the concept of medical care for the person not the case. In this way, we respond to the growing need for a rapprochement of the physician to the

patient, offsetting the widening distance caused by the increasing use of anonymous medical technology. In this context, we adopt the practice of so-called narrative medicine, together with assessment grids for reflection, as well as role playing, all important tools in the student's acquisition of emotional and real professional skills (used by Psychologists and Psychiatrists in the course of Methodology and Psychiatry).

11. Students assessment is also done through *in itinere* tests (self-tests and mid-term interviews), students' written reports on assigned topics, and through the overall evaluation of the profile developed on the basis of predefined criteria.

The exams may be organized not only in traditional oral or written mode but also as sequences of items used to verify the knowledge the student has acquired (know and know how) such as multiple choice tests or short written answers focused on interdisciplinary problems or clinical cases, followed by tests used to determine the clinical skills acquired, such as the Objective Structured Clinical Examination (show how), or like the mini-Clinical Evaluation Exercise, the Direct Observation of Procedural Skills and the Use of the Portfolio (do).

As a general rule, for all integrated courses the formal evaluation will be based on written tests, possibly followed by oral tests.

In evaluating students the Maastricht type Progress Test is used in order to assess the actual skills achieved.

Once the experimental phase has been completed, the Progress Test will be systematically used, not only as a measure of the students' skills but as an efficient tool for feedback and continuous self-evaluation of the level of preparation of students on a national scale.

Expected learning Results, expressed through the European Qualification Descriptors (DM 16/03/2007, art. 3, comma 7)

Knowledge and understanding

The expected learning results are defined below, integrating the European Descriptors with those proposed by the Institute for International Medical Education (IIME), Task force for Assessment. The 60 IIME learning goals for the School of Medicine are reported below, related to the various "methodological skills" stipulated in the Italian Ministerial Decree for the Degree in Medicine. It should be noted that these are entirely coherent with the indications in the Core curriculum for the Master's Degree in Medicine and Surgery proposed by the Conference of Presidents of the Italian Degree Courses in Medicine (www.presidentimedicina.unibo.it).

The learning goals listed below describe the knowledge, skills, competences and behavior that all students completing the Master's Course in Medicine and Surgery must show they possess at the time of graduation, and that are the "priorities" in the teaching of students enrolled in this Degree Course.

Graduates must demonstrate that they possess the knowledge and understanding that will enable them to develop and /or apply ideas within the context of biomedical and translational research. In terms of the bases of Scientific Medicine, they must therefore be able to:

- 1) Relate the structure and normal function of organisms as complex biological systems in continuous evolution.
- 2) Interpret the morphofunctional abnormalities of the human organism present in different diseases.
- 3) Identify normal and abnormal human behavior.
- 4) Recognize the main risk factors of health and disease and the interactions between man and the physical and social environment.

- 5) Interpret the basic molecular, cellular, biochemical and physiological mechanisms which maintain the body's homeostasis.
- 6) Describe the life cycle and the effects of growth, development, ageing and death on the individual, family and community.
- 7) Discuss the etiology and natural history of acute and chronic diseases.
- 8) Recall the essential knowledge concerning epidemiology, health economics and the principles of health management.
- 9) Relate the principles of the actions of drugs and the indications of the effectiveness of different drug therapies.
- 10) Implement, when beginning professional practice, the major biochemical, pharmacological, surgical, psychological, social interventions, in acute and chronic illness, rehabilitation and terminal illness, at the required level.

The achievement of these goals will be reached through the attendance of basic training activities organized as "specific integrated " courses so as to ensure a unified, interdisciplinary vision of the teaching objectives. The teaching method includes lectures, tutorials, conferences, seminars, discussion groups.

The teaching process will also make use of modern teaching tools, consisting of the tutorial system, clinical vivas, problem-oriented learning, experience-based learning, problem solving, decision making. The use of faculty tutors will be predominant in the student's training process, facilitating learning (area tutors) and supporting students (personal tutors).

Particular attention will be paid to gaining practical abilities, by means of: involvement in basic research during the first 3 years of the course. 2) taking part in research programs during internship periods prior to preparing the final degree thesis.

As a general rule, for all the integrated courses the formal evaluations will be based on written or oral examinations. The evaluation of students will also be carried out through *in itinere* training assessments (evidence of self-assessment and mid-term interviews), students' written reports on assigned topics, and through the overall evaluation of the profile developed on the basis of predefined criteria.

The exams will be organized not only in traditional oral or written mode but also as sequences of items to check the knowledge acquired, such as multiple choice tests or short written answers to questions based on interdisciplinary clinical cases, followed by tests to determine the clinical skills acquired.

Applying knowledge and understanding

Graduates should be able to apply their knowledge to understand and solve problems relating also to new or unfamiliar issues, within a broad and interdisciplinary context in order to provide the clinical care needed to deal with and treat complex health issues arising in the population.

Therefore, they must be able to:

Clinical skills

1. Take an adequate medical history properly, also including social aspects such as occupational health.
2. Make a full examination of the patient's physical and mental conditions.
3. Perform the diagnostic procedures and basic techniques, analyze and interpret the results in order to properly define the nature of the problem.
4. Manage the appropriate diagnostic and therapeutic strategies properly in order to safeguard life and apply the principles of evidence-based medicine.

5. Exercise proper clinical assessment to establish the diagnosis and therapy in individual patients.
6. Recognize any life-threatening conditions.
7. Manage the most common medical emergencies properly and independently.
8. Take care of patients in an effective, efficient and ethical way, promoting health and preventing disease.
9. Identify the prevailing health problems and advise patients while taking into account physical, psychological, social, legal and cultural considerations.
10. Provide guidance for the appropriate use of human resources, diagnostic interventions, therapeutic modalities and technologies devoted to health care. As regards the health of populations and the Healthcare Systems, they must be able to:
 1. Consider from a professional standpoint the main determinants of health and illness, such as lifestyle, genetic, demographic, environmental, socio-economic, psychological and cultural factors in the whole population.
 2. Note the important role of these health and disease determinants, take appropriate preventive action and protect against diseases, injuries and accidents, maintaining and promoting the health of the individual, family and community.
 3. Keep up-to-date on the state of health at international level, global trends in morbidity and mortality of chronic diseases with an important social impact, considering the effects of migration, trade and environmental factors on health, and the role of the international health organizations.
 4. Acknowledge the roles and responsibilities of other healthcare professionals in providing health care to individuals, populations and communities.
 5. Recognize the need for collective responsibility in health promotion actions that require close collaboration with the population and the need for a multidisciplinary approach, including health professionals and also intersectorial collaborations.
 6. Make reference to the basic health systems, including policies, organization, financing, restrictive measures on the costs and the principles of efficient management in the effective delivery of health care.
 7. Demonstrate a good understanding of the mechanisms that determine fair access to healthcare, and the efficiency and quality of treatment.
 8. Use local monitoring, regional and national demographic and epidemiologic data correctly to support health decisions.
 9. Accept, when necessary and appropriate, roles of responsibility in decisions about health.

The achievement of these goals will be reached through the attendance of basic training activities organized as "integrated specific" courses so as to ensure a unified, interdisciplinary vision of the teaching objectives. The teaching method includes lectures, tutorials, conferences, seminars, discussion groups.

The teaching process will also make use of modern teaching tools, consisting of the tutorial system, clinical vivas, problem-oriented learning, experience-based learning, problem solving, decision making. The use of faculty tutors will be predominant in the student's training process, facilitating learning (area tutors) and supporting students (personal tutors).

Particular attention will be paid to gaining practical abilities, by means of: 1) learning the semiological bases of clinical sciences at the bedside and in laboratories in the intermediate course period (practical activities organized as guided tutorials in year III of the course), 2) attending the university hospital wards and outpatients clinics (clinical practicals-clerkships – from years IV to VI of the course) and territorial services, such as

General Practitioners consulting rooms (from years IV to VI of the course), completing practical clinical activities in the last years of the course, as well as internships prior to preparing the final degree thesis.

As a general rule, for all the integrated courses the formal evaluations will be based on written or oral tests. The evaluation of students will also be carried out through *in itinere* training assessments (evidence of self-assessment and mid-term interviews), students' written reports on assigned topics, and through the overall evaluation of the profile developed on the basis of predefined criteria.

The exams will be organized not only in traditional oral or written mode but also as sequences of items to check the knowledge acquired, such as multiple choice tests or short written answers to questions based on interdisciplinary clinical cases, followed by tests to determine the clinical skills acquired.

Making judgments

Graduates must have the ability to integrate knowledge and handle complexity, as well as to make judgments based on incomplete or limited information, including reflections on social and ethical responsibilities related to the application of their knowledge and opinions. Therefore they must be able to:

1. Demonstrate a critical approach, constructive skepticism, and a creative attitude towards research in their conduction of professional activities.
2. Take into account the importance and limits of scientific thought based on information obtained from various resources, to determine the causes, treatment and prevention of disease.
3. Formulate personal opinions to solve complex and analytical problems (problem solving) and to seek out scientific information independently rather than waiting passively to receive it.
4. Identify, formulate and solve the patient's problems using the foundations of scientific thought and research and on the basis of information obtained from various sources and correlated.
5. Be aware of how complexity, uncertainty and probability can influence decisions in medical practice.
6. Formulate hypotheses, collect and evaluate information critically, to solve problems.

Professional Values, Skills, Behavior and Ethics

In order to complete their acquisition of the Professional Values, Competences, Behavioral Skills, and Ethical Values that are the mainstays of the medical profession, they must be able to:

1. Acknowledge the essential elements of the medical profession, including moral and ethical and legal responsibilities that are the foundations of the profession.
2. Respect the professional values that include excellence, altruism, responsibility, compassion, empathy, reliability, honesty and integrity, and commitment to follow scientific methods.
3. Be aware that every physician has an obligation to promote, protect and enhance these elements for the benefit of patients, the profession and society.
4. Recognize that good medical practice depends on interaction and good relationships between the doctor, patient and family, to safeguard the patient's welfare, cultural diversity and independence.
5. Demonstrate the ability to correctly apply the principles of moral reasoning and make the right decisions in cases of possible conflicts among ethical, legal and

professional values, including aspects that may emerge from economic hardship, the marketing of health care and new scientific discoveries.

6. Respond with personal commitment to the need for continual professional improvement, being aware of one's own limitations, including those regarding medical knowledge.
7. Respect colleagues and other health professionals, demonstrating an ability to collaborate fruitfully with them.
8. Comply with the moral requirements of medical care in the terminal stages of life, including supplying palliative treatment of symptoms and pain.
9. Implement ethical and deontological principles in the handling of patient data, in avoiding plagiarism, in respecting privacy and intellectual property rights.
10. Plan time and activities effectively and manage them efficiently so as to cope with conditions of uncertainty, and to be ready to adapt to change.
11. Exercise personal responsibility in the care of individual patients.

The achievement of these goals will be reached through the attendance of basic training activities organized as "integrated specific" courses so as to ensure a unified, interdisciplinary vision of the teaching objectives. The teaching method includes lectures, tutorials, conferences, seminars, discussion groups.

The teaching process will also make use of modern teaching tools, consisting of the tutorial system, clinical vivas, problem-oriented learning, experience-based learning, problem solving, decision making. The use of faculty tutors will be predominant in the student's training process, facilitating learning (area tutors) and supporting students (personal tutors).

Particular attention will be paid to Clinical Methodology – Human Sciences (Methodologies) in the integrated courses that accompany the student throughout the study period (years I-VI).

As a general rule, for all the integrated courses the formal evaluations will be based on written or oral examinations. The evaluation of students will also be carried out through *in itinere* training assessments (evidence of self-assessment and mid-term interviews), students' written reports on assigned topics, and through the overall evaluation of the profile developed on the basis of predefined criteria.

The exams will be organized not only in traditional oral or written mode but also as sequences of items to check the knowledge acquired, such as multiple choice tests or short written answers to questions based on interdisciplinary clinical cases, followed by tests to determine the clinical skills acquired.

Communication skills

Graduates should know how to communicate clearly and without ambiguity with specialists and non specialists, as well as with patients – in the most appropriate manner according to the circumstances – illustrating their findings, and the knowledge and rationale supporting them,

Therefore they must be able to:

1. Listen carefully in order to understand and summarize the relevant information on all the issues, understanding their content.
2. Practice communication skills to facilitate understanding with patients and their relatives, rendering them able to make decisions as equal partners.
3. Communicate effectively with colleagues, with the Faculty, with the community, with other sectors and the media.

4. Interact with other professionals involved in patient care through effective teamwork.
5. Demonstrate that they have the basic skills and correct attitudes when teaching others.
6. Demonstrate a good sensitivity to the cultural and personal factors that improve interactions with patients and the community.
7. Communicate effectively both orally and in writing.
8. Know how to create and maintain good medical records.
9. Know how to summarize and present information appropriately to an audience, and to be able to discuss accessible and acceptable action plans established as the priorities for the individual and the community.

The achievement of these goals will be reached through the attendance of basic training activities organized as "integrated specific" courses so as to ensure a unified, interdisciplinary vision of the teaching objectives. The teaching method includes lectures, tutorials, conferences, seminars, discussion groups.

The teaching process will also make use of modern teaching tools, consisting of the tutorial system, clinical vivas, problem-oriented learning, experience-based learning, problem solving, decision making. The use of faculty tutors will be predominant in the student's training process, facilitating learning (area tutors) and supporting students (personal tutors).

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The exams will be organized not only in traditional oral or written mode but also as sequences of items to check the knowledge acquired, such as multiple choice tests or short written answers to questions based on interdisciplinary clinical cases, followed by tests to determine the clinical skills acquired.

Learning skills

Graduates should have developed the learning skills that will enable them to continue studying, mostly independently and by self-study, and be aware of the need for lifelong learning.

In order to acquire optimal Information Management skills, they must be able to:

1. Collect, organize and interpret health and biomedical information coming from different sources and available databases correctly.
2. Collect specific information on patients from clinical data management systems.
3. Use information and communication technology as a valuable support for diagnostic, therapeutic and preventive practices and for surveillance and monitoring the health status.
4. Understand the scope and limitations of information technology.
5. Organize good archives of their medical practice, for subsequent analysis and improvement.

The achievement of these goals will be reached through the attendance of basic training activities organized as "integrated specific" courses so as to ensure a unified, interdisciplinary vision of the teaching objectives. The teaching method includes lectures, tutorials, conferences, seminars, discussion groups.

The teaching process will also make use of modern teaching tools, consisting of the tutorial system, clinical vivas, problem-oriented learning, experience-based learning, problem solving, decision making. The use of faculty tutors will be predominant in the student's training process, facilitating learning (area tutors) and supporting students (personal tutors).

Particular attention will be paid to acquiring optimal English language fluency and information processing and multimedial methodologies, gaining experience of elearning, teledidactics and telemedicine, and the correct use of literature sources. As a general rule, for all the integrated courses the formal evaluations will be based on written or oral examinations. The evaluation of students will also be carried out through *in itinere* training assessments (evidence of self-assessment and mid-term interviews), students' written reports on assigned topics, and through the overall evaluation of the profile developed on the basis of predefined criteria.

The exams will be organized not only in traditional oral or written mode but also as sequences of items to check the knowledge acquired, such as multiple choice tests or short written answers to questions based on interdisciplinary clinical cases, followed by tests to determine the clinical skills acquired.

2. Admission to the Degree Course

a) Planning Limited access

The prerequisites for a student who wishes to enroll in a Degree Course in Medicine and Surgery (CCML) include: a good ability to maintain contacts with people, work constructively in a team, analyze and solve problems, independently acquire new knowledge and information and critically evaluate it (Maastricht, 1999). In addition to the scientific foundations needed to attend the first year of the course, the student must therefore possess a good aptitude and valid motivations, essential characteristics for a "good physician" that can correctly handle the social responsibilities required by the Institutions. To be admitted to the Master's Course in Medicine and Surgery, the student must possess a high school leaving certificate or other qualification taken abroad and recognized as equivalent in Italy. The student must also have an adequate initial scientific knowledge, as stipulated in the current norms in force for admission to a limited access course at national level. Admission also depends on the presence of sufficient teaching staff, teaching premises (lecture rooms, laboratories) and health care premises for practical ward activities, in accordance with the recommendations of the European Union Advisory Committee on Medical Training, and in conformity with the parameters and regulations established by the Athenaeum and the Medical School. The number of admissions to the first year of the Course is established in accordance with current regulations for access to University Courses.

PRE-REQUISITE KNOWLEDGE FOR ENTRANCE (in line with the National Council for Higher Education 2016 Remarks)

To enter the Master's Degree Course in Medicine and Surgery, a knowledge of English is essential, attested by an accredited language certificate.

Students admitted to attend the Master's Degree Course in Medicine and Surgery in English must exhibit a language certificate at a level of not less than B2. Otherwise, students will have to pass a multiple choice questionnaire. Students failing the test must attend extra lessons, organized before the start of the academic year.

b) Additional Learning Gaps (ALGs)

The teaching organization of the CLMMC assumes that students admitted to the first year of the Course possess adequate basic scientific knowledge acquired at High School. Students who receive a score below a certain minimum threshold on the entrance test are assigned additional learning gaps (ALGs).

In the case of any ALGs, the Advisory Board for the Master's Course in Medicine and Surgery (CLMMC) can organize extra encounters in order to fill these gaps during the teaching activities set for the first year of the course. Before the start of each academic year, extra teaching courses will be offered to fill any basic science gaps revealed at the Entrance Test. These are reserved to students admitted to attend the course despite not having attained the minimum score. The courses will be in the fields of Biology, Physics and Chemistry. Testing of the results obtained will be done in the context of the exams for the relevant courses.

c) Free Courses/Individual Courses

The CLMMC does not provide for the attendance of free courses, nor the recognition of credits from individual courses (Provisional rule of procedure: this subsection shall apply from the academic year 2020-2021).

3. Learning Credits

The measurement unit for the work the student is required to accomplish for each learning task listed in the Teaching Regulations in order to be awarded the University qualification is the University Learning Credit (CFU).

Each CFU corresponds to 25 hours of work in total, of which normally not more than 12 are lectures, theoretical-practical teaching, and teaching of professional skills in small groups under the guidance of the teacher, within the reference health care facility and/or over the territory.

The 25 hours of work for the CFU are subdivided into:

- a)** hours of lectures;
- b)** hours of tutorial activities held in the laboratories, wards, outpatients clinics, day hospital;
- c)** hours of seminars;
- d)** hours spent by the Student in the other training activities listed in the Teaching Regulations,
- e)** hours of independent study needed to complete the course and final exam.

For each Teaching Course, the fraction of the total hours to be reserved to independent study and other individual teaching/training activities is determined in the present Teaching Regulations.

A Teaching Commission, nominated each year by the CLMMC, will ascertain the coherence of the credits assigned to the teaching activities to the specific learning goals.

4. Teaching Regulations for the current curriculum

The CCLM and the Medical School Advisory Board, according to their respective powers, define the Teaching Regulations for the Master's Course in Medicine and Surgery, pursuant to the laws in force, that stipulate the subdivision into foundation courses, specific medical courses, related courses and integrated courses chosen by the Student, all counted in the final Degree Score. Each teaching activity is pertinent to a particular medical discipline, namely the official Courses included in the relative scientific Sector.

Attachments to the Teaching Regulations include:

- the study plan and relative exams;
- the list of Courses, indicating the relative scientific Sector of reference, and any subdivision into modules, as well as the teaching activities involved;
- the specific learning goals, credits and any list of priorities (limits to taking an exam unless the "propaedeutic" exams listed for that discipline have already been passed) and other teaching activities required;
- the type of teaching, exams and any other *in itinere* testing;
- the regulations for transferring from different Degree Courses, and any abbreviation of the Courses and recognition of previous exams passed.

Changes in the attachments, including the study curriculum, are approved by the Board for the Master's Degree Course by majority vote among those present at the meeting, and do not nullify the current Regulations.

a) Teaching Courses

The teaching Plan

1. Defines the number of exams that must be sat for in order to qualify for the final exam.
2. Defines the goals to be achieved in each of the scientific fields and establishes the types of teaching best suited to their pursuit, subdividing the activities into integrated teaching courses.

There may be a total of 5 Degree Courses, obtained by subdividing the students alphabetically on the basis of their surname: Course A (A-C), Course B (D-K), Course C (L-O), Course D (P-Z) and Course E.

Course E is held in English and is addressed to a minimum of 10 students/year, including EU students and non EU students resident abroad, who must expressly apply for this Course E at the time of application. Should extra places be available in the latter list, among non EU students resident abroad, these further places will be assigned to EU students on the basis of the merit list.

Students in all the courses, ABCDE, will be subdivided into small groups of 5 students at the beginning of the first year of the course, for professional type activities; these small groups may be grouped for some of these activities, generally into a maximum of 2 groups.

A Class Council is established for each of the 5 courses, ABCDE directed by a Coordinator.

For each course year 2 Coordinators of the Year will be appointed (one for courses A-B and one for courses C-D), with the task of :

- Organizing teaching activities
- Maintaining contacts with the Presidents of the Integrated Courses (see below) to guarantee correct execution of the teaching
- Verifying that the teaching programs and examinations are equivalent for teaching purposes, and do not create disparities in terms of study hours and the achievement of the teaching goals by the students following the various courses

If teaching tasks are assigned to more than one Professor in the same Course, a President will be appointed.

The President of an Integrated Course, in agreement with the Technical Pedagogical Committee TPC (see below) has the following functions:

- Contact person in charge of the Course for the Students following that Course;
- Coordinates the preparation of the exam programs;
- Generally presides over the Exam Commission and proposes the members of the Commission;
- Answers to the CCLM, to ensure the correct performance of all the teaching activities envisaged to achieve the defined teaching goals for the Course;

b) Types of teaching

In each course, the subdivision of the credits and teaching hours for each activity is defined as follows:

Lectures ex-cathedra

"Lectures ex-cathedra" (hereafter referred to as "Lectures") are held on the specific topics, identified by title, belonging to the training curriculum for the respective Course of study. These lectures will be given by the Professor or University Researcher, according to the predefined Calendar of lectures, to the Students regularly enrolled in that year of the Course, in the large or small groups.

Professionalising Training Activities (PTA)

During clinical teachings the Student is required to gain specific skills in the fields of internal medicine, general surgery and healthcare services. To this end, the Student must carry out "hands-on" training activities, attending the health facilities identified by the CCLM, in well-defined periods, for an overall total of **60 CFUs**.

15 of these **60 CFUs** must be awarded within the three months of assessment-oriented practical training included in the study program and referred to in Article 3 of the Decree of the Minister of Education, University and Research May 9, 2018, n. 58, as amended and supplemented, with the aim of obtaining professional qualification to work in any form of professional medical practice. This period of practical training, covering a monthly number of hours corresponding to at least 5 CFUs shall be take place

over three months (either consecutive or not) as follows: one month to be spent in the Surgical Field; one month in the Medical Field, one month to be spent, not before the sixth year of the course, in the specific field of General Medicine.

Each one of the CFUs earned during this assessment-oriented practical traineeship corresponds to at least 20 hours of professionalizing training activities and not more than 5 hours of individual study.

This assessment-oriented practical traineeship is a form of tutorial teaching activity, in a 1:1 teacher-student relationship, which involves the performance of practical activities that mimic the work done at a professional level.

The clinical skills acquired through these professionalizing training activities are then evaluated as part of the exam at the end of the course where these activities are carried out.

The CLMMC can identify university healthcare facilities of other faculties, including foreign and non-university ones, where the traineeship can take place, in full or in part, upon approval by the TPC.

Elective Teaching Activities – ETAs (chosen by the student)

The Council or the CCML, with the collaboration of the TPC, upon proposal of the teaching staff, organizes the supply of elective teaching activities as a supplement to lectures and practical training.

Professors are required to communicate to the Coordinator of the Degree Course, at the beginning of each academic year or semester, their ETAs calendar, according to the indications of the CLMMC.

The ETAs can be organized throughout the year, even outside the teaching periods. The calendar of elective teaching activities is published before the beginning of the academic year, and in any case before the beginning of each semester, together with the calendar of compulsory training activities.

Elective teaching is an official faculty activity and as such is reported in the lessons' register.

Types of ETAs :

ETAs can be in the form of:

- Single-subject courses lectures;
- Seminars: traditional lectures, but delivered by several teachers simultaneously, even with a multidisciplinary (or cross-cutting) approach, and as such reported in the lessons' register. Conferences on clinical and pathological disciplines that may have been set up as part of clinical teaching are also recognised as seminar activities. Seminar activities can be inter-university and carried out in the form of videoconferences;
- Tutorials: discussion of clinical cases (also through simulation and remote methods) intended as interactive learning courses in small groups in order to facilitate a better teacher-student interaction;
- Certified participation in Conferences and/or Congresses (in the original edition, even if not previously scheduled in the case of major events); in this case, prior authorization from the Council or the CCLM is required - even in case of online participation);
- Elective internships or clinical and laboratory tutorials in Italy and abroad (to be must be deemed as training-intensive periods, e.g. attending operating theatres, delivery rooms, emergency rooms, research laboratories in order to achieve a specific goal) worth at least 1 CFU, with a total number of not less than 25 hours.

- The following can also be considered as Elective Educational Activities: seminars, attending G.P. outpatients clinics pursuant to agreements entered into with the School of Medicine
- Activities aimed at the acquisition of "Transversal Skills" (free choice courses and / or laboratories included in the training course, useful for achieving greater opportunities for insertion into the world of work), available on the institutional website www.uniba.it/teaching/transversal-skills; in order to recognize the CFU, consistently with the educational objectives of the Degree Program, it will be necessary to obtain the opinion of the Degree Program Board (also in collective form, for all such courses published on the University website); notwithstanding what is reported in the following table, the number of ECTS awarded will correspond to that already reported on the University website. "

Student's choice of ETAs:

Each student chooses her/his ETAS autonomously among the ones made available up to a maximum of 8 CFUs. The ETAs must be carried out at times that do not interfere with other teaching activities.

The credits attributed to the ETAs are assigned only if attendance is 100%. For each elective teaching activity set up, the CCLM, or the Council, appoints two figures assigned the Responsibility of assessing, according to defined criteria, the effort made by each Student to achieve the defined learning goals.

Attendance of ETAs compulsory and may be a title for assignment of the thesis topic.

ETAs	HOURS	CFUs
Monodisciplinary Seminars/tutorials	2	0,20
Mutidisciplinary Seminars/tutorials	≥2	0,30
Elective Internships	25	1
Conferences/Congresses	5h	0,50
Conferences/Congresses	>5h	1
Monographic Courses	≥5	0,50

Preparation of the Degree Thesis

The Student can make use of 18 CFUs to be devoted to the preparation of the Degree Thesis and the final defense of the thesis.

The present Regulations specify the rules set by the CCLM for the preparation of the Degree thesis.

5. Procedures for assigning teaching tasks

For the purposes of the Teaching Plan, the Faculty Council, supported by the CCLM:

- a) Defines the training goals according to the general goals described in the professional

profile of the Graduate in Medicine and Surgery, applying them to the local situation and needs in order to ensure the most efficient use of the teaching and scientific resources available.

b) In line with the goals defined, approves the study curriculum, obtained by aggregating – in a maximum number of 36 courses – the specific and essential learning goals (“core curriculum”) making up the disciplinary areas of LM-41 class.

c) Ratifies – taking account of the individual skills – the attribution, to each member of the teaching staff, of the teaching tasks needed to ensure the achievement of the learning goals of the core curriculum. The assignment of the teaching tasks does not imply any legal right to the teaching position in question.

6. Advisory Board for the Master’s Degree Course and its Subsidiary Organs

The organs of the CLMMC are the Coordinator, the Advisory Board, the Council, and the Technical Pedagogical Committee (TPC).

The composition and functions of the subsidiary organs of the Advisory Board of the Master’s Degree Course are dictated by and comply with the Bari University's (Athenaeum) Statutes, Regulations, Policies and Codes of Practice.

The Coordinator is elected by the Council from among the permanent teaching staff, who are members of the Council, according to the procedures established by the General Regulations of the University; s/he or she remains in office for three academic years and can be re-elected consecutively only once.

The Coordinator chairs and summons the Advisory Board of the CLMMC, s/he coordinates the activities, convenes and summons the Council, the TPC and represents the CLMMC in academic and non academic settings, in compliance with what set forth by the Advisory Board.

The Advisory Board chaired by the Coordinator is and composed as follows:

(a) permanent professors and researchers who are assigned teaching tasks in the Course;

b) professors with temporary contracts who are in charge of an official Course;

c) by representatives of students who account for no less than 15% of the members of the Board.

Each academic is entitled to vote for the election of the Organs of the Course of Study and contributes to determining the quorum (the number of members required to be present to vote resolutions) on the Course Council for which s/he has opted. The General Regulations of the University establish the procedures for the participation of these professors in the other Study Course Boards. The same procedures apply to temporary contract professors and students.

The Advisory Board makes proposals to the competent body regarding the i) study plan and the organization of related activities, the ii) monitoring and inspection of the training activities of the course of study and all related activities.

The Coordinator generally summons the Board at least seven days before the meeting, and at least one day if the Board meeting takes place in video-conferencing. The summons must indicate the date, time and location of the session, as well as the agenda of the meeting. The Coordinator can also summon the Board for an extraordinary meeting on request of at least half the members of the CD or at least 20% of the members of the Board.

The Council of the CLMMC is presided over by the Coordinator and is composed of four professors and two students, elected by the Advisory Board from among the members of the same Advisory Board according to the procedures established by the General Regulations of the University.

The Council:

- a) decides on students' requests for changes to their study plans;
- b) decides on the recognition of certified previous studies submitted by students from other university courses;
- c) makes organizational proposals to the competent medical school facility regarding the timetable of lessons and other teaching activities;
- d) formulates opinions on the actual consistency between the credits assigned to the various training activities and the specific learning goals of the CLMMC;
- e) carries out the other activities defined in the Teaching Regulations of the CLMMC;
- f) decides on specific subjects that the Board has expressly delegated to the

Council. The CLMMC sets up a Technical Pedagogical Committee (TPC).

The TPC is presided over by the Coordinator of the Master's Degree Course Advisory Board and includes the (six) Coordinators in charge of each of the six years of the Medical School and six students.

The Coordinator can appoint other staff as members of the TPC that may be delegated specific tasks in the following areas:

- n° 1 teacher for Erasmus procedures;
- n° 1 teacher for students procedures and recognition of equivalences;
- n° 1 teacher to organize tutoring and internship activities.

The TPC is appointed for a term of three academic years, over the same period as the incumbent Coordinator. Failure to take part in TPC meetings for three consecutive times without prior written justification, or for five consecutive times even with written justification, will result in automatic loss of membership of the TPC, for both teaching staff and students representatives.

The TPC shall carry out the following functions in terms of organization of the teaching activities for the CLMMC:

- a) development of the Teaching Timetables of the CLMMC in Italian and in English (BEMC);
- b) organizing the elective teaching activities;
- c) appointment of the Teaching Coordinators of the Six Years of the CLMMC in Italian and in English (BEMC);
- d) selection of Rooms for teaching activities.

The functions carried out by the members of the TPC are recognized as institutional activities and as such, certified by the academic authorities as a part of their teaching workload.

The CLMMC or TPC can set up specific Teaching Commissions with well-defined aims, tasks and deadlines. The members of these Commissions are appointed on the basis of their specific skills and of their being representative of a given function. Failure to attend the Commission meetings for three consecutive times without prior written justification, or for five consecutive times even with written justification, will result in automatic loss of membership of the Commission.

7. Tutorships

Four kinds of Tutors are defined as a function of their roles:

The first is the "counsellor", namely the Professor to whom each individual student can apply for suggestions and advice about her/his university career. The Student is assigned a Tutor for the entire duration of the Degree Course by the CLMMC. All Professors and Researchers of the Degree Course are required to be available to act as a Tutors.

The second is the Professor/Tutor to which a small group of Students is assigned to carry out the practical and professional activities envisaged in some teachings. This tutoring assignment is a full-fledged teaching assignment.

The third Tutor profile has to do with the tutoring activities included in the assessment-oriented practical and professional traineeship students are required to attend to qualify for the practice of the profession of Medical Doctor. These tutoring activities are based on a 1:1 Student-Teacher relationship within practical activities that mimic the work done by medical practitioners.

Finally, tutoring activities can also take place within the Elective Teaching Activities with small-group discussions of clinical cases (also by means of simulators or via video-conferencing) intended to improve the Student-Teacher interaction.

8. Compulsory attendance

The Student is expected to attend the formal teaching (lectures), tutorial and practical traineeship activities of the CLMMC for a maximum number of 4,500 hours.

Attendance is verified by the Professors according to the certification methods established by the Master's Degree Course Advisory Board, as indicated by the Council.

To sit the final exam for each course, the student must earn a certificate of attendance of all the activities. The certificate of attendance is issued by the professor in charge of the course in question to the Students' Office within 7 days from the end of the lessons and hopefully via computer, pending the adoption of a system for direct upload into the Esse3 software.

Students failing to receive the attendance certificate, that is obtained for attending at least 67% of the overall hours established for each official Course in each year, will be enrolled for a repeat year, even supernumerary, again with compulsory attendance of the courses for which the attendance certificate was not obtained.

9. Independent learning (self-directed/guided study)

The CLMMC guarantees Students a mean number of hours of not less than half those established to obtain the 360 CFUs necessary to earn their Degree, entirely free of teaching in order to allow them to conduct both self-directed and guided study activities.

The hours reserved to independent learning are devoted to:

1. individual use, or use in small groups, either independently or as indicated by the Professors, of the teaching aids made available by the CLMMC for independent learning and self-assessment in order to achieve the expected learning goals. These teaching aids (texts, simulators, medical dummies, audiovisual aids, computer programs, etc.) are located, as far as possible, in areas managed/supervised by University staff;
2. internships at university facilities chosen by the Student, to achieve particular

learning goals;

3. personal study to prepare for the final exams.

10. Teaching Programs

Teaching activities for all years after the first year start during the last week of September whereas the first year teaching activities start the first week of October.

Before the start of the academic year, and sufficiently in advance of the beginning of the courses, the CLMMC will approve and publish the Teaching Plan document set out by the Coordinator, with collaboration of the TPC, that defines:

1. the elective teaching activities;
2. the timetable of the teaching activities (by 30 July for the first semester and by 30 January for the second semester) and examination sessions;
3. the rooms for the teaching activities;

Unified Teaching Programs for both teaching channels of Integrated Courses

- The Presidents of Integrated Courses must agree upon the programs set with the Teachers involved in the Integrated Course, and then present the unified programs for both teaching channels, A-B and C-D.
- The programs must list the teaching contents of all the disciplines/subjects included in the same Integrated Course, if possible grouping them in medical problem-solving order rather than by specific subject.
- The programs contents must be consistent with the number of CFUs attributed to each subject of each Integrated Course and must also with the indications contained in the core curriculum.
- The programs must indicate the advised textbooks, that should be consistent in terms of both number and amount of contents to the CFUs for each Integrated Course.
- The Coordinator will formally invite the Presidents of the Integrated Courses to fulfil the above requirements.

Exams and teaching materials

The exams shall cover the course program as indicated by the teacher at the beginning of the academic year and provided to students and published online on the teacher's personal page of the Uniba website in the Teaching section, or in another digital environment accessible only to students and Uniba teaching staff. The program shall also contains the teaching materials (bibliographical sources, articles, slides, etc.) available to students. The commercialisation, publication and dissemination of this material is forbidden outside the Uniba institutional website and for purposes other than teaching use without prior written authorisation from the teacher.

The indication of the sources used to draw up teaching material protects against any kind of copyright infringement as established by the exception for teaching use under DIRECTIVE (EU) 2019/790 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 17 April 2019 on copyright and related rights in the Digital Single Market and amending Directives 96/9/EC and 2001/29/EC.

11. Passing up to subsequent years

It is possible to pass up to the following year only if, at the end of the September exam session, or at the latest by the 30 April, all the exams listed in the Table below have been passed:

<i>To pass up to...</i>	<i>The following exams must have been passed...</i>
II year	16 CFUs
III year	40 CFUs
IV year	80 CFUs
V year	Physiology Pathology and Immunology
VI year	Anatomic Pathology

Even if in possession of regular attendance certificates for all courses, any student who has not passed a larger number of exams than those listed in the table above, will be enrolled for a **repeat year**, without compulsory attendance unless otherwise decided by the Council of the teaching facility in question, for documented reasons.

The students enrolled as "**fuori corso**" are those students who, without having graduated, have already exceeded the normal duration of the Master's degree course and have obtained all the relevant certificates of attendance.

For teaching programs previous to the NODbis: old program (table 18), table 18 bis (Tab. XVIII/96) and NOD (ex D.M. 509/99) the above table does not apply.

Since compliance with prescribed exam sequence and progress is verified whenever a certificate of exams passed is requested, and before the final Degree session, it falls within the student's responsibility, and in her/his interest, to ensure that the above exam sequence and progress requirements are complied with.

Exam sequence and progress requirements

Table of Exam Sequence and Progress

N.B.

- 1) the exam sequence required applies to the Courses, not to the single subjects that are part of them
- 2) the exam sequence required for previous years is not repeated in the list for the later years, but is implicit
- 3) it is not possible to establish the exam sequence for exams in the same course year

Year	<i>To take the exam of:</i>	<i>the student must have passed the exam of:</i>
2	Human Anatomy 1 and 2	Human Histology and Embryology
2	Biochemistry	Chemistry and Biochemical Propedeutics
2	Microbiology and Parasitology	Biology and Genetics

3	Physiology	Medical Physics and Informatics Biochemistry Human Anatomy 1 and 2
3	Pathology and Immunology	Biology and Genetics Biochemistry Human Anatomy 1 and 2
3	Laboratory Medicine	Biochemistry
3	Medical-Surgical Methodology and Semiotics	Human Anatomy 1 and 2
3	Medical-Surgical Specialties 1	Biochemistry Human Anatomy 1 and 2
4	Anatomical Pathology	Physiology Pathology and Immunology
4	Medical-Surgical Specialties 2,3,4,5	Physiology Pathology and Immunology
5	Preventive Medicine	Medical Physics and Informatics Microbiology and Parasitology Medical Statistics Pathology and Immunology
5	Diagnostic Imaging	Human Anatomy 1 and 2
5	Pharmacology	Pathology and Immunology
5	Gynaecology and Obstetrics	Anatomical Pathology
5	Occupational Medicine	Anatomical Pathology
5	Forensic Medicine	Anatomical Pathology
5	General and Specialist Pediatrics	Anatomical Pathology
5	Neurological Sciences	Physiology
6	Clinical Medicine, Genetics and Geriatrics	Anatomical Pathology Medical-Surgical Methodology and Semiotics Medical-Surgical Specialties 1-4 Pharmacology
6	Clinical Surgery	Anatomical Pathology Medical-Surgical Methodology and Semiotics Medical-Surgical Specialties 1-4 Pharmacology
6	Medical-Surgical Emergencies	Anatomical Pathology Medical-Surgical Specialties 1-4 Pharmacology Neurological Sciences

Any further exam sequence and progress requirements may be defined and advised by the Council of the teaching facility in question.

12. Lapsing and terms for reinstatement to attain the final qualification

- a. The status of students enrolled in a degree course of the Old Study Plan Regulations (prior to Ministerial Decree 509/99) or in Reformed Study Courses (Ministerial Decree 509/99 and 270/04) will lapse if they do not pass exams with positive results for a number of years equal to twice the normal duration of the course of study they

are enrolled in plus two academic years (**14 academic years for courses with a 6-year duration**) from the first enrolment.

- b. After passing the entrance test, students whose status has lapsed are allowed to re-register to the single-cycle master's degree course in Medicine and Surgery. To this end, at the request of the students, the credits acquired in their previous university career will be recognized upon assessment of their appropriateness by a Commission established for that purpose.
- c. The status of students who have passed all the exams and who have only failed to submit their thesis within the allotted time will not lapse.
- d. Lapsing is ascertained by the competent board upon the occurrence of the conditions indicated, without the need for prior notification and/or objection.
- e. The academic year ends on April 30 of the year following the year of enrolment (For example, if the student status lapses in the academic year 2020/21, the end of the academic year, and therefore of the lapsing status, is April 30, 2022).
- f. the payment of fees does not invalidate the terms of lapsing.
- g. the credits/exams to be earned/sat to discontinue lapsing must be duly registered
- h. The years of suspension shall count as years as *fuori corso* (see above).
- i. the years of suspension shall not count for the purposes of lapsing.
- j. repeat years are counted for lapsing purposes (they are equivalent to *fuori corso* (see above) years for lapsing purposes).
- k. Students with a recognized disability equal to or greater than 66%, or entitled to the benefits provided by Law 104/1992, or students with diagnosis of a Specific Learning Disability (SLD) may request that specific lapsing terms and conditions be decided regardless of their year of enrolment. Their application will be assessed by a Commission established for that purpose, possibly also through an interview.
- l. The student who has lapsed is in any case entitled to obtaining certificates attesting to his or her completed and cancelled school career. These certificates must contain information on the lapsed status of the student and the effects of that lapsed status.
- m. lapsed students may not request refund of the fees paid, nor are they required to settle any previous debts.

Verification of the validity of the credits earned

- a. The credits obtained by passing the exams are checked for not having “expired” ten years after their acquisition.
- b. Students who incur in the verification of the credits referred to in point 1 will receive a written communication from the Students Office indicating how and when the verification will take place.

Temporary Discontinuation of University Studies

Students may apply for temporary suspension of their studies for one or more academic years:

- a. if it is their intention to enrol in Study Courses offered by other Universities under agreements with the Armed Forces or Law Enforcement Agencies, for the training goals proposed.
- b. if they have already graduated and enrolled in another Study Course and intend to enrol in a Postgraduate School, a PhD, a University Master's Degree or an Advanced Study Course that recognizes more than 30 CFUs.
- c. if it is their intention to participate in the Transitional Active Internships.
- d. if they have become parents in the academic year in question or in the academic year following the date of birth (discontinuation may be requested by both parents).

- e. if they are seriously ill, certified by medical certificates, for a total duration of not less than six months, for a period not exceeding the normal duration of the course of study.
- f. if one of their family members is seriously ill as certified by medical certificates for a total duration of not less than six months, and they have to take care of this family member for a period of time not exceeding the normal duration of the course of study.

During the years of discontinuation the student will not be able to go on with their academic studies.

During the period of discontinuation the students are not required to pay fees and other contributions; the amount to be paid, when resuming their studies, is established by the Student Contribution Regulations currently in force.

Interruption of University Studies

- a. Students who do not renew their enrolment for at least one academic year, apart from the cases mentioned in the previous article, interrupt their studies. If they intend to resume their studies, they are required i) to submit an application for a reconstruction of their university career, and ii) to pay, for each year of interruption, a reconstruction fee to the extent established by the Student Contribution Regulations currently in force.
- b. During the years of interruption, students will not be able to go on with their academic studies.

13. Learning tests

On indication by the TPC, the CLMMC will establish the type and number of tests and exams necessary to check students learning. The Coordinators of the integrated Courses will propose the members of the relevant Exam Commissions.

The overall number of exams cannot exceed the official number established for the relevant curriculum, and in any case cannot be more than 36 in the six-year course (excluding pass/fail ungraded exams).

Checking of learning may be through continuous assessment or graded exams with certificates.

Continuous assessment:

- tests *in itinere* (in progress) are designed purely to assess the efficacy of the learning and teaching processes in terms of specific sets of contents.

They do not include a certificate, are not compulsory (for the student) and do not release the student from studying and presenting all the material required to pass the integrated Course exam, since their sole purpose is to aid students to check their level of learning.

These tests do not carry learning credits, that will be awarded only after the final exam for that subject, except for the purposes of awarding EDISU grants and calculating the university taxes due, ranking the list for the Erasmus+ and Global Thesis programs, as well as the list for the benefits proposed by the University of Bari "Aldo Moro" (e.g. Uniba scholarships, subsidies for textbooks...).

Instead, exams with certificates are the final test, graded out of 30, and certify that the learning goals of the course have been achieved, and to what extent by each individual Student.

Examinations: Dates and members of the Exam Commission

- A. By 30 September of each year, the President of the Integrated Course must draw up the examinations timetable.
- B. Preliminarily, by 15 September of each year, the President of the Integrated Course must meet with all the Teachers of Exams included in the Integrated Course, to agree upon the dates and decide on the members of the Commission and the examination format.
- C. No further changes can be made during the course of the year except by formal written request and subsequent authorization by the President of the Degree Course and the Coordinator of the Medical School

Examinations for pluridisciplinary Integrated Courses

- The Integrated Courses covering several disciplines foresee a single certified assessment which, following a decision made by a majority of the members of the Commission, can be carried out in different ways:
 - traditional oral tests and written objective and structured tests (for the assessment of the learning goals);
 - practical tests and simulation tests (to evaluate clinical, management and relational and relational skills).
- The examination session for all the integrated courses is held in the same site and at the same time; students may pass from one teacher to another for examination of the different domains.
- All teachers of the integrated courses are part of the exam Commission. The exam is valid if at least two members of the Commission are present (the president and another teacher), in accordance with the current central university teaching regulations.
- Should one or more members of the Commission be absent on the date of the exam session, the President of the exam Commission can ask supply members to stand in for the official teacher of that integrated course.
- The student must take all the examinations for all the disciplines included in the integrated course (always all together, never separately).
- The date set for the examination of the integrated course must coincide with the date for the individual disciplines included in the session, even if some parts are written examinations.
- The Exam Commission must meet together previously.
- The teachers may establish alternate presences at the examination sessions, and may set written parts (on the dates set for the session, never earlier), so that also the parts of the exam covered by any teachers not present at session can be evaluated;
- A pass grade means that the student has obtained a weighted mean of all the different parts of at least 18/30; Should the student fail one or more parts of the exam (provided that these parts account for less than 50% of the total CFUs), and in case of an overall exam result deemed to be satisfactory by the Commission in terms of the

weighted mean of all the grades obtained for the different parts of the exam, the Commission:

- invites the student to sit the exam at the next session (not more than 3 sessions later) to be examined on the parts where s/he had failed, or
 - give the student a pass grade based on the weighted mean (according to the relevant CFUs) of the distinct examination parts.
- In any case, the single disciplines/subjects of an integrated course cannot be written separately on the official examination register.
 - In all cases, the final grade must be approved by all the members of the Examination Commission and severe learning gaps may dictate failure of the student at that session.

In this context, the Coordinator considers it important to underline some regulatory standards adopted by decision of the governing bodies of the Central University and the Medical School:

- For sudden, unexpected reasons it is exceptionally possible to postpone the date set for an examination session, but the date can never be brought forward.
- At least 15 days must pass between two examination sessions for the same Integrated Course.
- Written examinations must be made available to students for viewing after correction.
- Students who fail an exam can sit it again at the successive exam date.
- Official registration of the examination is always compulsory even if the student withdraws or fails.

Examinations are held exclusively during the official exam periods referred to as “exam sessions”.

They may not generally coincide with official teaching periods or other periods to avoid limiting students’ participation in all these activities.

Exam Sessions:

1st Semester: the official exam session is set at the end of the corresponding teaching session (January/February), and recoup sessions in the months of June, July and September.

2nd Semester: the official exam session is set at the end of the corresponding teaching session (June, July), and recoup sessions in the months of September, January and February of the following academic year.

The exam sessions open to all students enrolled in the CLMMC are:

- January, February, March, April, June, July, September, October, November and December.
- The March and November exam sessions are scheduled in the week of the teaching break, indicated by the TPC at the beginning of the academic year so as not to interfere with teaching activities.
- Students in the VI year of the course, students who have exceeded duration of the CLMMC, students enrolled for a repeat year without compulsory attendance are eligible to sit for exams in the May session.

For each official exam session, the start dates of each of the sittings (at least 2 for each exam session), are set at least seven days after teaching activities have ended. The two sittings that must be at least 2 weeks apart.

Scientific English

Eligibility for the scientific English exam is recognized for students who have obtained an English language certification at a level of no less than B2, to be submitted for assessment by the Equivalence Commission with subsequent approval by the Board and / or the Degree Course Council. in Medicine and Surgery.

Change of the Exam Commission

- a. students enrolled in repeat years,
 - b. students who have already exceeded the duration of the CLMMC,
 - c. students enrolled in the 6th year of the NOD bis CLMMC, starting from the recoup sessions of each semester,
- are allowed to sit exams with both the AB and CD channels exam commissions, it being understood that students are not allowed to sit exams with both commissions in the same exam session.

The exam dates will be posted, with due advance notice, on the CLMMC web page at <http://www.uniba.it>.

Erasmus Students: Outgoing, Visiting/Free Movers and Incoming Students

Outgoing and Visiting/Free Movers students taking part in the Erasmus programme abroad cannot take exams in the following years at Bari University, as this would not comply with the regulation that governs course attendance for the year in question.

Outgoing and Visiting/Free Movers students participating in the Erasmus programme shall comply with the exam sequence and progress requirements laid down in the educational system of their country of origin.

For the recognition of exams taken abroad, the exam documentation received is submitted to the evaluation of the Erasmus Commission and the Council of the CLMMC.

During the mobility period, Outgoing and Visiting/Free Movers students can take exams at the Bari University in the following periods: 1-31 July, 1-30 September, 9-23 December, as well as in the week that falls within 15 days before and 15 days after Easter holidays, provided that teaching activities are discontinued at the foreign university. The exams that can be taken during these periods are only those related to the courses for which the students in question have fulfilled attendance requirements and for which they had to sit prior to departure, or to the courses provided during the period of mobility for which students are not required to meet attendance requirements.

All exams even if supported and overcome with the Erasmus status that violate established limitations they will be canceled ex officio.

The participation of the students of University of Bari in the Erasmus programme allows the same students to add one point to their final (degree) grade, but this point

cannot be added to any other points awarded for other international exchange programmes, provided that during the Erasmus mobility period the student has taken and passed at least 1 exam at the foreign institution if required by the learning agreement.

Students from other foreign universities under the Erasmus programme (Incoming students):

- follow the same rules as Uniba students;
- comply with the same exam sequence and progress requirements as Uniba students;
- are not entitled to special exam sessions, programmes, professors and "channels";
- should they need to take exams or internships not provided for by the Study Program, the Coordinator will contact the Senior Lecturer of the Academic Field and Discipline (hereinafter AFD) in question to request an *ad personam* course, to be later endorsed by the Erasmus Commission and the Council of CLMMC.

Progress Test

- The progress test is a national test extended to all the students of Degree in Medicine that takes place with two multiple-choice, pre-clinical and clinical quiz tests, each with 150 questions.
- Participation in both tests will entitle the student to be registered as a student attending a lesson (of the Integrated Courses that are taking place in the same week), provided that the student returns the answer sheet at least 45' after the start of each test.
- All students who have achieved or exceeded the average value of right answers of their course year, evaluated on the basis of the tests carried out in previous years, will be given an extra point for the calculation of the grade with which they will sit the graduation exam, determined as follows:
- For each progress test where the students have achieved or exceeded the average value of right answers, one point will be added to the sum of the grades obtained in the exams used for the calculation of the grade with which they will sit the graduation exam, up to a maximum of 5 points.

14. Training activities in preparation for the final examinations

The Student has **18** credits available for the purposes of preparing the final Degree thesis at a University clinical facility or basic medical sciences facility. This Student activity is referred to as "Degree Internship" and must be done outside the timetable of official teaching activities. It must not overlap with the Student's elective activities (ETAs) and must be applied for no earlier than the month of December of the V year.

Students wishing to carry out the Degree Internship in a given facility must present a formal written application to the Director of the facility, together with their curriculum (list of exams passed and relative grades, list of elective activities carried out, *stages* in laboratories or wards and any other relevant training activities).

The Director of the facility, after consulting with the teachers at that facility and verifying that internship posts are available, will approve the application and assign the Student a Tutor, or the Student her/himself may indicate a Tutor who will be responsible for controlling and certifying the Student's subsequent activities at the facility.

Global Thesis

The Global Thesis consists in a period of study abroad for the preparation of a master's

or single cycle thesis. It has a minimum duration of 2 months up to a maximum of 12 consecutive months at a university or international research centre with exclusive funding of up to 6 months.

In order to apply for the GLOBAL-THESIS competition, the student must be provided with the Co-tutorship Bilateral Agreement (Co-tutorship Agreement). The form is available on the Uniba website at: <http://www.uniba.it/internazionale/mobilita-in-uscita/studenti/global-thesis>.

This agreement must be subscribed to by the thesis supervisor of the University of Bari Aldo Moro and by an Officer charged with this task of the institution where the student will spend this period of study.

Students are eligible to participate in the Global Thesis competition if:

- students enrolled in a master's degree course or single cycle degree course at the University of Bari Aldo Moro who are planning to graduate within a maximum of one academic year beyond the legal duration of the course they are enrolled in;
- in good standing with the payment of university fees;
- who have already been assigned their supervisor and thesis subject;
- who have obtained the authorisation of their own Council of reference to carry out the thesis abroad with recognition of relevant CFUs;
- who have obtained their Co-tutorship Bilateral Agreement;

As a financial support for the period of study abroad, the University will award an international mobility grant intended to cover travel and accommodation expenses, amounting to a gross monthly sum of € 750,00.

The participation of the students of University of Bari in the in the Global Thesis program allows the same students to add one point to their final (degree) grade, but this point cannot be added to any other points awarded for other international exchange programmes.

Please find more on Uniba website at: <https://www.uniba.it/internazionale/mobilita-in-uscita/studenti/global-thesis/2018-2019>

15. Final Degree Session

The Degree Session consists of the defense of an original thesis written by the student under the control of a supervisor and of a co-supervisor.

To be admitted to the Final Degree Session, the student must:

1. have attended all the Courses and passed all the relevant exams
2. have obtained an overall total of 360 CFUs in the 6 years of the Course
3. have finalized her/his academic career at least 10 days before the degree session;
4. have handed in to the Students' Office:
 - her/his personal booklet at least 15 days before, together with the form confirming the presence of the Supervisor and Co-supervisor for one of the Finals dates approved by the School of Medicine Council;
 - a provisional draft of the thesis at least 15 days before the degree session to be uploaded on the "Bibliotela" application;
 - a CD of the presentation (Power- point) at least 1 day before;

A maximum of 9 students can be admitted to each Degree Session.

Final Degree Sessions are normally held in:

June/July: SUMMER SESSION September/October:

AUTUMN SESSION December: WINTER (recoup)

SESSION

February/March/ April: EXTRAORDINARY SESSION

The calendar of Degree Sessions is drawn up by the Coordinator and Students' Office.

The Final grade, expressed out of 110, is the result of the following parameters:

- a) the unweighted mean of the grades obtained for all the exams, expressed out of 110. Before the conversion to one hundred and tenths, two exams indicated by the student will be subtracted from the sum of the grades of all the exams and one point will be added for each Progress Test considered sufficient up to a maximum of 5 points. Both the adoption of a weighted average and the subtraction of the 2 exams indicated by the student will be valid for those enrolled in the 1st year of the course from the year 2020-2021. (Provisional rule of procedure: for all other students, the criterion of the unweighted average and subtraction of the 4 exams with the lowest grades will remain valid);
- b) bonus points awarded by the Degree Session Commission after defense of the thesis, obtained by summing the points given by each Commission member, up to a maximum of 9 points for:
 - Type of research (experimental study; presentation of case series; case report; literature review study): maximum 6 points;
 - Quality of the presentation: maximum 1 point;
 - Grasp of the subject: maximum 1 point;
 - Oral skills shown in the defense: maximum 1 point.
- c) bonus points assigned for the duration of the course (6 years/more than 6 years): maximum 2 points;
- d) bonus points *for summa cum laude* obtained at examinations (at least 2/5 cum laude): maximum 2 points;
- e) bonus points for participation in the Erasmus Programme (Erasmus+ Study, Erasmus+ Traineeship) and Global Thesis for a minimum duration of 2 months: maximum 1 point which cannot be added to other points obtained through participation in other programmes.
- f) points for participation in the Visiting/Free Movers experience: maximum 0.5 point which cannot be added to other points obtained through participation in other international programmes (transitory note: for Visiting/Free Movers students enrolled before a.y. 2019-2020 it is still possible to obtain 1 point which cannot be added to other points obtained through participation in other international programmes)

Table summarizing the Degree Session bonus points

Type of research	<ul style="list-style-type: none">• Experimental Study 6 POINTS;• Case Series 4 POINTS;• Case Report 2 POINTS• Literature Review Study 1 POINT
<i>Current course year</i>	<ul style="list-style-type: none">• 1st session in the summer session (first possible session) 2 POINTS;• 2nd session in the autumn session (current course year) 2 POINTS;• 3rd session in the winter session (recoup) 1 POINT

<i>Number of cum laude*</i>	<ul style="list-style-type: none"> • >= 5 2 POINTS; • >= 2 1 POINT
Erasmus/Global Thesis Participation	<ul style="list-style-type: none"> • 1 POINT (which cannot be added to other points from participation in other international exchange programmes)
Visiting/Free Movers Participation	<ul style="list-style-type: none"> • 0,5 POINT (which cannot be added to other points from participation in other international exchange programmes)

The final grade, determined on the sum of points obtained for items "a - e" is rounded up or down to the nearest whole number.

Cum laude may be awarded, by unanimous vote of the Commission members, to candidates with a final grade of ≥ 113 .

The use of any teaching aids (slides, ppt presentation, etc.) must be regarded as a support to ensure a better understanding of the presentation and must not therefore contain text but only graphs- figures-tables, etc.

Earlier Admission to the Degree Session

The students who have passed all the exams before the end of the 2nd semester, including the 6-month medical surgical internship (sixth year, second semester) can apply for admission to the March and/or April degree session provided that they fulfill the following requirements:

1. they must have passed all the exams, including the 6-month medical-surgical internship (sixth year, second semester) within ten days of the date of the degree session in question. All the exams of the sixth year must be registered in the first semester and the student must provide the full payment of her/his tuition fees for the 6th year of the course, as required by the Central Administration;
2. they must have obtained a grade of at least 104/110 to be admitted to the Degree session, certified by the competent U.O. Medicine and Surgery – Students' Office. This grade is a prerequisite for the assignment of the final grade equal to 110/110 cum laude

In this specific case of earlier admission to the Degree Session (March and/or April session), the student will be admitted to attend the 6-month medical-surgical internship starting at least from February 1st of the academic year underway.

16. Recognition of studies and examinations passed in other Universities or attending study courses

Studies at other Degree Courses in Medicine and Surgery in other Universities of EU and/or non-EU countries, as well as any credits awarded, are recognized by decision of the CCLM, after examining the curriculum sent by the other University and the accredited course programs.

Studies in Medicine and Surgery at other universities of the European Union and/or non-EU countries, as well as the credits obtained in them, are recognized upon decision of the CLMMC after a commission set up for this purpose has assessed the equivalence of the curriculum transmitted by the University of origin as well as the equivalence of the programs and of the learning goals of the accredited courses of the same University of

origin awith those of the CLMMC.

After having decided on the recognition of a final number of credits, the CCLM, after equivalence assessment and ratification by the Council, provides for the registration of the student for the relevant year of the course, in compliance with the requirement of sequence and progress in the examinations.

Enrolment in a given course year is in any case subject to the availability of places within the set number of enrolments under the Transfers Regulations in force.

From University Diploma Courses and Level I 3-year Degree Courses

No exam can be recognized as equivalent to students enrolling in the Degree Course in Medicine and Surgery, who were previously enrolled in Level I 3-year Health Professions Degree Course.

17. Recognition of Degrees in Medicine awarded by foreign Universities

A Degree in Medicine and Surgery awarded by other EU Universities is recognized as equivalent after prior examination of the documentation demonstrating equivalence of the curriculum

The degrees in Medicine awarded by Universities of non-EU countries are recognized provided that bilateral agreements or international conventions are in force which set forth the equivalence of degrees.

Should no bilateral ot international agreements with other Countries be in in force, on the basis of what set forth by articles 170 and 332 del T.U. on University education, the academic authorities will decide on a case by case basis. For this purpose, the CLMMC will:

- a) ascertain that the documentation produced is authentic and the University Faculty accredited, on the basis of evaluation/assessment certified by central academic recognition agencies and centers;
- b) examine the curriculum and assess its equivalence to the current teaching curriculum of the CLMMC, in terms of the teaching goals, teaching programs and and of the credits awarded by the University of origin;
- c) in general, expect the applicant to pass the final clinical exams (e.g. General Clinical Medicine, General Surgery, Pediatrics, Obstetrics and Gynecology, Medical-Surgical Emergencies, Preventive Medicine, Forensic Medicine and the 6-month medical surgical internship). In addition, a final Degree thesis must be prepared and defended.

If only some of the credits obtained by the foreign graduate are recognized as equivalent to the current curriculum, the CCLM will decide on enrolment in one of the six years of the course, on the basis of the criteria established for passing up to a later course year.

Enrolment in one of the years is in any case conditional on there being places available in that year, in the context of the set number of enrolments under the Transfers Regulations in force.

For non EU graduates, the provisions contained in of the DPR 31 August 1999, n. 394 - and subsequent amendments and additions- will apply.

18. Assessment of the teaching efficiency and efficacy

The Degree Course is subject to annual evaluation as regards:

- the organizational efficiency of the Degree Course and all its teaching facilities,
- the quality and quantity of services provided for Students,
- the ease of access to information relative to all areas of the teaching activities,
- analysis of the efficacy and efficiency of the teaching activities, including those aimed at evaluating the students' level of learning,
- conformity of the teaching staff to the resolutions by the CCLM,
- the teaching performance of the teaching staff as judged by the Students,
 - the quality of the teaching, in particular as regards the use of informatics and audiovisual teaching aids,
 - the organization of the tutorial assistance to Students,
 - the mean learning gain of students, determined on the basis of the regularity of the curricular activities and the results achieved.

In agreement with the Central University Evaluation Board, upon review of the results of the satisfaction questionnaires administered to students and teachers and taking into account evidence provided by recognized public institutions (AlmaLaurea), the CCLM will indicate the criteria, define the operative methods, establish and apply the most suitable tools to carry out the above evaluations and monitoring of the educational processes in order to guarantee continual improvements, in accordance with the *Quality Assurance* models.

The CCLM plans and carries out, also in collaboration with the Degree Courses in Medicine and Surgery at other sites, objective standardized evaluations of the overall knowledge acquired and retained by the students throughout their learning pathway (Progress tests). These evaluations have the unique aim of evaluating the efficacy of the teaching and the Students' capacity to retain what they have learnt and apply the rational models acquired during their studies.

19. Degree Course Web Site

The Degree Course has its own Web site that contains information useful to both students and Teaching staff. The Degree Course encourages at most the use of its web site by disseminating information on where to access it.

The WEB pages for the Degree Courses, updated before the beginning of each academic year, are available for consultation of:

- the Teaching curriculum, the teaching timetables, detailing all programmed teaching activities, the Course programs and advised textbooks, the dates set for each exam session for each Course, the place and time for students receiving hours of each member of the teaching staff,
- the minutes of the meetings of the CCLM and of the Council,
- the Regulations,
- any extra teaching materials available *on line* for independent learning and self-assessment.

20. Provisional rules of procedure

The Regulations of the Teaching Plans previous to NODbis: old Plan (Table 18), Table 18 bis (Tab. XVIII/96) and NOD (ex D.M. 509/99) are valid, unless they are in conflict with

the present Regulations. In this regard, it is possible, as well as desirable, that also students enrolled under Teaching Plan Regulations previous to NODbis carry out the pre-graduate assessment-oriented practical training, as this would be in line with the Ministry of Education University and Research communication of 13.11.2019 whereby it is recommended to *“provide for suitable options in terms of the way in which the internships are carried out pursuant to Ministerial Decree no. 58/2018, also for students who, without having graduated, have already exceeded the normal duration of the Master's degree course, as well as to provide for the issuance of suitable, clear and precise documentation certifying successful completion of the internship”*. From the same ministerial communication, however, it is clear that *“from the exam session of the month of July 2021 on, the pre-graduate assessment-oriented practical training modalities will be the only interones admitted and allowed”*.

Students already enrolled in the Degree Course may opt to move into the new teaching program. Upon examination of the student's curriculum, the CCLM and Medical School Council may deliberate transition from the old to the new teaching program, including recognition of any clinical activities carried out.

21. Study Program

								TOTALE 81	TOTALE 181	TOT. 12	TOT. 60	TOT. 8	TOT. 18
Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
1	1	1	1	Chemistry and Propaedeutic Biochemistry	6	Chemistry and Propaedeutic Biochemistry	BIO/10	6					
2	2	1	1	Medical Physics and Informatics	7	Physics	FIS/07	6					
2	2	1	1	Medical Physics and Informatics	7	Informatics	INF/01		1				
3	3	1	1	Biology and Genetics	7	Applied Biology	BIO/13	7					
4	4	1	1	Human Sciences	4	General Psychology	M-PSI/01	1					
4	4	1	1	Human Sciences	4	Doctorpatient Relationship	MED/25		1				
4	4	1	1	Human Sciences	4	Bioethics and Moral Philosophy	M-FIL/03			1			
4	4	1	1	Human Sciences	4	History of Medicine	MED/02		1				
p.i.	5	1	1	Human Histology and Embryology. Part 1.a	1	Citology	BIO/17	1					
5	6	1	2	Human Histology and Embryology	9	Histology, Histochemistry, Embriology	BIO/17	8					
5	6	1	2	Human Histology and Embryology	9	Elements of Developmental Imaging	MED/40		1				

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
p.i.	7	1	2	Biochemistry. Part 1.a	6	Biochemistry	BIO/10	6					
6	8	1	2	Basic Medical Scientific Methodology	5	Elements of Normal Medical Semiotics	Med/09		1				
6	8	1	2	Basic Medical Scientific Methodology	5	Elements of Normal Surgical Semiotics	MED/18		2				
6	8	1	2	Basic Medical Scientific Methodology	5	Elements of Emergencies and First Aid	MED/41		1				
6	8	1	2	Basic Medical Scientific Methodology	5	Minor Surgery	MED/18		1				
p.i.	9	1	2	Human Anatomy 1. Part 1.a	5	Human Anatomya	BIO/16	4					
p.i.	9	1	2	Human Anatomy 1. Part 1.a	5	Semiotics of the joints, normal subjects. Part 1.a	MED/33		1				
				TOTAL CFU 1° Year	50								
7	10	2	1	Biochemistry	8	Biochemistry	BIO/10	5					
7	10	2	1	Biochemistry	8	Molecular Biology	BIO/11	3					
8	11	2	1	Human Anatomy 1	11	Human Anatomy	BIO/16	7					
8	11	2	1	Human Anatomy 1	11	Elements of Normal Medical Semiotics	MED/09		1				
8	11	2	1	Human Anatomy 1	11	Semiotics of the joints, normal subjects	MED/33		1				

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
8	11	2	1	Human Anatomy 1	11	Macroscopic Examination of Normal Organs	MED/08		1				
8	11	2	1	Human Anatomy 1	11	Bioimaging of Normal Organs	MED/36		1				
9	12	2	1	Microbiology and Parasitology	7	Microbiology	MED/07		3				
9	12	2	1	Microbiology and Parasitology	7	Microbiology	MED/07		2				
9	12	2	1	Microbiology and Parasitology	7	Parasitology	VET/06			2			
p.i.	13	2	2	Scientific English	2	Scientific English	L-LIN/12		2				
10	14	2	2	Human Anatomy 2	7	Human Anatomy	BIO/16	6					
10	14	2	2	Human Anatomy 2	7	Human Anatomy	BIO/16		1				
p.i.	15	2	2	Human Physiology. Part 1.a	9	Physiology	BIO/09	6					
p.i.	15	2	2	Human Physiology. Part 1.a	9	Physiology	BIO/09		3				
p.i.	16	2	2	Pathology and Immunology. Part 1.a	6	Pathology	MED/04		5				
p.i.	16	2	2	Pathology and Immunology. Part 1.a	6	Immunology	MED/04		1				
				TOTALE CFU 2nd Year	50								
11	17	3	1	Human Physiology	10	Physiology	BIO/09	7					

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
11	17	3	1	Human Physiology	10	Physiology	BIO/09		3				
12	18	3	1	Pathology and Immunology	7	Pathology	MED/04		4				
12	18	3	1	Pathology and Immunology	7	Immunology	MED/04		3				
13	19	3	1	Laboratory Medicine	9	Clinical Pathology	MED/05		3				
13	19	3	1	Laboratory Medicine	9	Clinical Biochemistry	BIO/12		3				
13	19	3	1	Laboratory Medicine	9	Human Genetics	MED/03	3					
p.i.	20	3	1	Metodologia e Semeiotica medico chirurgica. Parte 1.a	6	Principles of Internal Medicine	MED/09		2				
p.i.	20	3	1	Medical-surgical Methodology and Semiotics. Part 1.a	6	Evidence Based Medicine	MED/09		1				
p.i.	20	3	1	Medical-surgical Methodology and Semiotics. Part 1.a	6	Principles of General Surgery	MED/18		2				
p.i.	20	3	1	Medical-surgical Methodology and Semiotics. Part 1.a	6	Evidence Based Medicine in Surgery	MED/18		1				
14	20	3	2	Medical Statistics	6	Medical Statistics	MED/01	2					
14	20	3	2	Medical Statistics	6	Medical Statistics	MED/01		4				
p.i.	21	3	2	Anatomic Pathology. Part 1.a	4	Anatomic Pathology	MED/08		3				
p.i.	21	3	2	Anatomic Pathology. Part 1.a	4	Anatomic Pathology	MED/08				1		

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
15	22	3	2	Medical-surgical Methodology and Semiotics	6	Physiopathology, Medical Semiotics and instrumental diagnostics	MED/09		2		1		
15	22	3	2	Medical-surgical Methodology and Semiotics	6	Physiopathology, Medical Semiotics and instrumental diagnostics	MED/18		2		1		
16	23	3	2	Medical-Surgical Specialties 1	13	Diseases of Cardiocirculatory apparatus	MED/11		4				
16	23	3	2	Medical-Surgical Specialties 1	13	Diseases of Cardiocirculatory apparatus	MED/11				1		
16	23	3	2	Medical-Surgical Specialties 1	13	Diseases of Respiratory Apparatus	MED/10		3				
16	23	3	2	Medical-Surgical Specialties 1	13	Diseases of Respiratory Apparatus	MED/10				1		
16	23	3	2	Medical-Surgical Specialties 1	13	Thoracic Surgery	MED/21			1	1		
16	23	3	2	Medical-Surgical Specialties 1	13	Heart Surgery	MED/23			1			
16	23	3	2	Medical-Surgical Specialties 1	13	Vascular Surgery	MED/22			1			
				TOTAL CFU 3rd Year	61								
				ETAs First Triennium	4							4	

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
17	24	4	1	Anatomic Pathology	8	Anatomic Pathology	MED/08		7				
17	24	4	1	Anatomic Pathology	8	Anatomic Pathology	MED/08				1		
18	25	4	1	Medical-Surgical Specialties 2	14	Nephrology	MED/14		2				
18	25	4	1	Medical-Surgical Specialties 2	14	Nephrology	MED/14				1		
18	25	4	1	Medical-Surgical Specialties 2	14	Urology	MED/24		1				
18	25	4	1	Medical-Surgical Specialties 2	14	Urology	MED/24			1			
18	25	4	1	Medical-Surgical Specialties 2	14	Urology	MED/24				1		
18	25	4	1	Medical-Surgical Specialties 2	14	Endocrinology	MED/13		3				
18	25	4	1	Medical-Surgical Specialties 2	14	Endocrinology	MED/13				1		
18	25	4	1	Medical-Surgical Specialties 2	14	Infectious Diseases	MED/17		3				
18	25	4	1	Medical-Surgical Specialties 2	14	Infectious Diseases	MED/17				1		
19	26	4	1	Specialità Medico- Chirurgiche 3	11	Gastroenterology	MED/12		2				
19	26	4	1	Medical-Surgical Specialties 3	11	Gastroenterology	MED/12				1		
19	26	4	1	Medical-Surgical Specialties 3	11	Surgery of Digestive Apparatus	MED/18		1				

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
19	26	4	1	Medical-Surgical Specialties 3	11	Diseases of the Blood	MED/15		2				
19	26	4	1	Medical-Surgical Specialties 3	11	Diseases of the Blood	MED/15				1		
19	26	4	1	Medical-Surgical Specialties 3	11	Medical Oncology	MED/06		2				
19	26	4	1	Medical-Surgical Specialties 3	11	Medical Oncology	MED/06				1		
19	26	4	1	Medical-Surgical Specialties 3	11	Surgical Oncology	MED/18		1				
20	27	4	2	Medical-Surgical Specialties 4	10	Allergology and Clinical Immunology	MED/09		1				
20	27	4	2	Medical-Surgical Specialties 4	10	Allergology and Clinical Immunology	MED/09				1		
20	27	4	2	Medical-Surgical Specialties 4	10	Venereal and Skin Diseases	MED/35		2				
20	27	4	2	Medical-Surgical Specialties 4	10	Venereal and Skin Diseases	MED/35				1		
20	27	4	2	Medical-Surgical Specialties 4	10	Plastic Surgery	MED/19		1				
20	27	4	2	Medical-Surgical Specialties 4	10	Plastic Surgery	MED/19			1			
20	27	4	2	Medical-Surgical Specialties 4	10	Rheumatology	MED/16		2		1		
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	Maxillofacial Surgery	MED/29			1			
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	ENT	MED/31		1				

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	ENT	MED/31			1			
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	ENT	MED/31				1		
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	Audiology and Phoniatrics	MED/32		1				
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	Diseases of Sight Organs	MED/30		2				
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	Diseases of Sight Organs	MED/30				1		
21	28	4	2	Clinical Medicine- Surgery of the Sense Organs	9	Dental Diseases	MED/28		1				
22	29	4	2	Medical-Surgical Specialties 5	6	Diseases of Locomotor Apparatus	MED/33		2				
22	29	4	2	Medical-Surgical Specialties 5	6	Diseases of Locomotor Apparatus	MED/33				1		
22	29	4	2	Medical-Surgical Specialties 5	6	Physical and Rehabilitation Medicine	MED/34		1				
22	29	4	2	Medical-Surgical Specialties 5	6	Bioengineering: motor analysis	ING-IND/34	2					
p.i.	30	4	3	Scientific English	2	Scientific English	L-LIN/12		2				
				TOTAL CFU 4th Year	60								

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
p.i.	31	5	1	Pharmacology. Part 1.a	4	Pharmacology	BIO/14		4				
23	32	5	1	Imaging Diagnostics and Radiotherapy	4	Imaging Diagnostics and Radiotherapy	MED/36		2				
23	32	5	1	Imaging Diagnostics and Radiotherapy	4	Imaging Diagnostics and Radiotherapy	MED/36				2		
24	33	5	1	Neurological Sciences	8	Neurology	MED/26		4				
24	33	5	1	Neurological Sciences	8	Neurology	MED/26				1		
24	33	5	1	Neurological Sciences	8	Physical and Rehabilitation Medicine	MED/34		1				
24	33	5	1	Neurological Sciences	8	Neuroradiology	MED/37		1				
24	33	5	1	Neurological Sciences	8	Neurosurgery	MED/27			1			
25	34	5	1	Psychiatry and Clinical Psychology	7	Psychiatry	MED/25		3				
25	34	5	1	Psychiatry and Clinical Psychology	7	Psychiatry	MED/25				1		
25	34	5	1	Psychiatry and Clinical Psychology	7	Clinical Psychology	M-PSI/08		2				
25	34	5	1	Psychiatry and Clinical Psychology	7	Childhood Neuropsychiatry	MED/39		1				
26	35	5	1	Preventive Medicine	6	General and Applied Preventive Medicine	MED/42		6				
27	36	5	2	Pharmacology	6	Pharmacology	BIO/14		6				
28	37	5	2	Gynecology and Obstetrics	6	Gynecology and Obstetrics	MED/40		5				

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
28	37	5	2	Gynecology and Obstetrics	6	Gynecology and Obstetrics	MED/40				1		
29	38	5	2	General and Specialistic Pediatrics	7	Pediatrics	MED/38		4				
29	38	5	2	General and Specialistic Pediatrics	7	Pediatrics	MED/38				1		
29	38	5	2	General and Specialistic Pediatrics	7	Pediatric Surgery	MED/20			1			
29	38	5	2	General and Specialistic Pediatrics	7	Childhood Neuropsychiatry	MED/39		1				
30	39	5	2	Occupational Medicine	6	Occupational Medicine	MED/44		5				
30	39	5	2	Occupational Medicine	6	Occupational Medicine	MED/44				1		
31	40	5	2	Legal Medicine	6	Legal Medicine	MED/43		5				
31	40	5	2	Legal Medicine	6	Legal Medicine	MED/43				1		
				TOTAL CFU 5th Year	60								
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Internal Medicine	MED/09		3				
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Internal Medicine	MED/09				1		
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Medical Genetics	MED/03	1					
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Medical Genetics	MED/03		2				

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Geriatrics and Gerontology	MED/09		2				
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Geriatrics and Gerontology	MED/09				1		
32	41	6	1	Clinical Medicine, Genetics and Geriatrics	11	Family Medicine-Community Medicine			1				
33	42	6	1	Clinical Surgery	4	General Surgery	MED/18		3				
33	42	6	1	Clinical Surgery	4	General Surgery	MED/18				1		
34	43	6	1	Medical-Surgical Emergencies	11	Anesthesiology	MED/41		1				
34	43	6	1	Medical-Surgical Emergencies	11	Anesthesiology	MED/41				1		
34	43	6	1	Medical-Surgical Emergencies	11	Intensive Care	MED/41		1				
34	43	6	1	Medical-Surgical Emergencies	11	Pain Therapy	MED/41		1				
34	43	6	1	Medical-Surgical Emergencies	11	Palliative Care	MED/41		1				
34	43	6	1	Medical-Surgical Emergencies	11	Surgical Emergencies and ER	MED/18		2				
34	43	6	1	Medical-Surgical Emergencies	11	Surgical Emergencies and ER	MED/18				1		
34	43	6	1	Medical-Surgical Emergencies	11	Medical Emergencies and ER	MED/09		2				
34	43	6	1	Medical-Surgical Emergencies	11	Medical Emergencies and ER	MED/09				1		

Exam	N° I.C.	Year	Semester	Integrated Course	CFU I.C.	Teaching	Teaching AFD	CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
35	44	6	1	Scientific English	1	Scientific English	L-LIN/12		1				
		6	1	CFUs for thesis preparation	9								9
36	45	6	2	Six-month traineeship in medicine-surgery	26	Traineeship in medicine	MED/09				10*		
36	45	6	2	Six-month traineeship in medicine-surgery	26	Traineeship in surgery	MED/18				10*		
36	45	6	2	Six-month traineeship in medicine-surgery	26	Traineeship with General Practitioner					6*		
* including 5 CFUs awarded for the assessment-oriented practical traineeship													
		6	2	CFUs for thesis preparation	9								9
				TOTAL CFUs 6th Year	71								
				ETAs Second Triennium	4							4	
N. Exams	N° I.C.							CFU/ Basic	CFU/ Core courses	CFU/ relat.	CFU/ PTA	CFU/ ETAs	CFU/ thesis
36	45							81	181	12	60	8	18
				TOTAL CFUs for Exams	334								
				ETAs	8								
				CFUs for thesis preparation	18								
				OVERALL TOTAL	360								

Professors belonging to the following AFD are included among tutors for the Six-month traineeship in medicine-surgery:

Preventive Medicine-MED/42

Legal Medicine-MED/43

Occupational Medicine-MED/44

Imaging Diagnostics-MED/36

Anesthesiology and Intensive Care-MED/41

Anatomic Pathology-MED/08

22. Diploma Supplement

In order to favour student mobility in the European area, in addition to the introduction of CFUs, Universities should also provide each graduate, together with his or her diploma, with a diploma supplement containing, in a bilingual version, a detailed description of the student's educational path. For prospective employers in other countries this document also provides a clearer picture of the learning undertaken by the graduate.