Annex VII - D: Student-centred teaching and learning methods in the subject areas of Health Sciences

Categories of Learning outcomes	General student-centred teaching and learning methods recommended by SLQF	Specific Student-centred teaching and learning activities in Health Sciences
1. Subject / Theoretical Knowledge	Independent learning activities, interactive lectures, team-based learning, and other small group activities	A basic sciences lecture or a self-learning lesson interspersed with some quizzes (or other such activities) for the learner to self-assess or enhance the theoretical understanding of the learning material.
2. Practical Knowledge and Application	Problem-based learning, team-based learning, inquiry-based learning, practical classes, laboratory sessions, role play	(a) A lesson either based on a clinical scenario/s or a lesson incorporating a clinical scenario/s, where the students either individually or in small groups address the issues in the said scenario/s, as if they encountered the said scenario/s in an actual clinical setting. (b) Conducting either a full or a part of a patient encounter. (c) Conducting essential clinical procedures and manoeuvres. (d) Practical sessions in the laboratory or a field session in the community. (e) Research projects. (f) Elective projects.
3. **Communication**	Student presentations, role play, debates, dramas	(a) Taking and presenting a history in the actual clinical setting or as a role play. (b) Breaking bad news. (c) Delivering health promotion talks or developing health promotion material. (d) Communicating with other healthcare professionals regarding patient management. (e) In-class student presentations/role plays. (f) Writing a referral letter
4. Teamwork and Leadership	Group projects, industrial training, small group learning; e.g. problem-based learning, games	(a) Students working together in a small group learning session such as a PBL. (b) Contributing to the management of a patient in the clinical setting; e.g. monitoring a patient. (c) A group project as an elective or a research activity.
5. Creativity and Problem Solving	Assignments, projects, small group learning activities; e.g. problem-based learning	Any or all of the following (a-e) performed either individually or within a small group learning session in a simulated (i.e. in-class) or actual clinical setting. (a) Discussing the process and cons of different patient management plans. (b) Discussing the best option in an ethical dilemma. (c) Reasoning out the pathophysiological basis for an actual or hypothetical (e.g. paper-based) patient

		condition.
		(d) Justifying a clinical diagnosis, ordering of investigations or a treatment plan. (e) Reasoning out the pathophysiological basis for a treatment plan for an actual or hypothetical (e.g. paper-based) patient condition. (f) Research project.
6. Managerial and Entrepreneurship	Group projects, industrial training, small group learning; e.g. problem-based learning, games, simulated training, industrial (workplace-based) training	Any or all of the following performed either individually or within a small group learning session in a simulated (i.e. in-class) setting. (a) Improvising to bring about the best patient outcome in a resource-poor setting. (b) Manage limited resources to prioritize on the most-needy patients. (c) Applications on health economics, medical administration and healthcare systems.
7. Information Usage and Management	Assignments, presentations, projects, case studies	(a) Documentation, access, retrieval and storage related to medical/health records. (b) Conducting a literature search. (c) Practising best-evidence medical care (EBM). (d) Participating in epidemiological studies. (e) Learning from an e-learning module. (f) Preparing and delivering a presentation using multi-media. (g) Preparing and submitting case reports, assignments using an electronic learning system.
8. Networking and Social Skills	Student presentations, role-play, debates, dramas	Any or all of the following performed either individually or within a small group learning session. (a) Responding to or initiating a forum post in the learning management system. (b) Establishing links with experts in the field electronically or face-to-face (e.g. during conferences, symposia or workshops) to engage in professional discussions. (c) Working with patient groups or patient support groups. (d) Conducting health promotion activities in the community.
9. Adaptability and Flexibility	Group projects, industrial training, small group learning; e.g. problem-based learning, role plays, portfolios	Any or all of the following performed either individually or within a small group learning session in a simulated (i.e. in-class) setting or in real-life setting, as the case may be. (a) Customizing a management plan based on the patient needs. (b) Using multiple modalities of learning to suit a given situation; e.g. learning from patients, other healthcare professionals, web searches, etc. (c) Accommodating the needs of other healthcare professionals in managing a patient. (d) Considering multiple options and their

		consequences for a given problem, and changing one's own course of action accordingly
10. Attitudes, Values and Professionalism	Group projects, industrial training, small group learning; e.g. problem-based learning, role play, portfolios	Portfolio entries, workplace learning situations, small group learning activities to show: (a) empathy and emotional intelligence in all clinical and professional activities; e.g. patient management, engaging with other health professionals, engaging with patient relatives. (b) adherence to good medical practice as outlined by professional organizations such as SLMC, GMC.
11. Vision for Life	Portfolios, reflective practice	Portfolio entries, electives or other assignments/projects showing the ability to work towards a common long-term goal related to the learner's own ambition, career-goal or preference.
12. Updating Self / Lifelong Learning	Portfolios, reflective practice	Portfolio entries or other assignments/projects that require the student to identify their own learning needs and achieve those learning needs by systematically going through the steps of an established reflective learning cycle.

Note: All the above teaching and learning activities should ideally be observed or monitored (i.e. supervised) by a teacher and feedback given to the student based on their performance.