December 2021

> **Please note:** The change in CPD question format comes from the accreditation bodies, who have informed us that CPD questionnaires must consist of a minimum of 5 questions, 80% of which should be MCQs with a minimum of 4 options and only 20% of which may now be in the form of 'True or false' answers.
>
> MCQs may be of 'single correct answer' or 'multiple correct answer' format. Where the question states that more than one answer is correct, mark more than one of a, b, c or d (anything from two to all answers may be correct). For example, in Question 1, if you think that a, b and c are correct (note that these are not necessarily the correct answers), mark each of these on the answer form. Where the question states that only one answer is correct, mark the single answer that you think is correct.

Learn-teach-learn: Evaluating a South African near-peer teaching programme

1. The results of the study showed that student learners:
   a. demonstrated an insignificant improvement in knowledge scores
   b. demonstrated a significant improvement in both the confidence scores
   c. agreed that the NPT programme was a useful addition to the standard curriculum
   d. would recommend the programme to other students at developmental level.

Is blended learning the way forward? Students' perceptions and attitudes at a South African university

2. Online teaching and learning has been found to
   a. lead to better utilisation of content
   b. improve retention rate
   c. increase collaboration
   d. improvement in student attittude.

Evaluation of assessment marks in the clinical years of an undergraduate medical training programme: Where are we and how can we improve?

3. From a theoretical perspective, it is possible to improve the quality of assessment by addressing criteria such as:
   a. reliability
   b. validity
   c. fairness
   d. standardisation

Medical students' perceptions of global health at the University of Cape Town, South Africa: The gap between interest and education

4. The study found that:
   a. the majority of students reported no formal or informal global health education
   b. very few expressed interest in incorporating global health into their career.
   c. most students perceived a lack of role models as a barrier to incorporating global health into their careers
   d. less than half of the students were aware that the majority of surgical conditions worldwide occur in LMICs.

The knowledge and attitudes of final-year medical students regarding care of older patients.

5. Despite student perceptions of receiving an adequate level of teaching in geriatrics, they displayed a minimal level of knowledge. (True/false)

Nominal group technique review of the emergency care content of the clinical skills module in the undergraduate medical programme at the University of the Free State

6. Feedback from students and technical experts included the following suggestions for improvement:
   a. increase the practical parts of the learning experience
   b. changes to the resources
   c. less use of blended learning techniques
   d. additional financial resources.

Understanding of clinical reasoning by undergraduate students and clinical educators in health and rehabilitation sciences at a South African University: The implications for teaching practice

7. According to the literature, which of the following about clinical reasoning are considered true:
   a. failure to develop CR is considered one of the key reasons for students' lack of confidence and effectiveness in the clinical area
   b. teaching CR need not be tangible for students to develop and apply in clinical practice
   c. developing CR is one of the key goals of clinical teaching
   d. there are clear and specific terminologies, definitions and concepts for CR.

A maximum of 3 CEUs will be awarded per correctly completed test.

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Development of a feedback framework within a mentorship alliance using activity theory

8. The results of the study showed that:
a. most students reported positive experiences with feedback received during the mentorship process
b. feedback from mentors mostly focused on academic matters
c. all students reported knowing the meaning of mentorship
d. all students reported having a faculty mentor at one point in time during their studies

Teaching about disability and food security in the School of Health Sciences, University of KwaZulu-Natal, South Africa

9. Educators had a somewhat good understanding of the link between the different dimensions of food security and disability. (True/False)

Nursing students' perceptions regarding feedback from their educators in a selected higher education institution in KwaZulu-Natal, South Africa

10. The definition of student feedback is a response in which information regarding previous performance is used to provide the facilitator's positive views, suggestions and guidance on students' work, according to:
a. Hughes and Quinn
b. Brookhart
c. Mulliner and Tucker
d. Kohn.

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