جامعة الأزهر
كلية الطب

PROGRAM SPECIFICATION FOR THE UNDERGRADUATE BACHELOR OF MEDICINE & SURGERY (M.B.B.CH)

University: Al-Azhar
Faculty: Al-Azhar Faculty of Medicine

A. Program Basic Information

1- Program Title	**Bachelor of Medicine and Surgery (M.B.B.Ch.)**
2- Type of Program	**Single**
3- Discipline/s offering the program	**Faculty of medicine**
4- Disciplines sharing in the program	**Departments according to the faculty bylaws**
5- Duration (Academic Years/Semesters)	**5 years / 10 Semesters**
6- No. Of Credit / Contact hours	
7- Teaching hours (Credit / Contact)	❖ **211**
8- Marks	
9- The system used to select the examination committee	
10- External audit "review" system for the exam	**- Available - Not available**
11- Coordinator	**prof/ Khairy Abdelahamid**
12- External Evaluator(s)	**Prof/ Basem Aldek**
13- Date of Program specification revision approval:	
14- Date of Program specification approval after external evaluation:	

B. Professional Information

1. Attributes of the Graduate of the Program:

The Medical Graduate must:

1. Work to maintain health and promote human wellbeing.

2. Behave professionally and adhere to medical ethics.

3. Provide -quality and safe patient-centered care, focusing on primary health care and dealing with common health problems in his/her community.

4. Value the importance of a good doctor/ patient relationship, and work to establish and maintain it.

5. Work effectively with other health care professionals respecting their roles and their contribution to the team.

6. Recognize his/her role as a part of health care system, respecting its hierarchy and rules and using his managerial and leadership skills to add value to the system.

7. Contribute to the development and empowerment of his / her community.

8. Work as a lifelong learner- on his/her own continuous professional development, including being equipped to engage in post- graduate and research studies.

2. Program Aims

By the end of the program the graduate should:

1. Provide graduates able to perform high level of medical services, ready for continuous life-long learning and be able to perform a medical scientific research, all within the frame of Islamic medical ethics, which are very important to achieve the mission and goals of Al-Azhar College of Medicine.
2. Pursuit of excellence is central to Al-Azhar College of Medicine by maintaining high academic standards following the National and international medical academic standards.
3. Graduate highly qualified physicians having competitive skills on a global level, with scientific thinking, problem solving of different medical situations, capable of implementing various levels of

health care practices, practicing medical ethics and good moral behavior.

4. Supporting and developing scientific research with research endeavors in clinical practice and the expansion of applied scientific research and health care programs to serve the needs of the community and share in environment development and solving national health problems.
5. Providing excellent academic staff and research members, to support the upgrading of administrative and institutional systems and to enrich its own resources in order to achieve the goals and objectives.
6. Provide graduates with knowledge and understanding of health and its promotion, and of disease prevention, management and rehabilitation laying stress on update and evidence based approach to be clinically competent for safe and effective medical practice based on Islamic ethics.
7. Prepare graduates to be proficient in basic clinical skills, demonstrate competency in the performance of a limited number of basic technical procedures and to pursue life-long learning and problem solving skills.
8. Encourage the acquisition of research skills and stimulating approach to the major public health problems related to the community.
9. Impart appropriate professional and personal attitudes and behavior based on Islamic principles for the achievement of high standards of medical practice.
10. The program is one of the most important objectives of the university, and considered a way to achieve its mission.
11. To meet governmental needs in improving the level of health care services & to increase community health awareness to cope that of the developed countries.
12. Graduation of physicians able to share in promoting health services in Egypt.

3. Program Learning Outcomes:

By the end of the program students / graduates will be able to

COMPETENCY AREA I: THE GRADUATE AS A HEALTH CARE PROVIDER

The graduate should provide quality, safe, patient-centered care, drawing upon his integrated knowledge and clinical skills, and adhering to professional values. The graduate should collect and interpret information, make clinical decisions, and carry out diagnostic and therapeutic interventions - with an understanding of the limits of his/her expertise- taking into accounts the patient's circumstances and preferences as well as the availability of resources.

The graduate should be able to:

1. Take and record a structured, patient centered history
2. Adopt an empathic and holistic approach to the patients and their problems.
3. Assess the mental state of the patient.
4. Perform appropriately timed full physical examination 1of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.
5. Prioritize issues to be addressed in a patient encounter.
6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.
7. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.
8. Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand.

9. Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM).
10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.
11. Perform diagnostic and intervention procedures2 in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.
12. Adopt strategies and apply measures that promote patient safety.
13. Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions.
14. Respect patients' rights and involve them and /or their families/ carers in management decisions.
15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.
16. Apply the appropriate pharmacological & nonpharmacological approaches to prevent, reduce, or stop pain sensations
17. Provide palliative care for seriously ill people. Aiming to relieve their suffering and improve their quality of life.
18. Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification.

COMPETENCY AREA II: THE GRADUATE AS A HEALTH PROMOTER

The graduate should advocate for the development of community and individual measures which promote the state of well-being, he/she should empower individuals and communities to engage in healthy behaviors, and put his/her knowledge and skills to prevent diseases, reduce deaths and promote quality life style. The graduate should be able to:

1. Identify the basic determinants of health and principles of health improvement.
2. Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.
3. Discuss the role of nutrition and physical activity in health.
4. Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.
5. Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.
6. Recognize the epidemiology of common diseases within his/her community, and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.
7. Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.
8. Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.

9. Adopt suitable measures for infection control.

COMPETENCY AREA III: THE GRADUATE AS A HEALTH PROFESSIONAL

The graduate should adhere to the professional and ethical codes, standards of practice, and laws governing practice. The graduate should be able to:

1. Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.
2. Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate.
3. Respect the different cultural beliefs and values in the community they serve.
4. Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities.
5. Ensure confidentiality and privacy of patients' information.
6. Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.
7. Recognize and manage conflicts of interest.
8. Refer patients to appropriate health facility at the appropriate stage.
9. Identify and report any unprofessional and unethical behaviors or physical or mental conditions related to himself, colleagues or any other person that might jeopardize patients' safety.

COMPETENCY AREA IV: THE GRADUATE AS SCHOLAR AND SCIENTIST

The graduate should build his clinical practice on a base of knowledge of scientific principles and methods of basic medical and social sciences, applying this knowledge into clinical care, and using it as a foundation for clinical reasoning, care provision, further professional development and research. The graduate should be able to:

1. Describe the normal structure of the body and its major organ systems and explain their functions.
2. Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
3. Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family.
4. Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease.
5. Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis).
6. Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions.
7. Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication; and effects on the population.

8. Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests.

COMPETENCY AREA V: THE GRADUATE AS A MEMBER OF THE HEALTH TEAM AND MEMBER OF THE HEALTH CARE SYSTEM

The graduate should work and collaborate effectively with physicians and other colleagues in the health care professions, demonstrating an awareness of and a respect for their roles in delivering safe, effective patient- and population-centered care. He/she should be committed to his/her role as a part of health care system, respecting its hierarchy and rules and using his/her administrative and leadership skills to add value to the system. The graduate should be able to:

1. Recognize the important role played by other health care professions in patients' management.
2. Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities and engaging in shared decision-making for effective patient management.
3. Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work.
4. Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.

5. Communicate effectively using a written health record, electronic medical record, or other digital technology.
6. Evaluate his/her work and that of others using constructive feedback.
7. Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary.
8. Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system.
9. Use health informatics to improve the quality of patient care.
10. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.
11. Improve the health service provision by applying a process of continuous quality improvement.
12. Demonstrate accountability to patients, society, and the profession.

COMPETENCY AREA VI: THE GRADUATE AS A LIFE LONG LEAENR AND RESEARCHER

The graduate should demonstrate a lifelong commitment to excellence in practice through continuous learning and professional development. He should reflect on his own performance, and plan for his own development making use of all possible learning resources. The graduate should have an inquisitive mind and adopt sound scientific research methodology to deal with practice uncertainty and knowledge gaps and to contribute to the development of his profession as well as for the purpose of his own academic development. The graduate should be able to:

1. Regularly reflect on and assess his/her performance using various performance indicators and information sources.
2. Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
3. Identify opportunities and use various resources for learning.
4. Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.
5. Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.
6. Effectively manage learning time and resources and set priorities.
7. Demonstrate an understanding of the scientific principles of research including its ethical aspects and scholarly inquiry and Contribute to the work of a research study.
8. Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability.
9. Analyze and use numerical data including the use of basic statistical methods.
10. Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry.

4. ACADEMIC Reference STANDARDS:

1. The national academic reference standards (NARS) for medicine (2017): This program, adopts the National Academic Reference Standards (NARS) for Medicine, issued by the National Authority for Quality Assurance and Accreditation in Education (NAQAAE)

5. BENCHMARKS:

1. Comparaison of Provision to External References (matrix I)

Benchmark statements of the General Medical Council (GMC) - UK	Program key competencies
4.2.a	2.4.1
4.2.b	2.1.17-2.4.3
4.2.c	2.2.2-2.4.4
4.2.d	2.4.2
4.2.e	2.1.8-2.4.5
4.2.f	2.1.1
4.2.g	2.4.6
4.2.h	2.1.16-2.4.7
4.2.i	2.1.16
4.2.j	-
4.2.k	2.2.1-2.2.4-2.2.5-2.2.6
4.2.l	-
4.2.m	-
4.2.n	-
4.2.o	-
4.2.p	2.1.14-2.3.1-2.3.2-2.3.3-2.3.4-2.3.5-2.3.6-2.3.7
4.2.q	2.6.1-2.6.5-2.6.6-2.6.9
5.1.a	2.1.5-2.1.6-2.1.9
5.1.b	2.1.2-2.1.10
5.2.a	2.1.5-2.1.7-2.1.8-2.1.9
5.2.b	-
5.2.c	-
5.3.a	-
5.3.b	2.6.7-2.6.8-2.6.9-2.6.10
5.3.c	2.6.7-2.6.8-2.6.9
5.3.d	-
5.3.e	2.1.9
5.4	2.6.2-2.6.3
5.5.a	2.1.5-2.1.7-2.6.5
5.5.b	2.1.5-2.1.7-2.6.5
6.1.a	2.6.1-2.6.2-2.6.3
6.1.b	2.6.6

6.1.c	**2.5.5**
6.1.d	**2.6.6**
6.1.e	**2.1.9-2.5.9**
6.1.f	**-**
6.1.g	**-**
6.1.h	**-**
6.1.i	**2.5.2-2.5.4**
6.2.1.a	**2.1.1**
6.2.1.b	**2.1.3-2.1.4**
6.2.1.c	**2.1.8-2.1.9**
6.2.1.d	**2.1.10-2.1.11**
6.2.1.e	**2.1.13**
6.2.1.f	**2.5.3**
6.2.2a	**-**
6.2.2b	**-**
6.2.2c	**-**
6.2.2d	**-**
6.2.2e	**2.5.6**
6.2.3	**-**
6.2.4	**-**
6.2.5	**-**
6.2.6	**2.2.1**
6.2.7	**-**
6.3.1	**-**
6.3.2	**-**
6.3.3	**-**
6.3.4	**-**
7.1	**2.3.1-2.3.3-2.3.4-2.3.5-2.3.8**
7.2	**-**
7.3.a	**2.3.6-2.3.7-2.3.9**
7.3.b	**2.3.1**
7.3.c	**2.3.3**
7.3.d	**2.3.3**
7.3.e	**2.5.6**
7.3.f	**2.3.4**
7.3.g	**-**
7.4.a	**2.5.2**

7.4.b	**2.5.7**
7.4.c	**2.5.5**
7.5.a	**-**
7.5.b	**-**
7.5.c	**-**
7.5.d	**-**
7.6.a	**2.3.1-2.3.5**
7.6.b	**2.3.3**
7.6.c	**2.3.2-2.3.6-2.3.7**
7.6.d	**2.3.2-2.3.5**
7.6.e	**-**
7.7.a	**2.5.7**
7.7.b	**2.6.2**
7.7.c	**2.3.6-2.3.9**

6. PROGRAM STRUCTURE AND CONTENTS:

1. Program duration:

5 Academic years and two Pre-registration House Officer (PRHO) year.

2. Program structure

1. No. of credit hours/points: 211 Compulsory: 201 Elective: 10 Optional
2. No. of credit hours of basic sciences courses: 68 credit hours
3. No. of credit hours of courses of social sciences and humanities: 9 credit hours
4. No. of credit hours of specialized courses: 104 credit hours
5. No. of credit hours/points of other courses: 29 credit hours
6. Practical/Field Training: 1 credit hour.

3. PROGRAM LEVELS:

- The program consists of two phases.
- The first phase comprises level 1 and 2 and deals with patho-physiology of the different organ systems.
- The second phase comprises levels 3,4 and 5 and deals with clinical clerkship.
- **phase 1:**

1. Level 1: 44 credit hours: Compulsory: 42 electives: 2
2. Level 2: 42 credit hours: Compulsory: 40 electives: 2

❖ **phase 2:**

1. Level 3: 42 credit hours: Compulsory: 40 electives: 2
2. Level 4: 43 credit hours: Compulsory: 41 electives: 2
3. Level 5: 40 credit hours: Compulsory: 38 electives: 2

❖ **Program Courses**

Phase	Module Code	Module Name	Weeks	Credit Hours	Year/ semester
Introductory	URR-07-10101	Religious requirements (Quran kareem)	15	1	Year-Level (1) Semester (1)
	URR-07-10102	Religious requirements (Fekh)	15	1	
	IMP-07-10103	Normal Human Body	7	7	
	IMP-07-10104	Principles of Disease Mechanism & Drug Therapy	4	4	
	IMP-07-10105	Biomedical Sciences	3	4	
	IMP-07-10106	Cellular & Molecular Biology & Principles of Genetics	2	2	
	IMP-07-10107	Professionalism 1 (Medical Ethics)	15	1	
	IMP-07-10108	English Language & Medical Terminology	15	1	
		Elective (1)	15	1	
Total **20+2**					

Phase	Module Code	Module Name	Weeks	Credit Hours	Year/ Semester
Introductory System-based	URR -07-10209	Religious requirements (Akeeda)	15	1	Year- Level (1) Semester (2)
	IMP-07-10210	Computer Science & Information Technology	15	1	
	IMP-07-10211	Haemopiotic System and Basic Immunology	3	4	
	IMP-07-10212	Musculoskeletal and Skin	7	8	
	IMP-07-10213	Research Methodology& Biostatistics	15	2	
	IMP-07-10214	Respiratory System	5	4	
	IMP-07-10215	Professionalism 2 (Soft Skills)	15	1	
		Elective (2)	15	1	
Total **21+1**					
Total Credit Hours for Year (1)		**41+3**			

Phase	Module Code	Module Name	Weeks	Credit Hours	Year/ Semester
Introductory System-based	IMP-07-20316	Religious requirements (Quran kareem)	15	1	Year- Level (2) Semester (3)
	IMP-07-20317	Cardiovascular System	6	8	
	IMP-07-20318	Renal and Urinary System	5	5	
	IMP-07-20319	Behavioral and Social sciences	2	3	
	IMP-07-20320	Introduction to Clinical Skills	1	1	
	IMP-07-20321	General Epidemiology	15	1	
	IMP-07-20322	Professionalism 3 (Risk Management)	15	1	
		Elective (3)	15	1	
Total 20+1					

Phase	Module Code	Module Name	Weeks	Credit Hours	Year/ Semester
Introductory System Based	URR -07-20423	Religious requirements (Islamic History)	15	1	Year- Level (2) Semester (4)
	IMP-07-20424	Endocrine System	4	4	
	IMP-07-20425	Nutrition and Metabolism	3	3	
	IMP-07-20426	Gastrointestinal and Hepatobiliary Systems	5	7	
	IMP-07-20427	Reproductive System	2	4	
	IMP-07-20428	Professionalism 4 (Patient Safety)	15	1	
		Elective 4	15	1	
Total 20+1					
Total Credit Hours for Year (2)		**40+2**			

Phase	Module Code	Module Name	Weeks	Credit Hours	Year/ Semester
Clinical	URR -07-30529	Religious requirements (Quran kareem)	15	1	Year- Level (3) Semester (5)
	IMP-07-30530	Neuroscience and Special Senses	7	9	
	IMP-07-30531	Community& Occupational Medicine	7	4	
	IMP-07-30532	Principles of Forensic Medicine (Medico-legal Science)	7	2	
	IMP-07-30533	Medical Informatics	7	1	
	IMP-07-30534	Principles of Clinical Toxicology	7	2	
	IMP-07-30535	Professionalism 5 (Quality of Health care)	7	1	
		Elective (5)	15	1	
		Total **20+** 1			

Phase	Code	Module Name	Weeks	Credit Hours	Year/ Semester
Clinical	URR -07-30636	Religious requirements (Tafseer)	14	1	Year- Level (3) Semester (6)
	IMP-07-30637	Ophthalmology	4	4	
	IMP-07-30638	Ear, Nose & Throat	3	3	
	IMP-07-30639	Medicine I	4	6	
	IMP-07-30640	Diagnostic Radiology and laboratory Medicine	2	3	
	IMP-07-30641	Dermatology, Andrology and Venereal Diseases.	2	2	
	IMP-07-30642	Professionalism 6 (Clinical Team Attachments)	1	1	
		Elective (6)	14	1	
		Total20+1			
Total Credit Hours for Year (3)			**40+2**		

Phase	Module code	Module name	Weeks	Credit Hours	Year/ Semester
Clinical	URR -07-40743	Religious requirements (Quran kareem)	14	1	Year- Level (4) Semester (7)
	IMP-07-40744	Surgery I	7	6	
	IMP-07-40745	Pediatrics & Child Health	8	6	
	IMP-07-40746	Infectious Diseases	3	4	
	IMP-07-40747	*Integrated Medicine, Pediatrics and Surgery Module 1* (Endocrinology)	2	3	
	IMP-07-40748	Professionalism 7 (Critical Thinking)	7	1	
		Elective (7)	14	1	
	Total 21+١				

Phase	Module code	Module name	Weeks	Credit Hours	Year/ Semester
Clinical	URR -07-40849	Religious requirements Hadeeth	14	1	Year- Level (4) Semester (8)
	IMP-07-40850	Gynecology & Women Health	6	6	
	IMP-07-40851	Obstetrics	6	6	
	IMP-07-40852	Psychiatry	2	3	
	IMP-07-40853	*Integrated Medicine, Pediatrics, and Surgery Module 2* (Nephrology and Urosurgery)	2	3	
	IMP-07-40854	Professionalism 8 (EBM)	2	1	
		Elective (8)	14	1	
		Total **20** +1			
	Total Credit Hours for Year (4) 41+2				

Phase	Module code	Module name	Weeks	Credit Hours	Year/ Semester
Clinical	IMP-07-50955	Medicine II	3	4	Year- Level (5) Semester (9)
	IMP-07-50956	*Integrated Medicine, Pediatrics and Surgery Module 3* (GIT)	6	6	
	IMP-07-50957	*Integrated Medicine, Pediatrics and Surgery Module 4(*Chest, Cardiology &Cardiothoracic Surgery)	5	6	
	IMP-07-50958	Emergency Medicine & Intensive Care	2	3	
		Elective (9)	14	1	
		Total **20**			

Phase	Module code	Module name	Weeks	Credit Hours	Year/Semester
Clinical	IMP-07-51059	Surgery II	6	6	Year - Level (5) Semester (10)
	IMP-07-51060	*Integrated Medicine, Pediatrics and Surgery module 5*Neurology, and Neurosurgery	4	4	
	IMP-07-51061	Peri-operative management, Pain Therapy and Palliative Care	2	2	
	IMP-07-51062	Family Medicine and Geriatrics	3	2	
	IMP-07-51063	*Integrated Medicine and Surgery module 6* (Orthopedic surgery, Rheumatology & Rehabilitation)	4	4	
	IMP-07-51064	Research Project	3	1	
		Elective (10)	14	1	
	Total **20**				
Total Credit Hours for Year (5) 4٠					

4. TEACHING AND LEARNING METHODS

1. Interactive lectures
2. Practical lab. Training
3. Clinical sessions (Outpatient Clinics- inpatient - Emergency Department)
4. TBL (Team based learning) (Small group discussion)
5. PBL (Problem Based Learning with tutorial sessions)
6. CBL (Clinical Based Learning)
7. Skills lab. training
8. Self-directed learning
9. Community Based Learning Activities (CBLA) (conducted in the primary health care centers)
10. Seminars

5. Student Assessment Methods

a. **Written: short answer questions e.g. MCQ, modified essay questions, extended matching questions and case based clinical scenario,** to assess the cognitive domain.
b. **OSPE**: to assess laboratory skills.
c. **Mini-CEX**: for assessment of clinical skills
d. **Portfolio** to assess the cognitive, psychomotor and the affective domains.
e. **OSCE** to assess the psychomotor and the affective domains.
f. **STUDENT ASSESSMENT STRATEGY**

يؤدى الطالب الامتحانات وفقا للنظام الأتي:

أ -امتحانات تكوينية (Formative Assessment) طوال دراسة المجموعات التعليمية ولا تدخل في حساب
الدرجات.

ب -امتحانات تجميعية : (Summative Assessment) تتكون من

١. امتحانات أثناء دراسة المجموعة ( ) 30% (= وتشمل امتحان في نهاية المجموعة % 20 = و أنشطة أخرى اثناء الدراسة = 10 %)
٢. امتحان في نهاية الفصل الدراسي توزع كالتالي
   i. امتحانات نظري تكاملي ٤٠ %
   ii. امتحانات الإختبار العملي الموضوعي ٣٠ %

6. Program Admission Requirements

The regulations of Al-Azhar University select students who are holding Al-Azhar Education Secondary Certificate (AESC). Those having the highest grades are prioritized. The annual students' intake is determined by Al-Azhar Supreme Council.

According to the regulations of Al-Azhar University and its by-law (subject – annex), the undergraduate program of education provides general education that prepares the students for all career options in medicine. It is a discipline based six-year curriculum, followed by twelve months Pre-Registration House Officer (PRHO) period in the university and community hospitals in order to be licensed for practicing medicine.

The curriculum is divided into three phases; phase one: first and second years of medicine (the preliminary phase); phase two: the third year of medicine (the intermediate phase). Both phases cover the basic medical sciences and the preclinical years; phase three: the fourth, fifth and sixth years of medicine (the final phase), where students start their clinical clerkships (subject, annex). Islamic related subjects are studied in the first four years; they are taught in Arabic. English language and humanity and behavioral sciences are studied in the first and second years while computer is studied in the first year only. All medical courses are studied in English. The academic year is thirty-six weeks starting in mid-September and ending in mid-June. It includes a mid-year vacation for two weeks in January. Phase I and II are not semester based, while the last three clinical years are divided in blocks in term of weeks.

7. Regulations for Progression and Program Completion

١. في حاله رسوب الطالب في الدور الأول والثاني في مقررات/وحدات تعليمية بنسبة تعادل أقل من ٤٥ ٪ من الساعات المعتمدة للسنة الدراسية، فإنه **ينقل إلى السنة التالية** في نفس المرحلة على ان يعيد دراسة هذه المقررات/الوحدات التعليمية في فصل/سنة دراسية لاحقة بما لا يتجاوز العبء الأكاديمي للفصل/السنة الدراسية.

٢. في حاله رسوب الطالب في الدور الأول والثاني في مقررات/وحدات تعليميه بنسبة تعادل ٤٥ ٪ أو أكثر من الساعات المعتمدة للسنة الدراسية، فإنه **لا ينتقل** إلى السنة الدراسية التالية في نفس المرحلة و**يبقي للإعادة** وعليه إعادة دراسة هذه المقررات/الوحدات التعليمية.

٣. لا يجوز للطالب أن يبقى مقيداً بالمستوى الأول أكثر من عامين من الداخل فقط.

٤. لا يجوز للطالب أن يبقى مقيدا بالمستوى الثاني أو الثالث أكثر من عامين دراسيين ويجوز لمجلس الكلية الترخيص للطالب بالتقدم للإمتحان من الخارج فيما رسب فيه لمدة سنتين على الأكثر فيسمح للطالب الراسب بدخول امتحان المقرر/الوحدة التعليمية.

٥. لا يجوز للطالب أن يبقي مقيدا بالمستوى الرابع أو الخامس أكثر من عامين دراسيين من الداخل وثلاثة أعوام من الخارج بعد موافقة مجلس الكلية بحد أقصى خمس سنوات وطبقا لما يقره مجلس الجامعة.

٦. لا ينقل الطالب من مرحلة إلى مرحلة تالية إلا بنجاحه في جميع المقررات/الوحدات التعليمية الخاصة بالمرحلة

8. Evaluation of Program competencies

Evaluator	Tool	Sample
1- Senior students	Questionnaires	Random Sample
2- Alumni	Questionnaires	Random Sample
3- Stakeholders	Interviews	Cluster random sample
4-External Evaluator(s) (External Examiner(s))	Templates and checklists for validation Of the specifications	Selected experts

Attached Matrices

Matrix I: Program Aims and Graduate Attributes of the Program

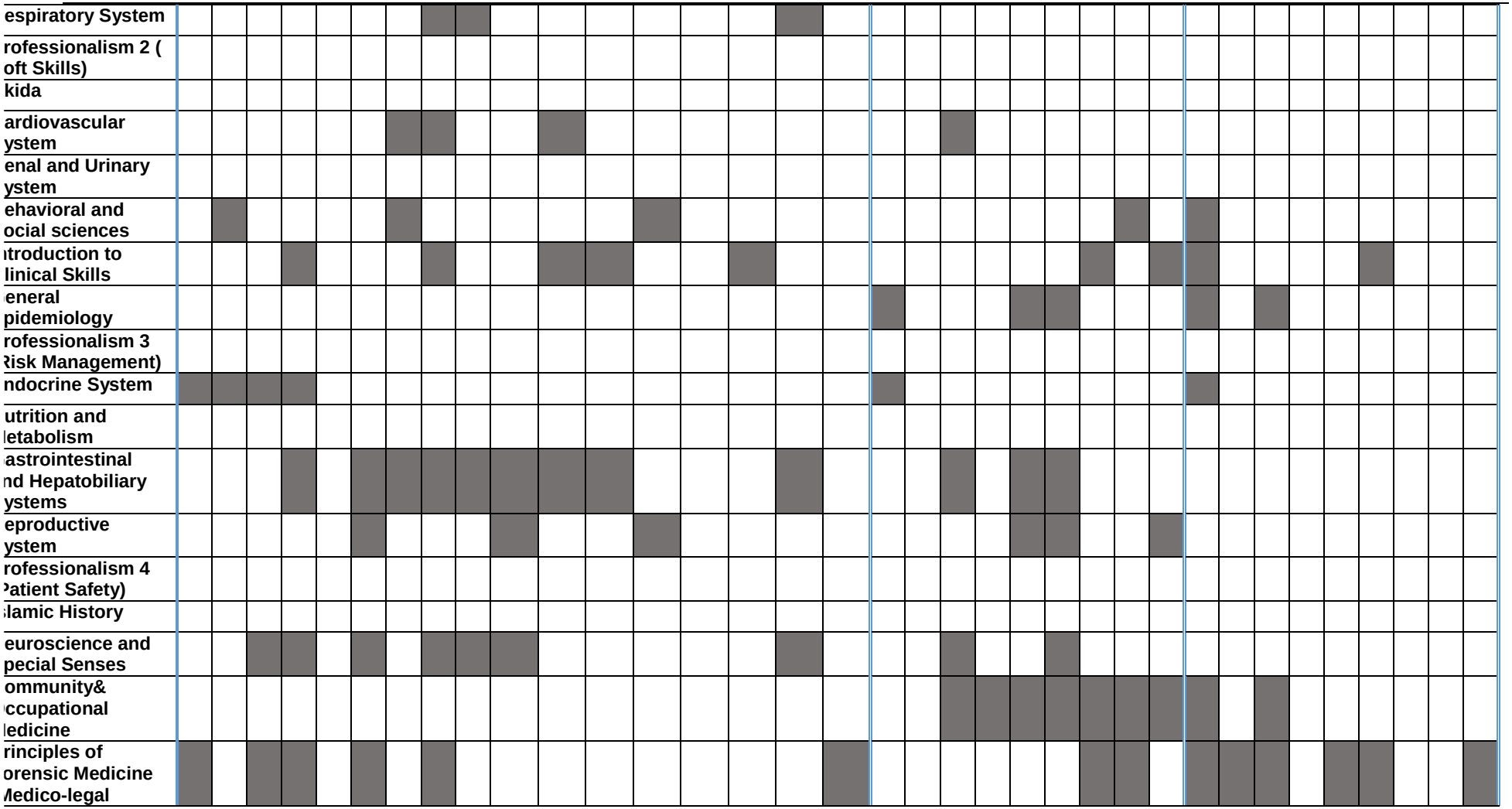
Program aims	Graduate attributes of the program
1. Provide graduates able to perform high level of medical services, ready for continuous life-long learning and be able to perform a medical scientific research, all within the frame of Islamic medical ethics, which are very important to achieve the mission and goals of Al-Azhar College of Medicine.	**1.** Work to maintain health and promote human wellbeing.
2. Pursuit of excellence is central to Al-Azhar College of Medicine by maintaining high academic standards following the National and international medical academic standards.	**2.** Behave professionally and adhere to medical ethics.
3. Graduate highly qualified physicians having competitive skills on a global level, with scientific thinking, problem solving of different medical situations, capable of implementing various levels of health care practices, practicing medical ethics and good moral behavior.	**3.** Provide -quality and safe patient-centered care, focusing on primary health care and dealing with common health problems in his community.
4. Supporting and developing scientific research with research endeavors in clinical practice and the	**4.** Value the importance of a good doctor/ patient relationship, and work to establish and maintain it.

expansion of applied scientific research and health care programs to serve the needs of the community and share in environment development and solving national health problems.	
5. Providing excellent academic staff and research members, to support the upgrading of administrative and institutional systems and to enrich its own resources in order to achieve the goals and objectives.	**5.** Work effectively with other health care professionals respecting their roles and their contribution to the team.
6. Provide graduates with knowledge and understanding of health and its promotion, and of disease prevention, management and rehabilitation laying stress on update and evidence based approach to be clinically competent for safe and effective medical practice based on Islamic ethics.	**6.** Recognize his role as a part of health care system, respecting its hierarchy and rules and using his managerial and leadership skills to add value to the system.
7. Prepare graduates to be proficient in basic clinical skills, demonstrate competency in the performance of a limited number of basic technical procedures and to pursue life-long learning and problem solving skills.	**7.** Contribute to the development and empowerment of his community.
8. Encourage the acquisition of research skills and	**8.** Work as a lifelong learner- on his own continuous

stimulating approach to the major public health problems related to the community.	professional development, including being equipped to engage in post- graduate and research studies.
9. Impart appropriate professional and personal attitudes and behavior based on Islamic principles for the achievement of high standards of medical practice.	
10. The program is one of the most important objectives of the university, and considered a way to achieve its mission.	
11. To meet governmental needs in improving the level of health care services & to increase community health awareness to cope that of the developed countries.	
12. Graduation of physicians able to share in promoting health services in Egypt.	

Matrix II: Matrix between program competencies with courses learning outcomes

Modules	Competency Area 1																	Area 2									Area 3								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
oly Quran																																			
ekh																																			
ormal human ody																																			
rinciples of isease echanism & drug erapy							■	■	■		■					■					■	■						■				■			
iomedical ciences		■			■	■	■	■	■	■	■			■				■		■	■	■	■				■	■	■	■	■	■	■	■	■
ellular & olecular biology principles of enetics							■	■	■												■														
edical ethics																																			
nglish Language Medical erminology																																			
omputer Science Information echnology																																			
aemopiotic ystem and Basic nmunology																																			
usculoskeletal nd Skin																																			
esearch ethodology& iostatistics																																			


espiratory System
rofessionalism 2 (oft Skills)
kida
ardiovascular ystem
enal and Urinary ystem
ehavioral and ocial sciences
ıtroduction to linical Skills
eneral pidemiology
rofessionalism 3 Risk Management)
ndocrine System
utrition and letabolism
astrointestinal nd Hepatobiliary ystems
eproductive ystem
rofessionalism 4 atient Safety)
lamic History
euroscience and pecial Senses
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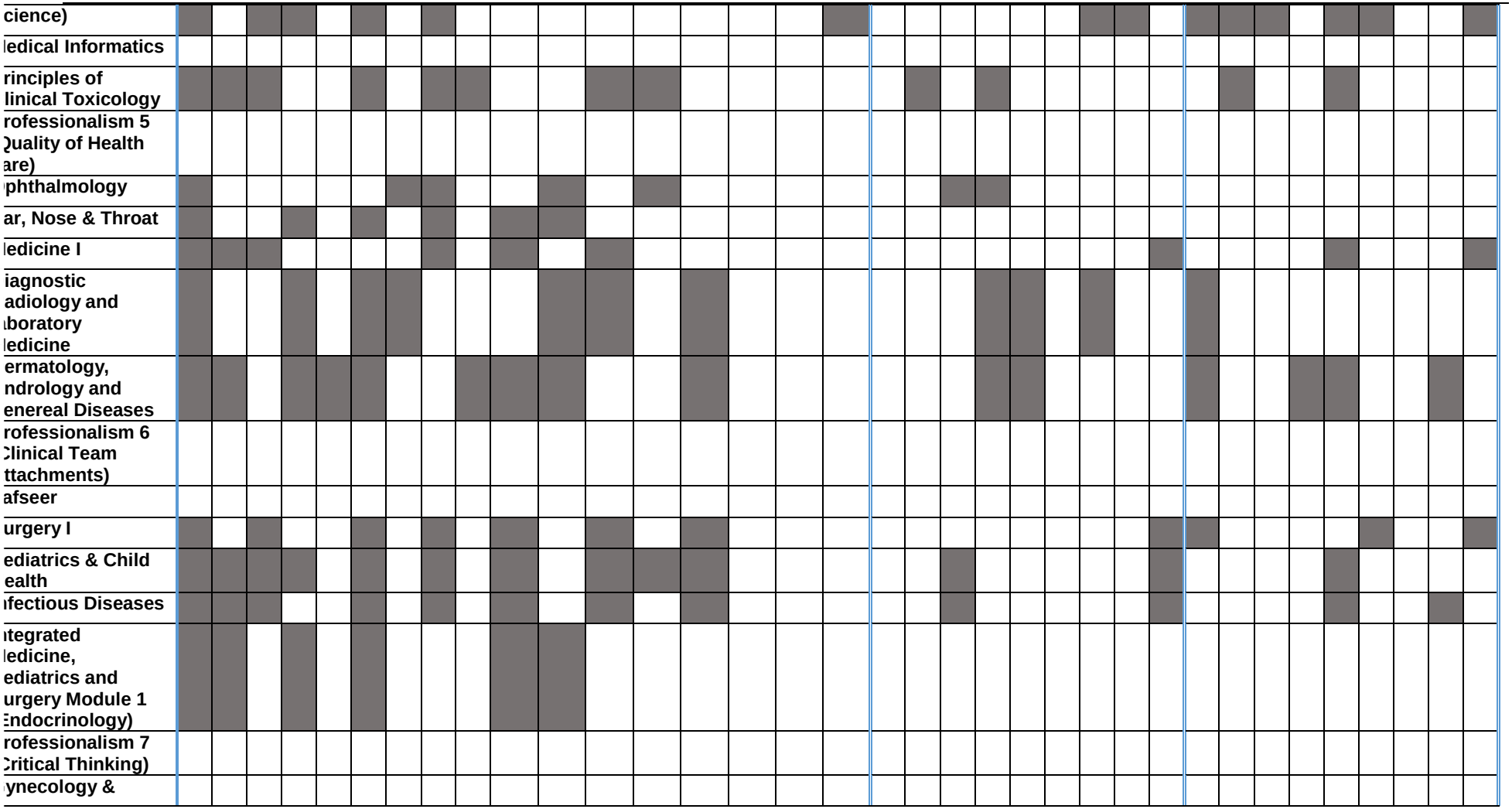
rinciples of orensic Medicine Medico-legal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ermatology, ndrology and enereal Diseases
rofessionalism 6 Clinical Team ttachments)
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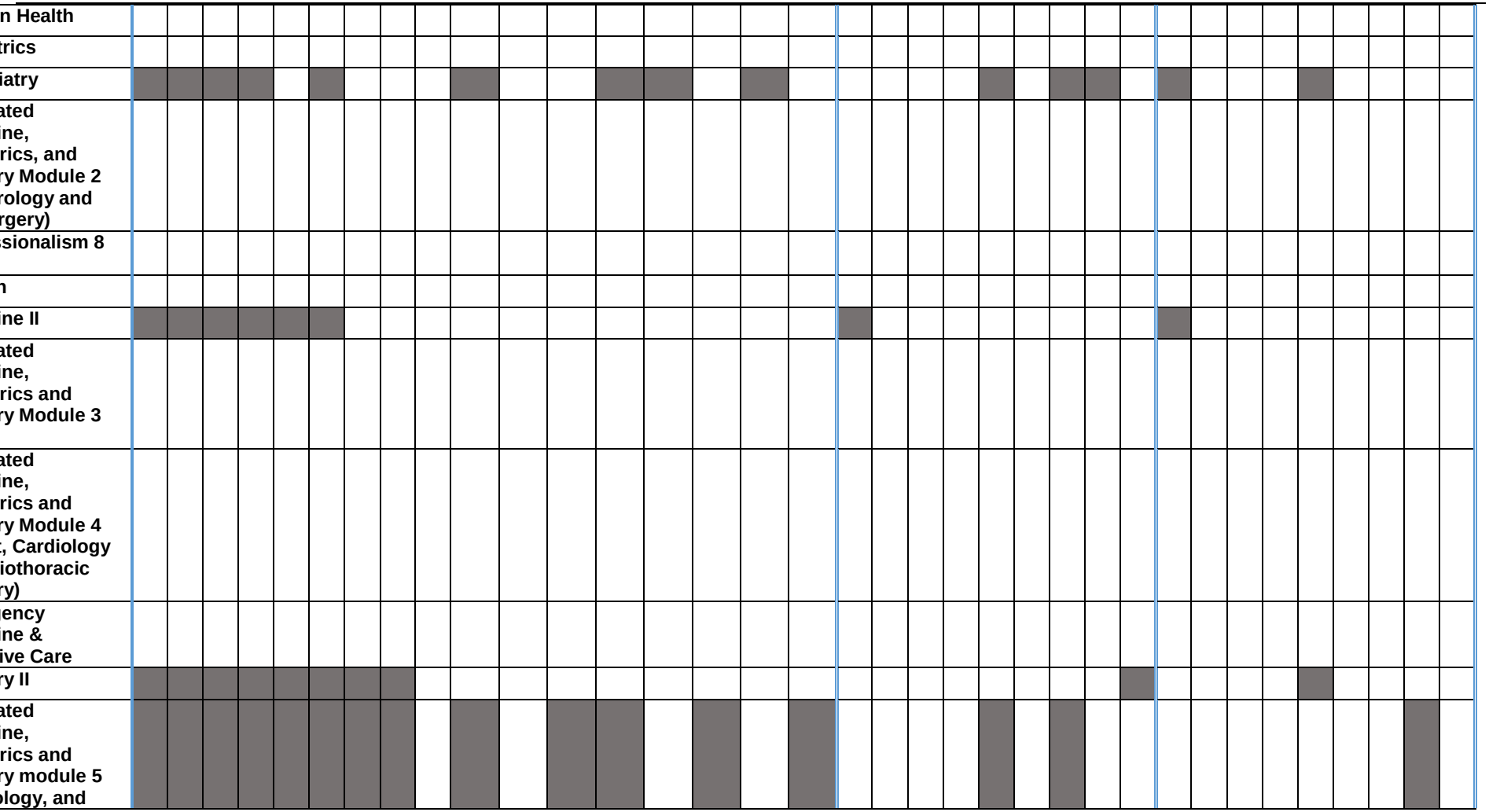
rofessionalism 7 Critical Thinking)
ynecology &


/omen Health
bstetrics
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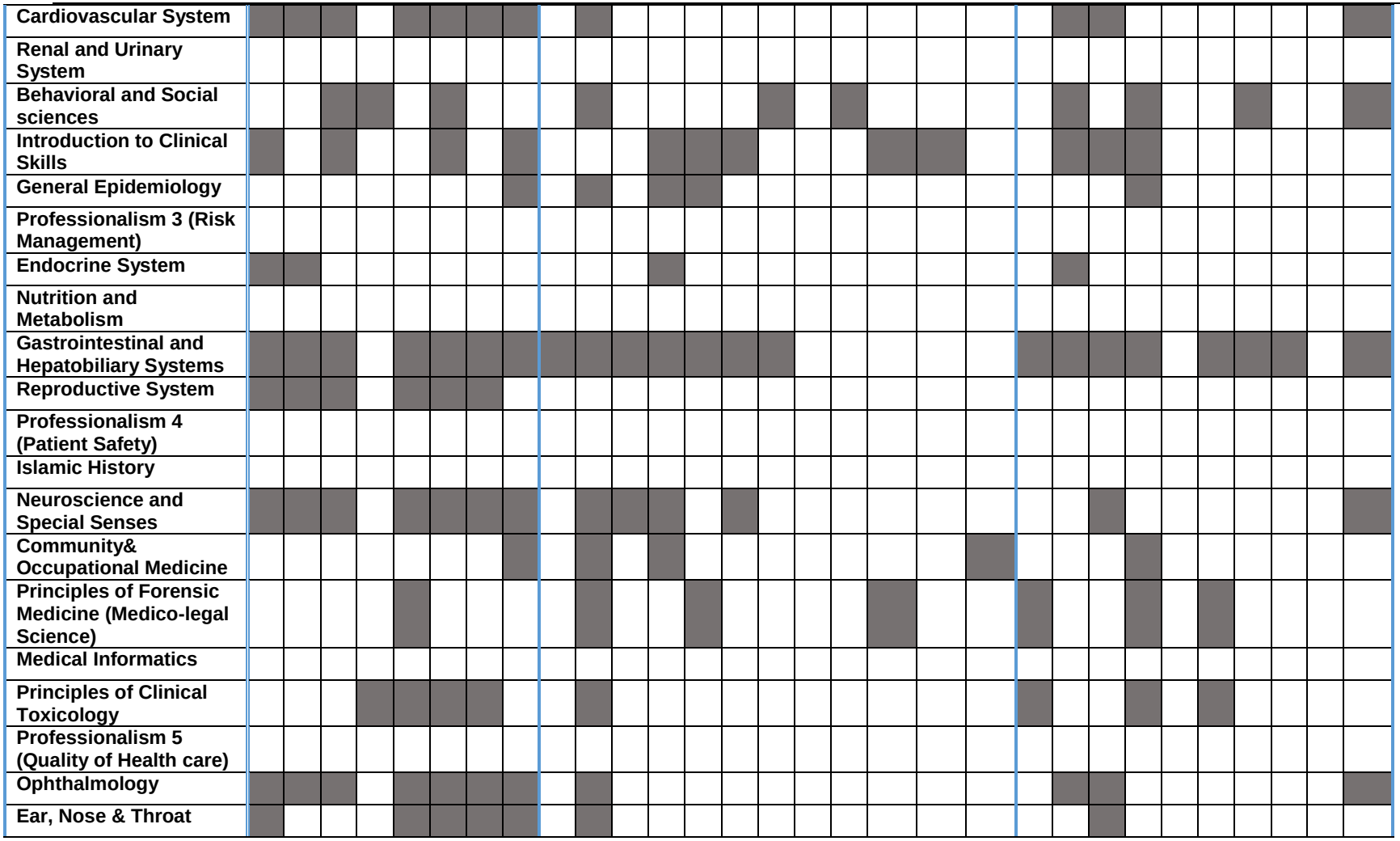
ledicine,
ediatrics, and
urgery Module 2
lephrology and
rosurgery)
rofessionalism 8
EBM)
adeth
ledicine II
ıtegrated
ledicine,
ediatrics and
urgery Module 3
GIT)
ıtegrated
ledicine,
ediatrics and
urgery Module 4
Chest, Cardiology
Cardiothoracic
urgery)
mergency
ledicine &
ıtensive Care
urgery II
ıtegrated
ledicine,
ediatrics and
urgery module 5
leurology, and

eurosurgery)																																	
eri-operative anagement, Pain herapy and alliative Care																																	
amily Medicine nd Geriatrics																																	
ntegrated Medicine nd Surgery odule 6 Orthopedic urgery, heumatology & ehabilitation)																																	
esearch Project																																	

	Area 4								Area 5												Area 6									
Modules	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
Holy Quran																														
Fekh																														
Normal human body																														
Principles of disease mechanism & drug therapy																														
Biomedical sciences																														
Cellular & Molecular biology & principles of genetics																														
Medical ethics																														
English Language & Medical Terminology																														
Computer Science & Information Technology																														
Haemopiotic System and Basic Immunology																														
Musculoskeletal and Skin																														
Research Methodology& Biostatistics																														
Respiratory System																														
Professionalism 2 (Soft Skills)																														
Akida																														


Cardiovascular System
Renal and Urinary System
Behavioral and Social sciences
Introduction to Clinical Skills
General Epidemiology
Professionalism 3 (Risk Management)
Endocrine System
Nutrition and Metabolism
Gastrointestinal and Hepatobiliary Systems
Reproductive System
Professionalism 4 (Patient Safety)
Islamic History
Neuroscience and Special Senses
Community& Occupational Medicine
Principles of Forensic Medicine (Medico-legal Science)
Medical Informatics
Principles of Clinical Toxicology
Professionalism 5 (Quality of Health care)
Ophthalmology
Ear, Nose & Throat

Medicine I					■	■		■	■				■	■				■				■	■			■	■				
Diagnostic Radiology and laboratory Medicine	■							■	■			■	■									■									
Dermatology, Andrology and Venereal Diseases	■				■		■		■	■		■			■		■							■			■				
Professionalism 6 (Clinical Team Attachments)																															
Tafseer																															
Surgery I					■			■		■								■				■			■					
Pediatrics & Child Health		■	■		■		■		■				■					■												
Infectious Diseases					■		■		■	■			■					■				■								
Integrated Medicine, Pediatrics and Surgery Module 1 (Endocrinology)																															
Professionalism 7 (Critical Thinking)																															
Gynecology & Women Health																															
Obstetrics																															
Psychiatry				■			■	■																							
Integrated Medicine, Pediatrics, and Surgery Module 2 (Nephrology and Urosurgery)																															
Professionalism 8 (EBM)																															
Hadeth																															
Medicine II	■	■	■									■										■									

Integrated Medicine, Pediatrics and Surgery Module 3 (GIT)																												
Integrated Medicine, Pediatrics and Surgery Module 4 (Chest, Cardiology &Cardiothoracic Surgery)																												
Emergency Medicine & Intensive Care																												
Surgery II																												
Integrated Medicine, Pediatrics and Surgery module 5 (Neurology, and Neurosurgery)																												
Peri-operative management, Pain Therapy and Palliative Care																												
Family Medicine and Geriatrics																												
Integrated Medicine and Surgery module 6 (Orthopedic surgery, Rheumatology & Rehabilitation)																												
Research Project																												

Matrix III: Matching of program key competencies and Teaching methods

Program competency areas	Program key Competencies	Teaching/Learning Methods									
		TBL	PBL	CBL	SDL	Interactive lectures	Seminars	Practical Lab. Training	Skills lab. training	CBLA	Clinical sessions
Competency area I: The graduate as a health care provider	1.1			√							√
	1.2			√							√
	1.3			√							√
	1.4			√				√	√		√
	1.5			√							√
	1.6			√	√	√	√				√
	1.7			√	√	√	√				√
	1.8	√	√	√	√	√	√				√
	1.9	√	√	√	√	√	√				√
	1.10	√	√	√	√	√	√				√

	1.11			√				√	√		√
	1.12	√		√	√	√	√	√			√
	1.13	√		√	√	√	√				√
	1.14	√		√	√	√	√			√	√
	1.15	√		√	√	√	√		√		√
	1.16	√		√	√	√	√				√
	1.17			√						√	√
Competency Area II: The graduate as a health promoter	2.1	√	√	√	√	√	√				√
	2.2	√	√	√	√						
	2.3	√	√	√		√	√				
	2.4	√	√	√	√	√	√			√	

	2.5	√			√	√	√			√	
	2.6	√			√	√	√			√	
	2.7	√	√	√	√	√	√				√
	2.8	√	√	√	√	√	√			√	√
	2.9	√	√	√	√	√	√				
Competency Area III: The graduate as a professional	3.1	√				√	√			√	
	3.2	√			√	√	√			√	
	3.3	√		√		√	√			√	
	3.4			√		√	√			√	√
	3.5	√	√	√	√	√	√			√	√
	3.6		√	√							√

	3.7	√	√	√						√	
	3.8	√	√	√						√	
	3.9	√	√	√		√	√			√	√
	3.10					√					
	3.11					√					
	3.12					√					
Competency Area IV: The graduate as a scholar and scientist	4.1	√			√	√	√				
	4.2	√			√	√	√				
	4.3	√			√	√	√				
	4.4	√			√	√	√				
	4.5	√			√	√	√				

	4.6	√			√	√	√				
	4.7	√			√	√	√				
	4.8	√			√	√	√				
Competency Area V: The graduate as a member of the health team and a part of the health care system	5.1	√				√	√				
	5.2	√				√	√	√			
	5.3	√				√	√				
	5.4	√	√			√	√				
	5.5	√	√			√	√				
	5.6	√	√	√		√	√				
	5.7	√	√	√		√	√	√	√		√
	5.8	√	√	√		√	√				√

	5.9	√	√	√		√	√				√
	5.10	√	√	√	√	√	√				√
	5.11	√	√	√	√	√	√				
	5.12		√	√		√	√			√	√
Competency Area VI: The graduate as a lifelong learner and researcher	6.1	√	√	√		√	√				
	6.2	√	√		√	√	√				
	6.3	√	√	√		√	√				
	6.4	√	√	√		√	√				
	6.5	√	√	√		√	√				
	6.6	√	√	√		√	√	√			√
	6.7	√	√	√		√	√				

	6.8	√	√	√	√	√	√				
	6.9	√	√	√	√	√	√				
	6.10	√	√	√	√		√				

Matrix VI: Matching of program key competencies and Assessment methods

Competency areas	Key Competencies	Assessment Methods								
		Self-assessment	Peer-assessment	Observation	Portfolio	Case-based short essay	MCQs	OSPE	OSCE	MinCEx
Competency area I: The graduate as a health care provider	1.1			√				√	√	√
	1.2			√				√	√	√
	1.3			√				√	√	√
	1.4			√				√	√	√
	1.5			√					√	√
	1.6					√	√	√	√	√
	1.7			√		√			√	√
	1.8					√			√	√
	1.9			√		√		√	√	√
	1.10					√			√	√

	1.11			√				√	√	√
	1.12					√			√	√
	1.13			√		√			√	√
	1.14			√	√	√			√	√
	1.15			√				√		
	1.16					√	√	√	√	√
	1.17			√	√					√
Competency Area II: The graduate as a health promoter	2.1	√	√				√			
	2.2	√	√	√	√					√
	2.3	√	√			√				
	2.4				√	√				

	2.5	√	√		√	√				
	2.6	√	√			√		√		
	2.7					√	√			√
	2.8	√	√		√	√	√			
	2.9	√	√		√	√	√	√		
Competency Area III: The graduate as a professional	3.1	√	√	√					√	√
	3.2	√	√	√						√
	3.3	√	√	√						√
	3.4			√						
	3.5	√	√	√						√
	3.6	√	√	√				√	√	√

	3.7	√	√	√						
	3.8	√	√	√		√				
	3.9	√	√	√						
	3.10					√				
	3.11					√				
	3.12					√				
Competency Area IV: The graduate as a scholar and scientist	4.1	√	√				√	√		
	4.2	√	√		√		√	√		
	4.3	√	√		√		√	√		
	4.4	√	√		√		√	√		
	4.5	√	√		√		√	√		

	4.6	√	√		√		√	√		
	4.7	√	√		√		√	√		
	4.8	√	√		√		√	√		
Competency Area V: The graduate as a member of the health team and a part of the health care system	5.1	√	√	√						
	5.2			√		√				
	5.3	√	√			√				√
	5.4	√	√	√		√				
	5.5	√	√							
	5.6	√	√		√		√			
	5.7	√	√	√			√			√
	5.8					√	√			

	5.9					√	√			
	5.10	√	√	√	√		√			
	5.11						√			
	5.12	√	√							
Competency Area VI: The graduate as a lifelong learner and researcher	6.1	√	√		√					
	6.2	√	√		√					
	6.3	√	√		√					
	6.4	√	√		√					
	6.5	√	√			√				√
	6.6	√	√	√				√	√	√
	6.7	√	√		√					

	6.8	√	√		√					
	6.9	√	√		√		√			
	6.10	√	√		√					

Matrix V: matrix between program courses and appendecies

Modules	Appendix A																		Appendix B																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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esearch lethodology& iostatistics																																			
espiratory ystem																																			
rofessionalis ı 2 (Soft kills)																																			
kida																																			
ardiovascular ystem																																			
enal and rinary ystem																																			
ehavioral and ocial ciences																																			
ıtroduction to linical Skills																																			
eneral pidemiology																																			
rofessionalis ı 3 (Risk lanagement)																																			
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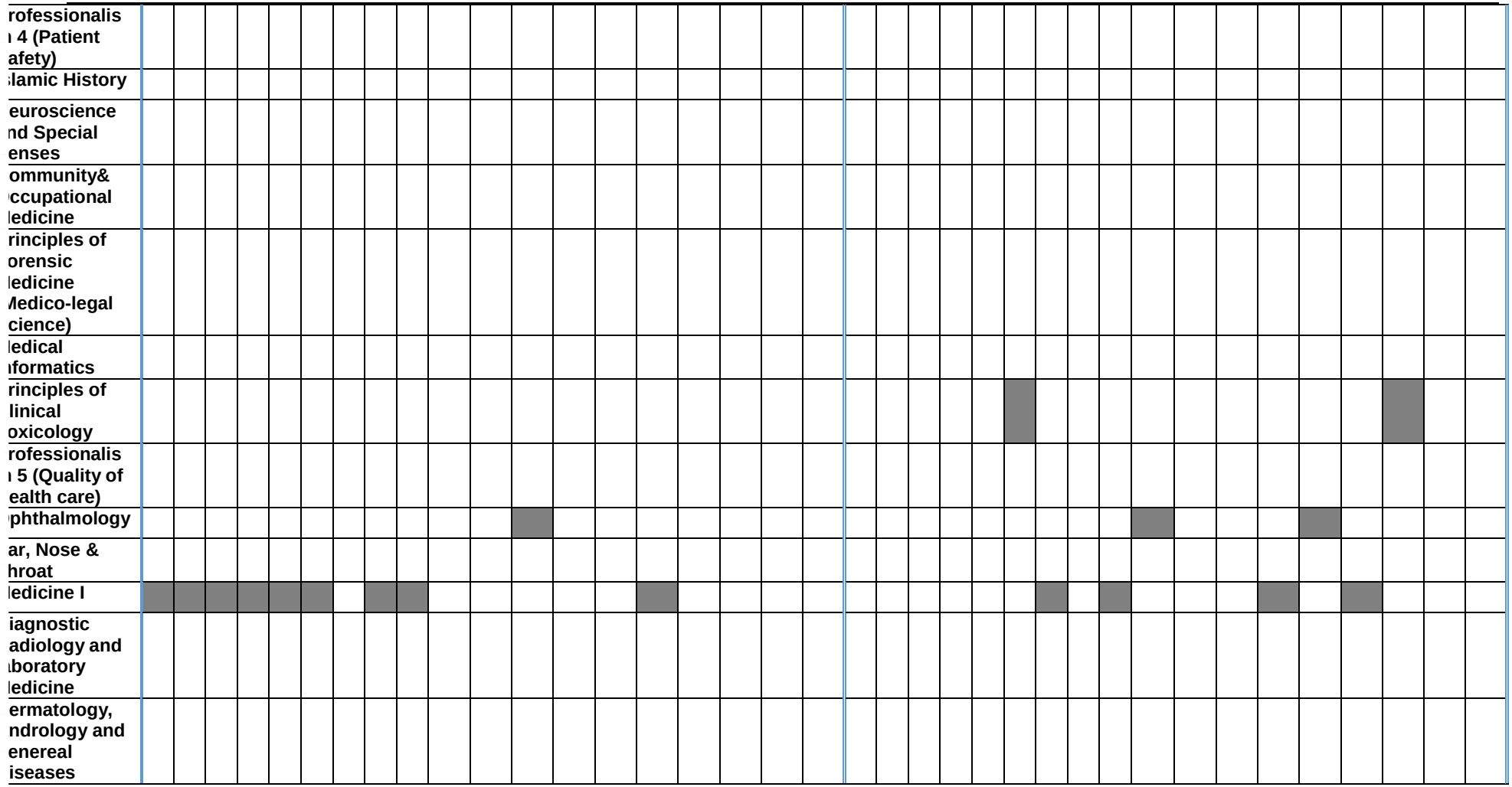
eproductive ystem																																			


rofessionalis
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ar, Nose &
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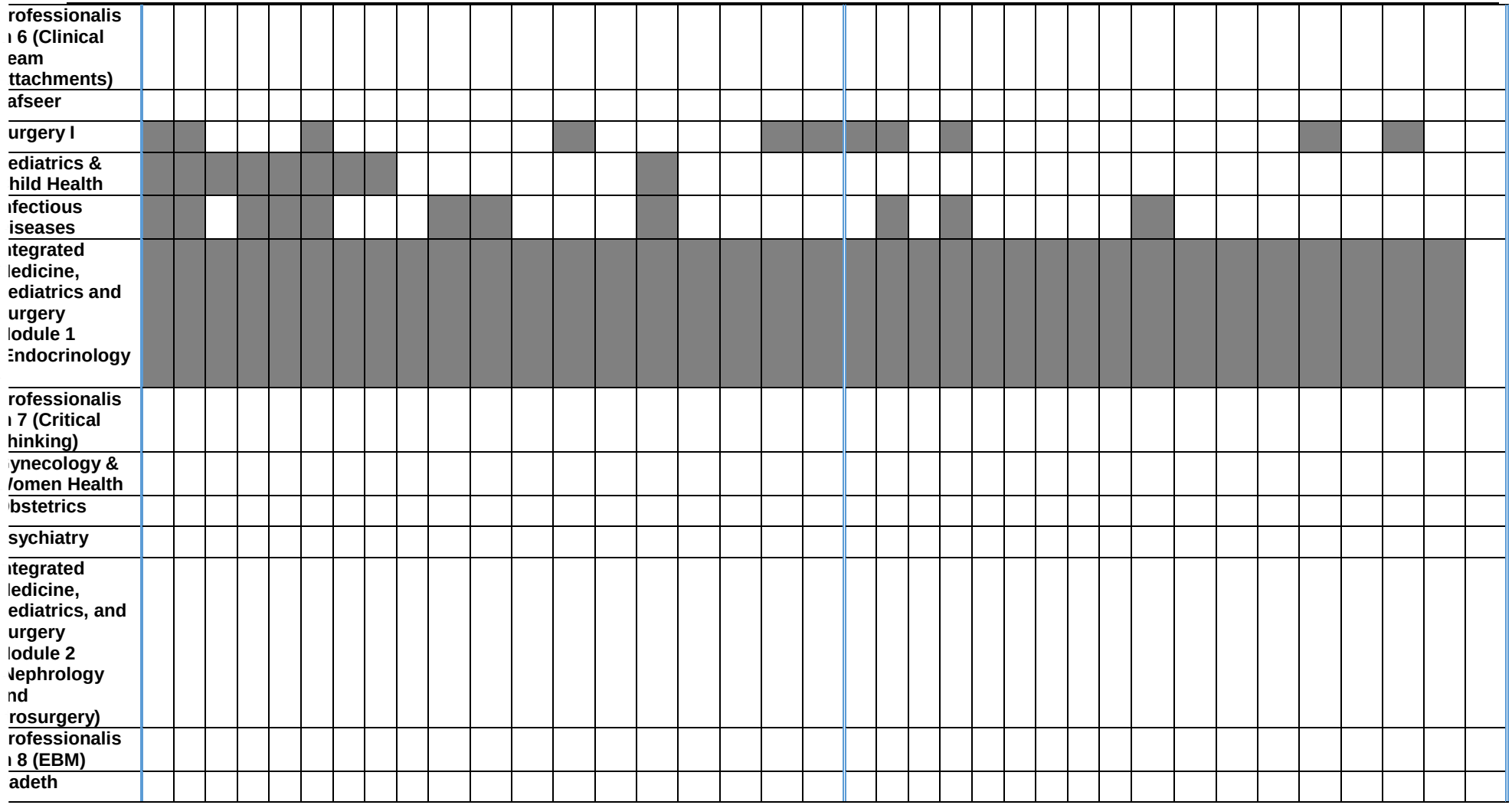
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Modules	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Holy Quran														
Fekh														
Normal human body	■		■			■	■	■			■			
Principles of disease mechanism & drug therapy														
Biomedical sciences		■		■	■								■	■
Cellular & Molecular biology & principles of genetics			■			■								
Medical ethics														
English Language & Medical Terminology														

Computer Science & Information Technology														
Haemopiotic System and Basic Immunology														
Musculoskeletal and Skin														
Research Methodology& Biostatistics														
Respiratory System														
Professionalism 2 (Soft Skills)														
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Cardiovascular System														
Renal and Urinary System														
Behavioral and Social sciences														
Introduction to Clinical Skills														
General Epidemiology														
Professionalism 3 (Risk Management)														
Endocrine System														
Nutrition and Metabolism														
Gastrointestinal and Hepatobiliary Systems														
Reproductive System														

Professionalism 4 (Patient Safety)														
Islamic History														
Neuroscience and Special Senses														
Community& Occupational Medicine														
Principles of Forensic Medicine (Medico-legal Science)														
Medical Informatics														
Principles of Clinical Toxicology														
Professionalism 5 (Quality of Health care)														
Ophthalmology														
Ear, Nose & Throat														
Medicine I														
Diagnostic Radiology and laboratory Medicine														
Dermatology, Andrology and Venereal Diseases														
Professionalism 6 (Clinical Team Attachments)														
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Surgery I														

Pediatrics & Child Health														
Infectious Diseases														
Integrated Medicine, Pediatrics and Surgery Module 1 (Endocrinology)														
Professionalism 7 (Critical Thinking)														
Gynecology & Women Health														
Obstetrics														
Psychiatry														
Integrated Medicine, Pediatrics, and Surgery Module 2 (Nephrology and Urosurgery)														
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Surgery II														
Integrated Medicine, Pediatrics and Surgery module 5 (Neurology, and Neurosurgery)														
Peri-operative management, Pain Therapy and Palliative Care														
Family Medicine and Geriatrics														
Integrated Medicine and Surgery module 6 (Orthopedic surgery, Rheumatology & Rehabilitation)														
Research Project														