



***Al-Azhar University***  
***Faculty of Medicine “Girls”***  
***MBBCh Program Specification***  
**Competency-Based Integrated Medical Program**  
***2023 - 2024***

# Program Specifications

**Al-Azhar University**

**Faculty of Medicine for Girls**

## **A- Basic Information**

**1. Program Title:** Bachelor of Medicine & Surgery (MB.BCh) Competency –  
Based integrated Medical Program.

**2. Program Type:** Single

**Department (s):**

- |   |   |
|---|---|
| 1. Anatomy and Embryology                                     | 10. Forensic Medicine and clinical toxicology |
| 1. Histology  | 11. Oto-rhino-laryngology                     |
| 2. Physiology   | 12. Ophthalmology                             |
| 3. Medical Biochemistry and Molecular Biology                 | 13. Internal Medicine & Specialities          |
| 4. Pathology  | 14. Paediatrics                               |
| 5. Pharmacology   | 15. General Surgery & Specialities            |
| 6. Medical Parasitology                                       | 16. Obstetrics and Gynaecology                |
| 7. Medical Microbiology and Immunology                        | 17. Islamic courses                           |
| 8. Public Health, Community Medicine, and Industrial Medicine | 18. Computer sciences                         |
|   | 19. English/Arabic language                   |

- **Coordinator:** Prof. Magda Hassab Allah (Prof .Pediatrics, DHPE)
- **External Evaluator(s):**Prof. Ahmed Maklouf & Dr Heba Yassa
- **First date of Program specification approval:** 18/9/2018
- **Date of Program specification revision approval:** 12/2018
- **Date of Program specification approval after external evaluation:**15/1/2019
- **Date of updating program specification** Jan/2021 (COVID-2019 pandemic)
- **Updated after updating faculties bylaws** at 19/10/2021
- **External evaluator:** Prof. Dr. Hoda Maklouf
- **Date of approval:** 17/10/2023

## **B- Professional Information**

### ***1. Program General Aims:***

- ❖ A challenging, interesting and innovative undergraduate curriculum that equips students with the standard levels of knowledge, understanding of health and its promotion.
- ❖ Equips students with the standard levels of knowledge for understanding of disease prevention, management and rehabilitation laying stress on update and evidence-based approach that help in community development.
- ❖ Provide undergraduate students with competences, attitudes and behavior appropriate to the effective, safe, ethical and empathic practice of medicine, based on Islamic principles.
- ❖ Produce doctors who will be clinician, scientists and leaders of the future.
- ❖ Support acquisition of a basic understanding of the biological, psychological and social bases of human health and illness.
- ❖ Highlight the relevance of science to clinical medicine from the commencement of the course.
- ❖ Provide opportunities for appropriate clinical experiences.
- ❖ Ensure that all students gain experience in the application of statistical principles, computer skills and information technology.
- ❖ Develop good communication skills both orally and in writing, and help students to become good listeners.
- ❖ Support the development of skills in analyzing and solving problems both as individuals and within teams respecting its hierarchy.
- ❖ Prepare students for lifelong learning and independent study through self-directed learning supported by accessible and appropriate high quality learning resources.
- ❖ Offer opportunities for in-depth study of particular areas through the elective courses and the option of studying a non-academic course.
- ❖ Encourage the acquisition of research skills and stimulating approach to the major public health problems related to the community.

## Matrix of graduate attributes with program aims

<i>Attributes of the Graduates of Medical Schools</i>	<i>Program General Aims</i>
1. Work to maintain health and promote human wellbeing.	<ul style="list-style-type: none"> <li>❖ A challenging, interesting and innovative undergraduate curriculum that equips students with the standard levels of knowledge, understanding of health and its promotion.</li> <li>❖ Support acquisition of a basic understanding of the biological, psychological and social bases of human health and illness.</li> <li>❖ Produce doctors who will be clinician, scientists and leaders of the future.</li> </ul>
2. Behave professionally and adhere to medical ethics.	<ul style="list-style-type: none"> <li>❖ Provide undergraduate students with competences, attitudes and behavior appropriate to the effective, safe, ethical and empathic practice of medicine, based on Islamic principles.</li> <li>❖ Provide opportunities for appropriate clinical experiences.</li> </ul>
3. Provide -quality and safe patient-centered care, focusing on primary health care and dealing with common health problems in her community.	<ul style="list-style-type: none"> <li>❖ Provide undergraduate students with competences, attitudes and behavior appropriate to the effective, safe, ethical and empathic practice of medicine, based on Islamic principles.</li> <li>❖ Encourage the acquisition of research skills and stimulating approach to the major public health problems related to the community.</li> </ul>
4. Value the importance of a good doctor/ patient relationship, and work to establish and maintain it.	<ul style="list-style-type: none"> <li>❖ Develop good communication skills both orally and in writing, and help students to become good listeners.</li> </ul>
5. Work effectively with other health care professionals respecting their roles and their contribution to the team.	<ul style="list-style-type: none"> <li>❖ Develop good communication skills both orally and in writing, and help students to become good listeners.</li> </ul>
6. Recognize her role as a part of health care system, respecting its hierarchy and rules and using her managerial and leadership skills to add value to the system.	<ul style="list-style-type: none"> <li>❖ Produce doctors who will be clinician, scientists and leaders of the future</li> <li>❖ Support the development of skills in analyzing and solving problems both as individuals and within teams respecting its hierarchy.</li> </ul>

<i>Attributes of the Graduates of Medical Schools</i>	<i>Program General Aims</i>
7. Contribute to the development and empowerment of her community.	❖ Equips students with the standard levels of knowledge for understanding of disease prevention, management and rehabilitation laying stress on update and evidence-based approach that help in community development
8. Work as a lifelong learner- on her own continuous professional development, including being equipped to engage in post- graduate and research studies.	<ul style="list-style-type: none"> <li>❖ Encourage the acquisition of research skills and stimulating approach to the major public health problems related to the community.</li> <li>❖ Prepare students for lifelong learning and independent study through self-directed learning supported by accessible and appropriate high quality learning resources.</li> <li>❖ Ensure that all students gain experience in the application of statistical principles, computer skills and information technology.</li> <li>❖ Offer opportunities for in-depth study of particular areas through the elective courses and the option of studying a non-academic course.</li> </ul>

## **2. Competencies & key competencies/program ILOs**

### **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 account the patient's circumstances and preferences as well as the availability of resources. The graduate should be able to:*

- 1.1. Take, record and present a structured, patient centered history
- 1.2. Adopt an empathic and holistic approach to the patients and their problems.
- 1.3. Assess the mental state of the patient considering his/her age and social status
- 1.4. Perform appropriately timed full physical examination 1of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.
- 1.5. Prioritize issues to be addressed in a patient encounter according to his/her clinical presentation.

- 1.6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.
- 1.7. Recognize and differentiate the shared manifestations between different medical problems
- 1.8. Apply knowledge of the clinical and basic sciences relevant to the clinical problem at hand
- 1.9. 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).
- 1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.
- 1.11. Perform diagnostic and intervention procedures<sup>2</sup> in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.
- 1.12. Adopt strategies and apply measures that promote patient safety.
- 1.13. 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.
- 1.14. Respect patients' rights and involve them and /or their families/ carers in management decisions.
- 1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.
- 1.16. Apply the appropriate pharmacological & nonpharmacological approaches to prevent, reduce, or stop pain sensations
- 1.17. Provide palliative care for seriously ill people. Aiming to relieve their suffering and improve their quality of life.
- 1.18. 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:*

- 2.1. Identify the basic determinants of health and principles of health improvement.

- 2.2. Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.
- 2.3. Discuss the role of nutrition and physical activity in health.
- 2.4. Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.
- 2.5. Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.
- 2.6. 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.
- 2.7. Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.
- 2.8. Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.
- 2.9. Adopt suitable measures for infection control.

### **Competency Area III: The graduate as a professional**

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

- 3.1. Exhibit appropriate professional behaviors and relationships in all aspects of practice in compliance with Islamic principles demonstrating honesty, integrity, commitment, compassion, and respect to ascertain high standards of the medical practice
- 3.2. Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate, considering the legal responsibilities based on Islamic view
- 3.3. Respect the different cultural beliefs and values in the community they serve.
- 3.4. Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities.
- 3.5. Ensure confidentiality and privacy of patients' information.
- 3.6. Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.

- 3.7. Recognize and manage conflicts of interest.
- 3.8. Refer patients to appropriate health facility at the appropriate stage.
- 3.9. 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.
- 3.10. Understand basic Islamic jurisprudence (Shari3a) and other related religious subjects that can ascertain a medical graduate with an Islamic background.

#### **Competency Area IV: The graduate as a 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*

- 4.1. Describe the normal structure of the body and its major organ systems and explain their functions.
- 4.2. Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
- 4.3. Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family.
- 4.4. Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease.
- 4.5. 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).
- 4.6. Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions.
- 4.7. 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.
- 4.8. 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 a part 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:*

- 5.1.** Recognize the important role played by other health care professions in patients' management.
- 5.2.** 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.
- 5.3.** Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work.
- 5.4.** Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.
- 5.5.** Recognize an effective archiving system that help good communication with multidisciplinary team and health care providers using a written health record, electronic medical record, or other digital technology.
- 5.6.** Evaluate his/her work and that of others using constructive feedback.
- 5.7.** Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary.
- 5.8.** Recognize and apply fundamental basics of health economics to ensure the efficiency and effectiveness of the health care system.
- 5.9.** Share medical information with other health care providers to improve the quality of patient care
- 5.10.** Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.
- 5.11.** Improve the health service provision by applying a process of continuous quality improvement.
- 5.12.** Demonstrate accountability to patients, society, and the profession.

## **Competency Area VI: The graduate as a lifelong learner 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:*

- 6.1.** Regularly reflect on and assess his/her performance using various performance indicators and information sources.
- 6.2.** Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
- 6.3.** Identify different learning opportunities and use various resources of learning
- 6.4.** Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.
- 6.5.** Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.
- 6.6.** Effectively manage learning time and resources and set priorities.
- 6.7.** 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.
- 6.8.** Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability.
- 6.9.** Analyze and use numerical data including the use of basic statistical methods.
- 6.10.** Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry.

### **3. Academic Standards:**

#### **3.a. Academic Standards of the program (Benchmarks)**

National academic reference standards (NARS) for medicine were implemented in June 2017 and were consequently adopted in faculty council No 443, 14/11/2017

#### **3.b. Comparison of Provision to External References (matrix I)**

**Competency Area I: The graduate as a health care provider**

*The graduate should provide quality, safe, patient-centered care, drawing upon his/her 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- considering the patient’s circumstances and preferences as well as the availability of resources. The graduate should be able to:*

<b>NARS Key Competencies</b>	<b>Reformulated “Program” Key Competencies</b>
<b>1.1.</b> Take and record a structured, patient centered history	<b>1.1.</b> Take, record and present a structured, patient centered history
<b>1.2.</b> Adopt an empathic and holistic approach to the patients and their problems	<b>1.2.</b> Adopt an empathic and holistic approach to the patients and their problems
<b>1.3.</b> Assess the mental state of the patient	<b>1.3.</b> Assess the mental state of the patient considering his/her age and social status
<b>1.4.</b> Perform appropriately timed full physical examination <sup>1</sup> of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive	<b>1.4.</b> Perform appropriately timed full physical examination <sup>1</sup> of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive
<b>1.5.</b> Prioritize issues to be addressed in a patient encounter	<b>1.5.</b> Prioritize issues to be addressed in a patient encounter according to his/her clinical presentation
<b>1.6.</b> Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	<b>1.6.</b> Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors
<b>1.7.</b> Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	<b>1.7.</b> Recognize and differentiate the shared manifestations between different medical problems
<b>1.8.</b> Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	<b>1.8.</b> Apply knowledge of the clinical and basic sciences relevant to the clinical problem at hand
<b>1.9.</b> 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)	<b>1.9.</b> 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)
<b>1.10.</b> Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation	<b>1.10.</b> Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation

<b>1.11.</b> Perform diagnostic and intervention procedures <sup>2</sup> in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	<b>1.11.</b> Perform diagnostic and intervention procedures <sup>2</sup> in a skillful and safe manner, adapting to unexpected findings or changing clinical circumstances
<b>1.12.</b> Adopt strategies and apply measures that promote patient safety	<b>1.12.</b> Adopt strategies and apply measures that promote patient safety
<b>1.13.</b> 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	<b>1.13.</b> 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
<b>1.14.</b> Respect patients' rights and involve them and /or their families/carers in management decisions	<b>1.14.</b> Respect patients' rights and involve them and /or their families/carers in management decisions
<b>1.15.</b> Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures	<b>1.15.</b> Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures
<b>1.16.</b> Apply the appropriate pharmacological and non-pharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life	<b>1.16.</b> Apply the appropriate pharmacological and non-pharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life
<b>1.17.</b> Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification	<b>1.17.</b> 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:*

<b><i>NARS Key Competencies</i></b>	<b><i>Reformulated "Program" Key Competencies</i></b>
<b>2.1.</b> Identify the basic determinants of health and principles of health improvement	<b>2.1.</b> Identify the basic determinants of health and principles of health improvement
<b>2.2.</b> Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	<b>2.2.</b> Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing

<b>2.3.</b> Discuss the role of nutrition and physical activity in health	<b>2.3.</b> Discuss the role of nutrition and physical activity in health
<b>2.4.</b> Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases	<b>2.4.</b> Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases
<b>2.5.</b> Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity	<b>2.5.</b> Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity
<b>2.6.</b> 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	<b>2.6.</b> 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
<b>2.7.</b> Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	<b>2.7.</b> Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly
<b>2.8.</b> Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare	<b>2.8.</b> Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare
<b>2.9.</b> Adopt suitable measures for infection control	<b>2.9.</b> Adopt suitable measures for infection control
<p><b>Competency Area III: The graduate as a professional</b></p> <p><i>The graduate should adhere to the professional and ethical codes, standards of practice, and laws governing practice. The graduate should be able to:</i></p>	
<b><i>NARS Key Competencies</i></b>	<b><i>Reformulated "Program" Key Competencies</i></b>
<b>3.1.</b> Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect	<b>3.1.</b> Exhibit appropriate professional behaviors and relationships in all aspects of practice in compliance with Islamic principles demonstrating honesty, integrity, commitment, compassion, and respect to ascertain high standers of the medical practice
<b>3.2.</b> Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate	<b>3.2.</b> Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate, considering the legal responsibilities based on Islamic view

<b>3.3.</b> Respect the different cultural beliefs and values in the community they serve	<b>3.3.</b> Respect the different cultural beliefs and values in the community they serve
<b>3.4.</b> Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities	<b>3.4.</b> Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities
<b>3.5.</b> Ensure confidentiality and privacy of patients' information	<b>3.5.</b> Ensure confidentiality and privacy of patients' information
<b>3.6.</b> Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors	<b>3.6.</b> Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors
<b>3.7.</b> Recognize and manage conflicts of interest	<b>3.7.</b> Recognize and manage conflicts of interest
<b>3.8.</b> Refer patients to appropriate health facility at the appropriate stage	<b>3.8.</b> Refer patients to appropriate health facility at the appropriate stage
<b>3.9.</b> 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	<b>3.9.</b> 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
	<b>3.10.</b> Understand basic Islamic jurisprudence (Shari3a) and other related religious subjects that can ascertain a medical graduate with an Islamic background

#### **Competency Area IV: The graduate as a 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:*

<b><i>NARS Key Competencies</i></b>	<b><i>Reformulated "Program" Key Competencies</i></b>
<b>4.1.</b> Describe the normal structure of the body and its major organ systems and explain their functions	<b>4.1.</b> Describe the normal structure of the body and its major organ systems and explain their functions
<b>4.2.</b> Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	<b>4.2.</b> Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis
<b>4.3.</b> Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family	<b>4.3.</b> Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family

4.4. Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease	4.4. Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease
4.5. 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)	4.5. 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)
4.6. Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions	4.6. Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions
4.7. 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	4.7. 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
4.8. 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	4.8. 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 a part 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:*

<b><i>NARS Key Competencies</i></b>	<b><i>Reformulated "Program" Key Competencies</i></b>
5.1. Recognize the important role played by other health care professions in patients' management	5.1. Recognize the important role played by other health care professions in patients' management
5.2. Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared	5.2. 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	responsibilities and engaging in shared decision-making for effective patient management
<b>5.3.</b> Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work	<b>5.3.</b> Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work
<b>5.4.</b> Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system	<b>5.4.</b> Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system
<b>5.5.</b> Communicate effectively using a written health record, electronic medical record, or other digital technology	<b>5.5.</b> Recognize an effective archiving system that help good communication with multidisciplinary team and health care providers using a written health record, electronic medical record, or other digital technology
<b>5.6.</b> Evaluate his/her work and that of others using constructive feedback	<b>5.6.</b> Evaluate his/her work and that of others using constructive feedback
<b>5.7.</b> Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary	<b>5.7.</b> Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary
<b>5.8.</b> Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system	<b>5.8.</b> Recognize and apply fundamental basics of health economics to ensure the efficiency and effectiveness of the health care system
<b>5.9.</b> Use health informatics to improve the quality of patient care	<b>5.9.</b> Share medical information with other health care providers to improve the quality of patient care
<b>5.10.</b> Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements	<b>5.10.</b> Document unexpected clinical situations in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements
<b>5.11.</b> Improve the health service provision by applying a process of continuous quality improvement	<b>5.11.</b> Improve the health service provision by applying a process of continuous quality improvement
<b>5.12.</b> Demonstrate accountability to patients, society, and the profession	<b>5.12.</b> Demonstrate accountability to patients, society, and the profession



**Competency Area VI: The graduate as a lifelong learner 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:*

<b><i>NARS Key Competencies</i></b>	<b><i>Reformulated "Program" Key Competencies</i></b>
<b>6.1.</b> Regularly reflect on and assess his/her performance using various performance indicators and information sources	<b>6.1.</b> Regularly reflect on and assess his/her performance using various performance indicators and information sources
<b>6.2.</b> Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	<b>6.2.</b> Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
<b>6.3.</b> Identify opportunities and use various resources for learning	<b>6.3.</b> Identify different learning opportunities and use various resources of learning
<b>6.4.</b> Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice	<b>6.4.</b> Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice
<b>6.5.</b> Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them	<b>6.5.</b> Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them
<b>6.6.</b> Effectively manage learning time and resources and set priorities	<b>6.6.</b> Effectively manage learning time and resources and set priorities
<b>6.7.</b> 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	<b>6.7.</b> 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
<b>6.8.</b> Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability	<b>6.8.</b> Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability
<b>6.9.</b> Analyze and use numerical data including the use of basic statistical methods	<b>6.9.</b> Analyze and use numerical data including the use of basic statistical methods
<b>6.10.</b> Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	<b>6.10.</b> Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry

## 4. Curriculum Structure and Contents

4.a. Program duration: 5 academic years and two Pre-registration House Officer (PRHO) years.

### 4.b. Program structure

The program consists of two phases:

- The first phase comprises year 1 & 2 and deals with patho-physiology of the different organ systems ( horizontal integration in the form of system based modules), with introducing clinical sciences in a percentage not more than 20%.
- The second phase comprises years 3,4 & 5 and deals with clinical clerkship, there are both horizontal and vertical integrations as academic science percentage not more than 10%
- *There are courses for computer science , Islamic courses and English language for Egyptian students or Arabic language for Malaysian students.*
- *Modules for professionalism*
- *Elective courses in the form of one course in each semester i,e 10 courses ( 9academic & one non academic )*

*Each year comprise 2 semesters*

*Years 1-3 (semesters 1-6) are 15 weeks for each*

*Years 4-5 (semester 7-10) are 18 weeks for each year*

4.b.i- No. of credit hours/points: Compulsory:211 hours Elective:10

4.b.ii- No. of credit hours/points of basic sciences courses: 81.3 hours

4.b.iii- No. of credit hours/points of courses of social sciences and humanities:9 credit hours

4.b.iv- No. of credit hours/points of specialized courses (clinical): 120.7

4.b.v- No. of credit hours/points of other courses (Islamic courses) : 9 hours

4.b.vi- Practical/Field Training: 45 contact hours

### Credit hours according to semesters

Semester	Compulsory			Elective
	Medical	Paramedical	Islamic	
1 (22hr)	17	3	1	1
2 (22hr)	16	3	2	1
3 (21hr)	18	1	1	1
4 (21hr)	18	1	1	1
5 (21hr)	18	1	1	1
6 (21hr)	18	1	1	1
7 (22hr)	19	1	1	1
8 (21hr)	18	1	1	1
9 (20hr)	19	--	--	1
10 (20hr)	18	1	---	1

## 5. Program Courses

<i>Code</i>	<i>Course Title</i>	<i>Year</i>	<i>Credit Hours</i>
URR-07-10101	Feqh	1 <sup>st</sup>	1
IMP-07-1012	Normal human body	1st	7
IMP-07-10103	Principals of Diseases & Drug Therapy	1st	4
IMP-07-10104	Biomedical Sciences	1st	4
IMP-07-10105	Cellular & Molecular Biology & Principles of Genetics	1st	2
IMP-07-10106	Computer Science & Information Technology	1st	1
IMP-07-10107	English Language & Medical Terminology	1st	1
IMP-07-10108	Soft skills	1st	1
-----	Elective 1	1st	1
URR-07-10209	Aqeeda	1st	1
URR -07-10210	Quran kareem	1st	1
IMP-07-10211	Medical Ethics	1st	1
IMP-07-10212	Haemopoietic System and basic Immunology	1 <sup>st</sup>	4
IMP-07-10213	Musculoskeletal & skin	1 <sup>st</sup>	8
IMP-07-10214	Research Methodology & Biostatistics	1 <sup>st</sup>	2
IMP – 07-10215	Respiratory system	1 <sup>st</sup>	4
	Elective (2)	1 <sup>st</sup>	1
URR-07-20316	Quran kareem	2 <sup>nd</sup>	1
IMP-07-203 17	Cardiovascular system	2 <sup>nd</sup>	8
IMP/07/20318	Renal Module & urinary system	2 <sup>nd</sup>	5
IMP-07-20319	Behavioral and Social Science and Medical	2 <sup>nd</sup>	3
IMP-07-20320	Introduction of Clinical Skills	2 <sup>nd</sup>	1
IMP-07-20321	General Epidemiology	2 <sup>nd</sup>	1
IMP-07-20322	Risk Management	2 <sup>nd</sup>	1
	Elective (3)	2 <sup>nd</sup>	1
URR -07-20423	Islamic History	2 <sup>nd</sup>	1
IMP-07-20424	Endocrine System	2 <sup>nd</sup>	4

<b>Code</b>	<b>Course Title</b>	<b>Year</b>	<b>Credit Hours</b>
IMP-07-204025	Nutrition and Metabolism	2 <sup>nd</sup>	3
IMP 07-20426	Gastrointestinal and Hepatobiliary system	2 <sup>nd</sup>	7
MP-07-20427	Reproductive System	2 <sup>nd</sup>	4
IMP-07-20428	Patient Safety	2 <sup>nd</sup>	1
	Elective 4	2 <sup>nd</sup>	1
URR -07-30529	Quran kareem	3 <sup>rd</sup>	1
IMP-07-30530	Neuroscience and Special Senses	3 <sup>rd</sup>	9
MP-07-30531	Community & Occupational Medicine	3 <sup>rd</sup>	4
IMP-07-30532	Principles of Forensic Medicine (Medico-legal Science)	3 <sup>rd</sup>	2
MP-07-30533	Medical Informatics	3 <sup>rd</sup>	1
IMP-07-30534	Principles of Clinical Toxicology	3 <sup>rd</sup>	2
IMP-07-30535	Quality of Health care	3 <sup>rd</sup>	1
	Elective 5	3 <sup>rd</sup>	1
URR -07-30636	Tafseer	3 <sup>rd</sup>	1
IMP-07-30637	Ophthalmology	3 <sup>rd</sup>	4
IMP-07-30638	Ear, Nose & Throat	3 <sup>rd</sup>	3
IMP-07-30639	Medicine I	3 <sup>rd</sup>	6
IMP-07-30640	Diagnostic Radiology and laboratory Medicine	3 <sup>rd</sup>	3
IMP-07-30641	Dermatology, Andrology and Venereal Diseases	3 <sup>rd</sup>	2
IMP-07-30642	Clinical Team Attachments	3 <sup>rd</sup>	1
	Elective 6	3 <sup>rd</sup>	1
URR -07-40743	Quran kareem	4 <sup>th</sup>	1
IMP-07-40744	Surgery I	4 <sup>th</sup>	6
IMP-07-40745	Pediatrics & Child Health	4 <sup>th</sup>	6
IMP-07-40746	Infectious Diseases	4 <sup>th</sup>	4
IMP-07-40747	<i>Integrated Medicine, Pediatrics and Surgery Module 1 (Endocrinology)</i>	4 <sup>th</sup>	3
IMP-07-40748	Critical Thinking	4 <sup>th</sup>	1
	Elective 7	4 <sup>th</sup>	1
URR -07-40849	Hadeeth	4 <sup>th</sup>	1

<b>Code</b>	<b>Course Title</b>	<b>Year</b>	<b>Credit Hours</b>
IMP-07-40850	<i>Integrated Medicine, Pediatrics and Surgery Module 2 (Gastroenterology)</i>	4 <sup>th</sup>	6
IMP-07-40851	<i>Integrated Medicine, Pediatrics and Surgery Module 3 (Chest, Cardiology &amp; Cardiothoracic Surgery)</i>	4 <sup>th</sup>	6
IMP-07-40852	Psychiatry	4 <sup>th</sup>	3
IMP-07-40853	<i>Integrated Medicine Pediatrics, and Surgery 4 (Nephrology an Urosurgery)</i>	4 <sup>th</sup>	3
IMP-07-40854	Evidence Based Medicine	4 <sup>th</sup>	1
	Elective 8	4 <sup>th</sup>	1
IMP-07-50955	<i>Integrated Medicine and Surgery module 5 (Neurology &amp; Neurosurgery)</i>	5 <sup>th</sup>	4
IMP-07-50956	Gynecology & Women Health	5 <sup>th</sup>	6
IMP-07-50957	Obstetrics	5 <sup>th</sup>	6
IMP-07-50958	Emergency Medicine & Intensive Care	5 <sup>th</sup>	3
	Elective 9	5 <sup>th</sup>	1
IMP-07-51059	Surgery II	5 <sup>th</sup>	6
IMP-07-51060	Medicine II	5 <sup>th</sup>	4
IMP-07-51061	Peri-operative management, Pain Therapy and Palliative Care	5 <sup>th</sup>	2
IMP-07-51062	Family Medicine and Geriatrics	5 <sup>th</sup>	2
IMP-07-51063	<i>Integrated Medicine and Surgery module 6 (Orthopedic surgery, Rheumatology &amp; Rehabilitation)</i>	5 <sup>th</sup>	4
IMP-07-51064	Research Project	5 <sup>th</sup>	1
	Elective 10	5 <sup>th</sup>	1

## **6. (A) Teaching and Learning Methods**

- Interactive Lectures Live & Online
- Practical lab. training
- Clinical Skills lab. training
- Team based learning (TBL)
- Problem based learning (PBL) tutorial sessions
- Case based learning (CBL)
- Self-directed learning (SDL)

- Field visits
- Clinical sessions (Outpatient Clinics- Inpatient - Emergency Departments)
- Seminars
- Group discussion
- PBL online via zoom meeting & Microsoft teams

**(B) Teaching & Learning blended Methods** Post Covid-19 Pandemic: using teams Microsoft & google classroom platforms.

- Synchronous & asynchronous online lectures.
- Flipped online classroom.
- Self- directed online learning (SDL)
- Small group online teaching classes: Problem based learning (PBL) - Case based learning (CBL) - Team based learning (TBL) - group discussion classrooms between students and teachers- submitted assignments.
- Practical online classrooms: virtual labs- virtual clinical classrooms- virtual simulation labs

وتتبنى كل كلية من الكليات الأربع على الأقل عدد 99 حالة من الحالات السريرية الأساسية (Core Clinical cases) على ان يكون من ضمنها الحالات او الاعراض او المشاكل الإكلينيكية أو الصحية ذات الأولوية

## 7. (A) Student Assessment Methods

- 7.1. **Written (MEQ):** to assess the cognitive domain.
- 7.2. **MCQs:** to assess the cognitive domain
- 7.3. **OSPE:** to assess laboratory skills.
- 7.4. **Observations (using observation checklists and rating scales):** to assess Clinical skills (used for assessment in the clinical skills Lab, field training and clinical cases).
- 7.5. **Portfolio:** to assess the cognitive, psychomotor and the affective domains.
- 7.6. **OSCE:** to assess the psychomotor and the affective domains.
- 7.7. **Online assessment via Zoom & Microsoft teams**

**(B) Student Assessment Blended Methods** Post Covid-19 Pandemic using same platforms for learning and face to face in faculty:

### 1. Online assessment

- Formative online assessment throughout the course.
- Electronic portfolio containing learning goals and work samples to assess cognitive, psychomotor, and affective domains, assessment tasks, student self- reflection, photos.

- Submitted assignments.
  - Summative online assessment in the form of objective exams questions: MCQs (with shuffling)- projects assessed by rubrics.
  - Practical & clinical assessment using:
    - **Virtual labs exams: OSPE online stations using images, videos**
    - **Virtual clinical classrooms exams: OSCE online stations** using simulated patient, images (Patients' images, CT, MRI, X ray)
    - **Virtual simulation labs** using (Mannequin & models).
- 2. Face to face assessment: for final exams in end of semesters and final years exams by taking all protective pandemic accepted measures to protect students and faculty members.**

### **Weighting of Assessments**

**1. Formative assessment:** all over the modules

**2. Summative assessment:**

 **During the module** 30% divided as:

- i. 20% at the end of the module and
- ii. 10% as activities & Portfolio

 **At the end of semester** 70% divided as :

- i. 40% integrated written as MCQs, extended matching, modified assay questions, or case scenario
- ii. 30% OSPE or OSCE stations

## **8. Program Admission Requirements**

The regulations of Al-Azhar University only select female students who are holding Al-Azhar Education Secondary Certificate (AESC) scientific division. Applicants are residing in Cairo as well as all other governorates. Those having the highest grades are prioritized. Students from other countries, holding equivalent certificate are also accepted. Students with the highest rank are having the best chance for acceptance. The annual students' intake is determined by Al-Azhar Supreme Council.

It is full time study; at least 75% is obligatory attendance in any compulsory or elective courses

According to the regulations of Al-Azhar University and its by-law the undergraduate program of education provides general education that prepares the students for all career options in medicine. It is integrated 5-years curriculum, followed by 2years Pre-Registration House Officer (PRHO) period in the university and community hospitals in order to be licensed for practicing medicine.

Islamic related subjects are studied in the first four years, they are taught in Arabic language.

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 30 weeks in the 1st 3 years & 36 weeks in the 4th & 5th years. It includes a midyear vacation for two weeks in January. All Phases are semester based,

## 9. Regulations for Progression and Program Completion

**مادة (23) القواعد المنظمة لإنتقال الطلاب من فصل دراسي إلى آخر وقواعد استكمال البرنامج**

1. في حالة رسوب الطالب في الدور الأول والثاني في مقررات/ وحدات تعليمية بنسبة أقل من أو تساوي 30% (12 ساعة) من الساعات المعتمدة للسنة الدراسية، فإنه ينقل إلى السنة التالية في نفس المرحلة على أن يعيد دراسة هذه المقررات/ الوحدات التعليمية في فصل/ سنة دراسية لاحقة بما لا يتجاوز العبء الأكاديمي للفصل/ السنة الدراسية.
2. في حالة رسوب الطالب في الدور الأول والثاني في مقررات/ وحدات تعليمية بنسبة أكثر من 30% (12 ساعة) أو الساعات المعتمدة للسنة الدراسية، فإنه لا ينتقل إلى السنة الدراسية التالية في نفس المرحلة ويبقى للإعادة وعليه إعادة دراسة هذه المقررات/الوحدات التعليمية.
3. لا يجوز للطالب أن يبقى مقيداً بالمستوى الأول أكثر من عامين من الداخل فقط.
4. لا يجوز للطالب أن يبقى مقيداً بالمستوى الثاني أكثر من عامين دراسيين ويجوز لمجلس الكلية الترخيص للطالب بالتقدم للإمتحان من الخارج فيما رسب فيه, فيسمح للطالب الراسب بدخول امتحان المقرر/ الوحدة التعليمية لعام واحد فقط .
5. لا يجوز للطالب أن يبقى مقيداً بالمستوى الثالث أكثر من عامين دراسيين ويجوز لمجلس الكلية الترخيص للطالب بالتقدم للامتحان من الخارج فيما رسب فيسمح للطالب الراسب بدخول امتحان المقرر/ الوحدات التعليمية لعام واحد فقط .
6. لا يجوز للطالب أن يبقى مقيداً بالمستوى الرابع أكثر من عامين دراسيين ويجوز لمجلس الكلية الترخيص للطالب بالتقدم للامتحان من الخارج فيما رسب فيسمح للطالب الراسب بدخول امتحان المقرر/ الوحدات التعليمية لعام واحد فقط .
7. لا يجوز للطالب أن يبقى مقيداً بالمستوى الخامس أكثر من عامين دراسيين من الداخل وثلاثة اعوام من الخارج بعد موافقة مجلس الكلية وطبقاً لما يقره مجلس الجامعة .
8. لا ينقل الطالب من المرحلة الأولى إلى المرحلة الثانية إلا بنجاحه في جميع المقررات/ الوحدات التعليمية الأساسية الخاصة بالمرحلة إلا أنه يجوز نقل الطالب بمادة أو مادتين من المواد التالية: قرآن كريم (أولى - ثانية)، فقه إسلامي (أولى)، عقيدة (أولى)، تاريخ إسلامي (ثانية)، لغة إنجليزية (أولى)، علوم سلوكية (ثانية)، حاسب آلي (أولى) بالإضافة إلى اللغة العربية لغير الناطقين بها.



## مادة (24): القواعد المنظمة لتقييم الطلاب في المقررات

عدلت هذه المادة طبقاً لقرار مجلس الجامعة رقم ( 671 ) لسنة 2021 في 2021/8/25

1. درجة النجاح للمقرر/الوحدة التعليمية لا تقل عن ٦٠% من المجموع الكلي له على ألا تقل نسبة النجاح بالامتحان التحريري النهائي عن 40%.
2. يعتبر الطالب راسب إذا حصل على F
3. الطالب الراسب يحسب له حد أقصى 64% من الدرجة الكلية في امتحان الإعادة، وعند إعادة دراسة المقرر/ الوحدة التعليمية يكون الحد الأقصى لمجموع درجاته لهذا المقرر/ الوحدة التعليمية 84% وفيما يخص الفصل الصيفي عند التحسين يؤخذ أحسن درجة حصل عليها الطالب في نفس المقرر وتحتسب في GPA .

مادة (25) : التقديرات عدلت هذه المادة طبقاً لقرار مجلس الجامعة رقم (671) لسنة 2021 في 2021/8/25

يتم حساب "المعدل" في نظام الساعات المعتمدة على الوجه التالي:

النسبة	النقاط	التقدير
90% فأكثر	4	ممتاز
85% - 89.99%	3.67	ممتاز
80% - 84.99%	3.33	جيد جدا
75% - 79.99%	3.00	جيد جدا
70% - 74.99%	2,67	جيد
65% - 69.99%	2.33	جيد
60% - 64.99%	2.00	مقبول
أقل من 60%	صفر	راسب

- 1 يتم حساب المعدل الفصلي (GPA) على أساس مجموع حاصل ضرب نقاط كل مقرر مضروباً في عدد ساعاته المعتمدة مقسوماً على الساعات المعتمدة للمقررات التي درسها الطالب في الفصل الدراسي.
- 2 يتم حساب المعدل التراكمي للطالب (CGPA) على أساس مجموع حاصل ضرب النقاط التي حصل عليها الطالب في كل مقرر مضروباً في عدد ساعاته المعتمدة مقسوماً على مجموع الساعات المعتمدة للكلية.
- 3 يتم ترتيب طلاب المستوى الدراسي/ الفرقة الدراسية تبعاً للمجموع التراكمي للمقررات الأساسية وتضاف المواد الشرعية للمجموع حال التعيين بالجامعة.
- 4 الطالب الذي يتغيب عن أداء الإمتحان بعذر يقبله مجلس الكلية يحق له الإحتفاظ بالتقدير عند أداء الإمتحان في الدور الثاني ويحتفظ بدرجات أعمال السنة أما الطالب الراسب في إمتحان

الدور الأول أو المتخلف عن أداء الإمتحان بدون عذر مقبول فله الحق في إمتحان الدور الثاني لهذا الفصل مع عدم الاحتفاظ بدرجات أعمال السنة لهذا الفصل، ويتم توزيع الدرجات كالتالي 60% امتحان النظري، 40% امتحان العملي أو الاكلينيكي .

5 يمنح الطالب مرتبة الشرف إذا كان تقديره التراكمي النهائي لا يقل عن جيد جداً شريطة ألا يقل تقديره العام في أى مستوى دراسي أيضاً عن جيد جداً، وألا يكون قد رسب في أي امتحان تقدم له من امتحانات الفصول الدراسية للمواد الأساسية التي تدخل في حساب المعدل التراكمي له.

## 10. Evaluation of the Program

<i>Evaluator</i>	<i>Tool</i>	<i>Sample</i>
1- Senior students	Questionnaires	Random Sample
2- Alumni	Questionnaires	Random Sample
3- Stakeholders	Interviews	Cluster Random Sample
4-External Evaluator(s)	Templates and checklists for validation of the specifications	Selected Experts
5- Other		

**Program Coordinator:** Prof. Dr Magda Hassab Allah

