كلية دبي الطبية للبنات
DUBAI MEDICAL COLLEGE FOR GIRLS

Institutional Catalog
Academic Year 2023-2024

Praise be to Allah who taught man what he did not know and guided His servants through knowledge to the path of piety and obedience to Him. He Himself says in the Holy Book: Only those of his servants who are endowed with knowledge truly fear Allah. (35:28).

And Allah's peace and blessing be upon Prophet Muhammad who taught humanity all things good and guided it to righteousness and piety.

H. H. *Mohammed bin Zayed Al Nahyan*
President of the United Arab Emirates

H. H. General Shaikh Mohammad Bin Rashid Al Maktoum
Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai

H. H. Shaikh Hamdan Bin Mohammed Al Maktoum
Crown Prince of Dubai

Late Haji Saeed Bin Ahmed Al Lootah (1923-2020)

Founder Haji Saeed Ahmed Al Lootah is famous for his diverse and successful business ventures, non-profit educational institutions, entrepreneurship, veracity as well as its profound dedication to corporate citizenship and sustainable development. His success spans across key business sectors from construction, real estate and energy conservation to financial services, applied research, ICT, education, hospitality, media and healthcare among others.

BOARD OF TRUSTEES

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Lieutenant General and the current DeputyChief of Police and General Security.
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Prof. Saeed Ahmed Khan
Dean,
Dubai Pharmacy College forGirls

Dr. Prof. Yousif El-Tayeb
Acting Dean,
Dubai Medical College for Girls

Contents

Document Revision History:

Version	Date of revision	Catalog released in Academic Year:	Applies to	Updated Information	Author/ Reviewer
V 1.0	July 2017	2017-2018	Batch 32	Updated Teaching plan. Updated Academic Calendar Revised General Education courses	Dr. Hajer
V 2.0	July 2018	2018-2019	Batch 33	Updated Teaching plan. Updated Academic Calendar	Dr. Hajer
V 3.0	June 2019	2019-2020	Batch 34	Converted catalog for University Organizational structure. Updated DMCG goals. Added Tuition Refund Policy. Updated Teaching plan. Updated Academic Calendar	Dr. Hajer
V 4.0	June 2020	2020-2021	Batch 35	Reverted to College Organizational structure. Revised Mission, vision, PLOs. Updated Teaching plan. Updated Academic Calendar	Dr. Hajer
V 5.0	June2021	2021-2022	Batch 36	Updated Teaching plan. Updated Academic Calendar	Dr. Hajer
V 6.0	August 2022	2022-2023	-	Updated Organization Chart.	Dr. Hajer
V 6.1	April 2023	2022-2023	-	Updated MoE/CAA accreditation, Organization chart, admission requirement undergraduate & graduate, scholarship and financial aid, transfer admission policy, prerequisites and co requires, faculty for MBBCh. Added glossary & abbreviation, program specification for master, application fee, Bot trustees, table for faculty of master, contact information and location map.	QAIE Unit
V 6.2	Oct 2023	2023-2024	-	Annual Review by Student Affairs and Associate Dean of Academic Affairs	Student Affairs and Associate Dean of Academic Affairs

1. Founder's Perspective

During the early 1980s, it became clear to me that our rising society deserves more than what it had achieved then. Many alternative ideas on how to make my society happier and more prosperous were shuffling in my mind until Allah "Subhanahu Wa Taala" guided me into the very much needed health care education, especially among the women part of our society. The hard work started, and expertise were recruited from other countries who would be able to help with ideas, expertise, knowledge and above all be able to work in harmony with our beautiful and civilized culture.

The blessing of Allah came clear in 1986 with the establishment of Dubai Medical College for Girls (DMCG): the first medical college for girls in the UAE. The candidate girls were carefully picked from among the best in the UAE and the Gulf and were given the great opportunity of learning and studying medical sciences as taught by international experts from different parts of the world. The graduates blossomed everywhere they worked and proved their excellent knowledge, skills, and attitudes in international post-graduate exams.

This success encouraged me to further expand the fruitful experience into the establishment of Dubai Pharmacy College for Girls (DPC) in 1991. The success story has been repeated and now the twin colleges are collaborating and enforcing the efforts of each other. The graduates are blossoming all over the UAE, the Gulf, and the rest of the world.

Late Haj Saeed Ahmed Al Lootah

2. History of the College

More than 30 years ago, establishing a world-renowned medical education institution for girls in the UAE would seem like an impossible dream. Yet, on August 1, 1986, our founder Haj Saeed bin Ahmed Al Lootah accomplished that very goal and classes began at Dubai Medical College for Girls (DMCG) with Professor Dr. Zahira H. Abdin as the founding dean. His visionary dream had become a reality.

During these formative years, the College received substantial professional support and advice from the Leicester Medical School in the United Kingdom and the Cairo Medical School in Egypt. This international contribution combined with the faculty's extensive experience led to the creation of an intensive curriculum that would incorporate the best of the world's medical practices.

Since its inception, DMCG has been fortunate to receive help from the government of Dubai's Department of Health and Medical Services under its former Director H.E. Dr. Juma Khalfan Balhoul. The department's hospitals opened their doors and welcomed DMCG students for clinical training. Our continued drive for excellence demands seamless integration between clinical and pre-clinical phases. In 2004, a Memorandum of Understanding was signed by DHA and DMCG to secure this process.

What we now know, as an outstanding educational institution, is a product of the cooperative solidarity of a group of people who put their heart and soul into it. Three decades of academic distinction have made DMCG a truly dynamic centre of higher education par excellence.

With over 1550 graduates practicing medicine across the world and a campus that includes professors and students from over 50 different countries, DMCG has earned a reputation as one of the best institutions for medical education and a beacon of academic excellence.

3. Academic Calendar Year 2023 – 2024 (1445)

The Academic Calendar is updated to include the main semester events and holidays. It is also published on the college website.

كلية دبي الطبية للبنات
DUBAI MEDICAL COLLEGE FOR GIRLS

DMCG Academic Calendar
Academic Year 2023-2024 (1445)

Event	Dates	Date /Hijri
Beginning of 1st Semester 2023-2024 (All Batches)	21/08/2023	05/02/1445
Batch 37 Year 1 Introductory Week	21-25 /8/2023	05-09/02/1445
Start of Rotations Year 5, 4 (Batch 34, 35)	21/08/2023	05/02/1445
Beginning Week 1 Instruction Year 1 Batch 37	28/8/2023	12/2/1445
1st Comprehensive Exam Year 3 (Batch 36)	24/09/2023	09/03/1445
First End of Senior Rotation Exam Year 4 (Batch 35)	12-15/10/2023	27-30/03/1445
S1 Mid-Course Exams Year 1 (Batch 37)	16-27/10/2023	01-12/04/1445
2nd Comprehensive Exam Year 3 (Batch 36)	30/10/2023	15/04/1445
Final Exams of Year 3 (Batch 36)	21-29/11/2023	07-17/05/1445
Second End of Senior Rotation Exam Year 4 (Batch 35)	7-9/12/2023	23-25/05/1445
Announcement of Results of Year 3 (Batch 36)	7/12/2023	23/05/1445
S1 End of Course Exams Year 1 (Batch 37)	11/12/2023 - 15/12/2023	27/05/1445 - 02/06/1445
Announcement of Results of Year 1 (Batch 37)	17/12/2023	04/06/1445
Winter Vacation	18/12/2023 01/01/2024	05/06/1445 19/06/1445
Beginning of Second Semester (All Batches)	02/01/2024	20/06/1445
Re-sit Exam Year 3 (Batch 36)	02/01/2024	20/06/1445
Simulation Week Year 3 (Batch 36)	02/01/2024	20/06/1445
Clinical Introductory Course Year 3 (Batch 36)	08/01/2024	26/06/1445
Final MBBCh Exam Week of Pediatric Year 4 (Batch 35)	08/01/2024	26/06/1445
Final MBBCh Exam Week of OBS/GYN Year 4 (Batch 35)	15/01/2024	03/07/1445
Beginning of Pediatrics and Obstetrics and Gynecology Junior Rotation Year 3 (Batch 36)	05/02/2024	24/07/1445
Beginning of Medicine, Surgery, PHC Rotation Year 4 (Batch 35)	05/02/2024	24/07/1445
IFOM - Basic Science Exam Year 3 (Batch 36)	14/02/2024	04/08/1445

S2 Mid-Course Exams for Year 1 (Batch 37)	19/02/2024 - 23/02/2024	09/08/1445 - 13/08/1445
IFOM - Clinical Sciences Exam Year 5 (Batch 34)	14/03/2024	04/09/1445
First End of Junior Rotation Exams Year 3 (Batch 36)	28-30/03/2024	18-20/09/1445
Spring Vacation	01/04/2024 08/04/2024	22/09/1445 29/09/1445
Final Exit Exams for (Med / Surg / PHC) Year 5 (Batch 34)	20/05/2024	12/11/1445
S2 End of Course - 2 Exams Year 1 (Batch 37)	05/05/2024	26/10/1445
Announcement of All Results	12/05/2024	04/11/1445
Re-sit Exam Year 1 (Batch 37)	03/06/2024	26/11/1445
Second End of Junior Rotation Exams Year 3 (Batch 36)	06-08/06/2024	29/11/1445 - 02/12/1445
Summer Vacation Begins	08/07/2024	02/01/1446

Official Holidays

Event	Date
Prophets Birthday*	Friday 29th September 2023 (14/03/1445)
Martyr's Day	Friday 1st December 2023 (17/05/1445)
UAE National Day (51)	Saturday and Sunday 2nd - 3rd December 2023 (18-19/05/1445)
New Year's Day	Monday, 1st January 2024 **(19/6/1445)**
29th Ramadan - Eid Al Fitr Holiday*	Monday 8th April - Thursday 11th April 2024 (29/09/1445) - (02/10/1445)
Arafah & Eid Al Adha Holiday *	Sunday 16th Jun - Tuesday 18th June 2024 (10-12/12/1445)
1445 Hijri New Year *	Monday 8th July 2024 (2/1/1446)

*** Dates of Islamic holidays are subject to change in accordance with the moon sighting and official announcement**
****Beginning of Academic Year 2023-2024 will be on: Monday 21st August, 2023**

Prof. Yousif Eltayeb
Acting Dean of DMCG

Prof. Samar Ahmed
Associate Dean of Academic Affairs

4. Vision, Mission, and Goals

DMCG Vision

"To serve the healthcare community by nurturing competent healthcare professionals while promoting a learning environment that fosters innovation, leadership, continued professional development and quality assurance, making DMCG one of the leading medical schools in the world."

DMCG Mission

"DMCG is committed to providing accredited health professions education at undergraduate and graduate level to students by providing a learning environment that fosters Islamic values and promotes high levels of student achievement, consistent with the highest standards of academic excellence in order serve the profession, scientific community and public."

DMCG Values

The spirit of giving and service excellence is a tradition at DMCG. Values embedded in the teaching profession, when combined with the altruism of the medical profession, foster the highest standards of ethics on campus.

Getting trained in an environment where doctors are able to better understand cultural diversity is important. Therefore, the college emphasizes course delivery embedded in ethics and values in its students, staff, and faculty. The professional oath is a reaffirmation of the values to be followed throughout student and professional life.

DMCG Goals

Goal #1: Enhance Student Experience and Inspiring Culture of Success
Ensure that students are provided an atmosphere which inspires students to be global citizens and enhance their social and entrepreneurial skills in keeping with Islamic values.

Goal #2: Be a Driver of Knowledge Economy
Ensure that programs follow best practices and internationally accredited curriculum and assessment that emphasize on continuum of intellectual growth and personal development which will enable them to make a positive contribution to society.

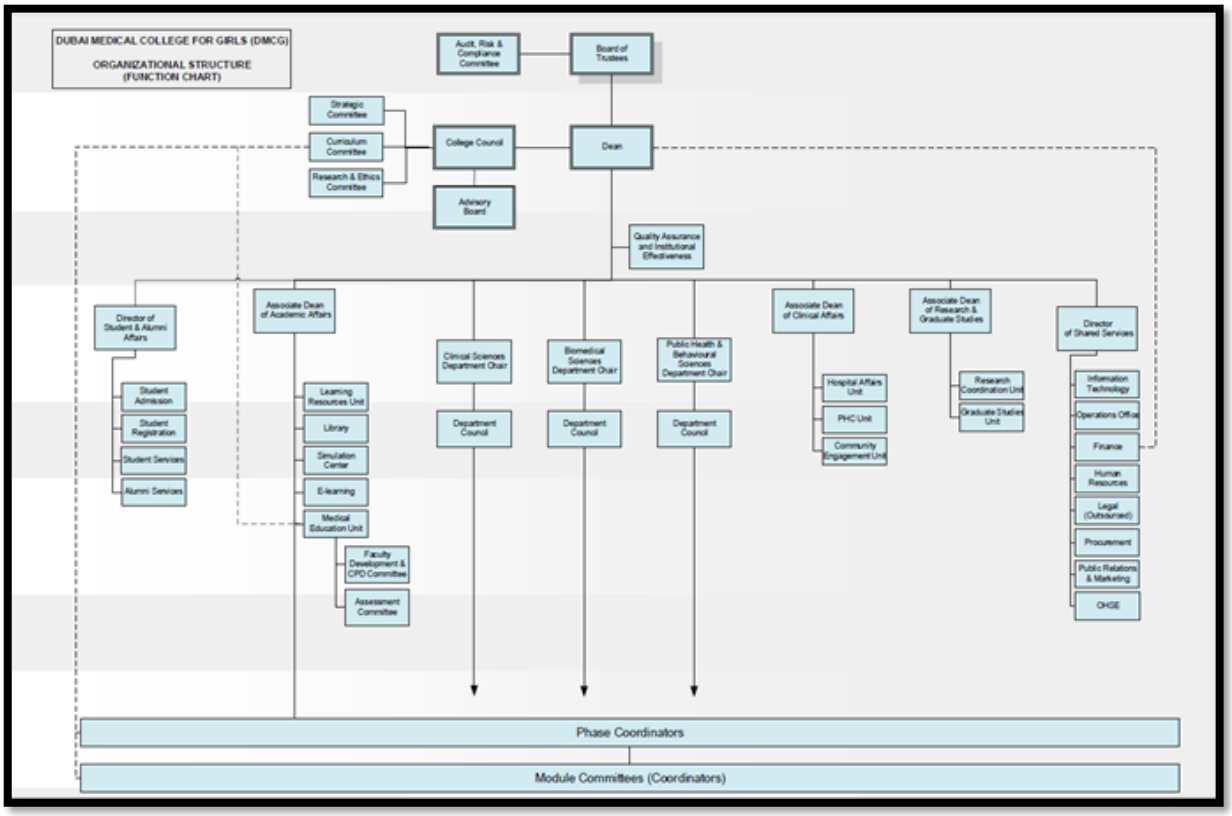
Goal #3: Prioritize Research and Innovation
To be a center for quality research, in clinical practice, biomedical, pharmaceutical sciences & life sciences and healthcare education & management. The research is driven by what could benefit mankind nationally and internationally and will target real life health and social problems that need evidence-based solutions.

Goal #4: Develop Human Capital
Develop and sustain well-qualified faculty with high level of commitment for excellence in health professions education. Attract good quality national and expatriates to enroll and create a unique and excellent brand name identity.

Goal #5: Commitment for Need Based Service to Community
Become an educational, economic, and cultural partner that contributes to the human and social capital needs of the region and beyond.

Goal #6: Enhance External Relationships and Engagement
To work with partners to create a world-class regional innovation ecosystem to build a stronger and more constructive relationship with our local and regional community.

5. DMCG Organizational Chart



6. Statement about Licensure /MOE/CAA Accreditation

6.1. DMCG Accreditation Details

Dubai Medical College for Girls is listed in the World Directory of Medical Schools published by the World Federation for Medical Education (WFME): https://search.wdoms.org/home/SchoolDetail/F0001569

6.2. Licensure of DMCG

"DMCG, located in the Emirate of Dubai, is officially licensed from 04 May 2023 until 04 May 2026, by the Ministry of Higher Education, United Arab Emirates to award degrees/qualifications in higher education."

Accreditation of MBBCh program

MBBCh program of DMCG has been accredited since 1991 by Ministry of Higher Education of UAE. The program has been regularly re-accredited by the Commission of Academic Accreditation, Ministry of Education. UAE. The accreditation of MBBCH Program is valid until 19 May 2024.The MBBCh program has undergone substantive change to MD Program.

6.3. Accreditation of MD program

MD program of DMCG is accredited by Commission of academic Accreditation.

7. Programs in the College

- MBBCh: Bachelor of Medicine & Bachelor of Surgery (phasing out last three cohorts)
- MD (2+4 curriculum): Doctor of Medicine
- Master of Science in Addiction Science (phasing out one cohort – no new intake as program is suspended).

8. Message from the Acting Dean

Dear Students,

Welcome back to your esteemed Dubai Medical College for Girls (DMCG).

Dubai Medical College for Girls is the first private college awarding a degree in medicine & surgery in the UAE. Thanks to the foresight of Haj Saeed Lootah, the college was established on Islamic principles to offer the girls in the UAE an opportunity to study medicine inside the UAE and avoid the troubles and risks of travelling abroad. Girls in the UAE were offered the chance to serve their country in the medical field and they grasped this opportunity.

Our college offers a distinguished modern medical educational program in an environment with Islamic sprit. Our teaching programs have continuously been evaluated and readjusted according to the recent advances in medical education.

The legacy of the support given to Dubai Medical College for Girls by late Chairman of the Board of trustees, Haj Saeed Bin Ahmed Lootah, may his soul rest in peace, has continued through The Saeed Ahmed Lootah Charity Foundation. In line with modern practice, Dubai Medical College for Girls embraces a system of self-learning activity, which represents the core of all recent educational philosophies. Integrated teaching programs were implemented for the pre-clinical phase which ensures a comprehensive understanding of the subjects and prepares the students for the clinical phase.

Starting from the beginning of this academic year, we are implementing a new curriculum 2+4 Doctor of Medicine (MD) program. The first two years will be dedicated to general education, succeeded by years of integrated biomedical sciences, and finally two years of clinical clerkship. The program is unique in allowing students who completed health science degrees to join the program in the third year.

Student activities have been given greater support which encourages establishing fraternity among the students and the community. The student union has been actively engaging in various activities including scientific, community, cultural, social, and sports.

We welcome all aspiring girls to join our college and benefit from our distinguished educational programs to serve the community.

I wish you all the best.

Professor, Yousif El Tayeb
Acting Dean
Dubai Medical College for Girls

9. Important Milestones achieved by Dubai Medical College for Girls

1986	The first DMCG students begin classes.
1987	H.H. Sheikh Hamdan bin Rashid Al Maktoum, former Deputy Ruler of Dubai and Minister of Finance and Industry, Government of UAE, formally inaugurates the College.
1989	DMCG signs two agreements of scientific co-operation one with the University of Leicester, United Kingdom and one with the Cairo University of Egypt.
1991	Sheikh Mohammed bin Rashid Al-Maktoum, who was then Crown Prince of Dubai & UAE Minister of Defense, graces the first DMCG graduation ceremony.
1992	An evaluation team from Michigan State University, U.S.A., is sent to assess DMCG by the Ministry of Higher Education and Scientific Research of UAE. The team approves of DMCG and recommends that the College be granted accreditation.
1994	The Ministry of Higher Education and Scientific Research of UAE grants licensure to DMCG's Degree of Bachelor of Medicine and Bachelor of Surgery (MBBCh).
1995	The General Medical Council of Great Britain grants recognition to the MBBCh degree awarded by DMCG.
1996	DMCG receives accreditation from the Ministry for Higher Education and Scientific Research with the recommendation of Michigan State University's evaluating team.
2000	The World Health Organization lists DMCG in the March 2000 (7th) edition of the World Directory of Medical Schools as a recognized and accredited medical school.
2004	A Memorandum of Understanding is signed between the DHA and DMCG.
2004	The Sheikh Hamdan Award for distinguished contribution to medical science is awarded to Haj Saeed Bin Ahmed Al Lootah, for founding Dubai Medical College for Girls.
2005	The first Medical Education Symposium is conducted by DMCG.
2006	DMCG wins the Dubai Quality Appreciation Program (DQAP).
2008	DMCG signs agreement with AIIMS, New Delhi for summer training program
2009	DMCG makes UAE the first country to join the FAIMER network
2010	DMCG wins the DEWA award
2011	Silver jubilee celebrations are graced by H.H. Sheikh Mohammed bin Rashid Al-Maktoum, Vice President of UAE and Ruler of Dubai
2011	DMCG wins World Education Asia award
2011	Haj Saeed Bin Ahmed Al Lootah wins 'Head of State Merit Award' from H.H. Shaikh Khalifa Bin Zayed Al Nahyan, President of the UAE on 40th National Day of UAE, for his role played in building the nation
2011	DMCG participates in the WHO EMRO regional consultation for framing regional standards for medical Education.
2011	Dubai Medical College for Girls Wins World Education Congress Asia award - Best Educational Institute in Healthcare.
2012	DMCG wins the Dubai Quality Award (DQA) in recognition of its drive for excellence and it's the first Higher Education Institute to be awarded for its quality standards.
2012	Mohammed Bin Rashid Al Maktoum Business Award 2011 (MRM) - Best Performance in Service Category
2016	Haj Saeed Bin Ahmed Al Lootah wins as 'the Educational Personality of the Year' from Khalifa Award for Education

10. Resources and Physical Setting

10.1 Teaching Facilities on the College Campus

The following facilities are available at the College:

10.1.1 Lecture Halls

DMCG has 11 lecture halls which are duly equipped with state-of-the-art audio-visual aids and wireless network access. Six lecture halls in the DMCG building and five in LTC building including the lecture rooms inside Clinical Skill Lab 210, Simulation Center 202, and Exam Hall 208.

10.1.2 Laboratories

We have the following laboratories for our students.

- **Biochemistry Laboratory:**
  This facility is equipped with:
  a) Equipment for training on laboratory diagnostics such as balances, centrifuge machines, ovens, water baths, a pH meter, a thermal cycler, an electrophoresis, a UV camera, spectrophotometers and so forth.
  b) Reagents, chemicals, glassware, and pipettes are necessary for biochemical and molecular tests and experiments.

- **Histopathology Laboratory:**
  This facility is equipped with Camera connected to microscope and screen for teaching, par-focal, illuminated, binocular microscopes for each student, binocular teaching microscopes and explanatory slides on various body systems for the study of diseases. Microtome has also been made available for the preparation of slides.

10.1.3 College Pathology Museum

This facility is equipped with gross specimens of different organs.

10.1.4 Anatomy Laboratory

This facility is equipped with cadavers preserved in formalin in addition to plastinated organs, plastinated sections, plastic models, human bones, skeletons, X-rays, CT scans & MRI's and interactive audiovisual aids.

10.1.5 Histology and Parasitology Laboratory

This is another laboratory which is equipped with screen connected to microscope for teaching, par-focal, illuminated, binocular microscopes for each student, accompanied by explanatory slide packages.

10.1.6 Physiology Laboratory:

This facility is equipped with state-of-the-art teaching facilities like Power Lab software, a Bio Pack System, ECG apparatus, Stethoscopes, Haemocytometer, Respirometer, Sphygmomanometer, Oscillograph, Wester green tubes, Korr system, cardiac monitor, Life form with a speaker, Coagulometer, Snellen chart, Ishihara chart, and Kymographs, sports lab.

10.1.7 Pharmacology Laboratory

This facility is equipped with power lab and PCCAL companion software. The lab is also equipped with an electrical pressure calibrator, a dbl tissue bath set, a mammalian heart perfusion isolator, and hot plates.

10.1.8 Microbiology Laboratory

This facility is equipped with sterilization devices, incubators, ovens, centrifuges, microbe culturing plates, culturing media, light microscopes, explanatory slides and videos for practical sessions.

10.1.9 Research Laboratory

This laboratory is well equipped to conduct tests like PCR, ELISA, and Western Blot.

10.2 Simulation Center

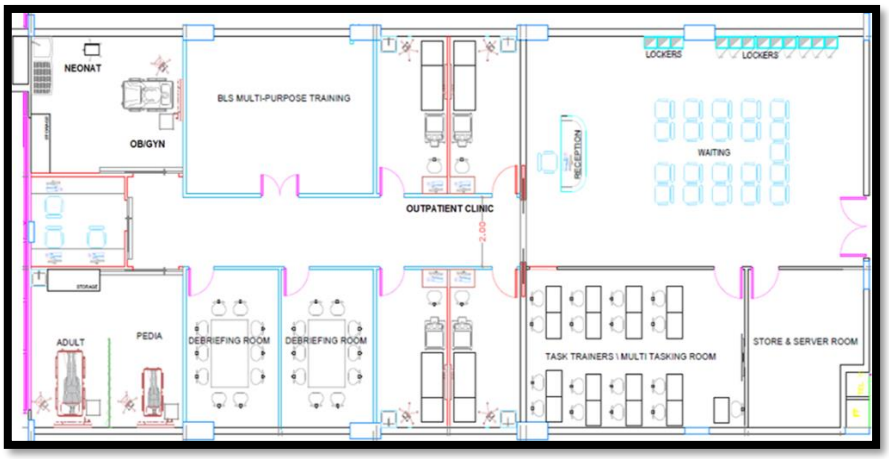
The Simulation Center is currently a functional unit under the Academic Affairs Department, and an active learning resource of DMCG. The Center officially opened its doors in November 2022. Since then, the Center has offered a wide variety of simulation activities both internally and with external business partners. This state-of-the-art center is keen on training healthcare professionals in a simulated environment with a focus on enhancing patients' safety and quality of care.

Currently, the simulation center has acquired 4 high-fidelity simulators and 17 task trainers. This inventory covers more than 10 specialties with a large range of basic/advanced clinical skills.

The DMCG simulation center has the following members with different roles and responsibilities to ensure effective and efficient operation.

- **Director:** The Director is responsible for the overall management and operation of the simulation center. He oversees the daily operations of the center, manages budgets, and ensures that the center meets the needs of its stakeholders. He also provides leadership to the staff, sets goals and objectives, and develops policies and procedures.
- **Simulation Educator: T**he Simulation Educator is responsible for developing and delivering simulation-based educational programs for healthcare professionals. She/he designs and develops scenarios that simulate real-life healthcare situations and provides training to healthcare providers using simulators and other equipment.
- **Simulation Technologist:** The Simulation Technologist is responsible for maintaining and operating simulation equipment and technology. He ensures that the equipment is in good working condition, troubleshoots any issues that arise, and assists with setting up simulations.

11. The Facility



11.1. Physical Location:
2nd Floor Lootah Technical Center, Muhaisnah 1, Dubai, United, Arab Emirates.

11.2. Mailing Address/Email Address:
Simulation Center, Lootah Technical Center, Muhaisnah 1, Dubai, UAE. simulation@dmcg.edu

11.3. Hours of Operation:
DMCG Sim Center normally operates from 7:30 AM to 3:30 PM, Monday through Friday. After-hours and weekend activities require preapproval by the DMCG Simulation Center Director.

The Simulation Center is covering halls 202, 204 and 206 (OSCE Center). This stage of our Simulation Center consists of several clinical environments.

11.4. Reception Area:
This area serves as an entrance for the students to register their attendance and receive the task that they're appointed to perform. Plus, it serves as hospital admission area to simulate patient registration, check-in, and waiting rooms in a clinical setting in a medical simulation scenario.

11.5. Task Training Room:
Students use this space to enhance their psychomotor skills. This Lab combines theory with practice, allowing them to experience self-learning and helping them to improve their readiness for an actual clinical environment.

11.6. OB/GYN Room:
Equipped with a high-fidelity birthing manikin and high-fidelity infant manikin; students are practicing different scenarios of OB/GYN and Neonatology care scenarios in this room.

11.7. ICU/Emergency Room:
This room comprises both adult and pediatric multipurpose high-fidelity manikins. Students train and enhance their skills for ICU practice and emergency response.

11.8. Outpatient Room:
Students receive Standardized Patients, as in a real clinic using this room. They learn the process of examining, assessing, and treating a patient. Students practice history taking, decision making and practice communication skills in this area.

11.9. Debriefing Room:

At the end of each simulation session, the instructors invite the students to reflect on their actions, decisions, and overall performance during the simulation. Participants receive feedback on their strategies, communication, problem-solving and other skills relevant to the simulation utilizing this room.

11.10. Control Room:

As a major component of any simulation center. This space provides the ability to monitor, record, and remotely control the simulation scenario, where facilitators and simulation technicians monitor and run each scenario.

11.11. OSCE Center & Surgical Simulation Training (Program Expansion):

Objective Structured Clinical Exams (OSCEs) provide a reliable and standardized method for assessing resident performance through direct observation which can focus on specific areas or skills. The main objective of an OSCE is to assess and evaluate the skills of medical students in applying evidence and appropriate treatment options in critical situations with a standardized patient.

The OSCE Lab will be equipped with hybrid and wearable simulators to accommodate standardized patients for various medical cases. This Lab will be fully monitored with the Audio-Visual system that was already installed in phase one; the only thing required is processing with AV system expansion. Moreover, phase 2 will also include the addition of AI-Based Medical education tools integrating Virtual patient simulator, Virtual Reality (VR) and Mixed Reality solutions which will open several research opportunities.

Post-graduate students will be offered the opportunity to practice their psychomotor skills and understand the concept of surgical procedures from the basics to the most complicated cases. In addition to that, laparoscopic procedures will play an important role at this level; students will practice on highly sophisticated virtual laparoscopic simulators with highly haptic feedback and increasing levels of difficulty. The laparoscopic practice will cover general laparoscopy, gynecology, arthroscopy, urology etc.

Dubai Medical College for Girls	
DMCG Building	**LTC Building**
Ground Floor	**First Floor**
Anatomy Laboratory (Block D)	LMS Laboratory
Histology Laboratory (Block D)	Central Research Laboratory
Pharmacology Laboratory (Block C)	
Microbiology Laboratory (Block C)	
Pathology Laboratory (Block B)	
Biochemistry Laboratory (Block B)	
Physiology Laboratory (Block A)	
First Floor	**Second Floor**
Lecture room A-101	Clinical Skill Lab (210)
Lecture room A-102	OSCE Center (206)
Lecture room A-103	Simulation Center 1 (202
Lecture room B-101	Simulation Center 2 (204)
Lecture room C-101	DMCG Library 207

Lecture room C-102	Lecture Room 209
	Lecture Room 205
	Lecture Room - Clinical Skill Lab 210
	Lecture Room - Exam Hall 208
	Lecture Room - Simulation Center 1 - 202

12. DMCG Library

The DMCG Library or Learning Resource Centre (LRC) situated at LTC building, 207 is equipped with recommended textbooks, peer-reviewed journals, and the latest databases to satisfy the information needs of users as per the modern trends. The library collection is made up of both printed and electronic material, mostly keeping in mind the subject areas of pre-clinical medicine, clinical medicine, and pharmacy. There is the provision of computers with internet connection and Wi-Fi to access electronic resources and search the web.

The library contains individual study rooms, group study rooms, and a seating area with proper ventilation and lighting. The professionally qualified staff of the library make every effort to facilitate users and are responsible for library instruction, circulation, reference, and information services. Reprographic service is also provided by the library. The library always tries to widen its scope through Inter-Library Loan.

- Print Collection: 4,009 Titles with multiple copies total is: 5,631.
- Electronic Databases: 8
- Reading rooms for small group study: 3
- Cubicles for individual study: 6
- Number of seats: 82
- Number of computers: 30

12.1. Library opening hours:

- Monday - Thursday 7.30am – 8.00pm
- Friday 7:30am- 12:00pm
- Saturday Sunday Closed
- The library will remain closed on public holidays.

12.2. Distance Learning / e-Learning resources:

The library contains 8 renowned medical databases to boost the study needs of the students and faculty members. 4000+ e-books, 2500+ e-journals, thousands multimedia files including pictures, graphics, videos, calculators etc. are available for distance learning.

12.3. The Learning and Assessment Center

This center is equipped with 80 computers and projection facilities, where online examinations are conducted.

13. Technological Resources

The college provides the students with the LMS (Learning management system) to facilitate digital

learning/e-learning. The LMS is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational course materials or other training programs.

You will be provided with a unique username and password which will allow you to login to the LMS system.

On the LMS system you can do the following:

- Read the updated news from the college or from a specific course.
- View, read and download course material, video recordings and presentations.
- Submit responses to assignments, upload thesis and research papers and use the anti-Plagiarism (Turnitin) software for originality checking.
- Take Quizzes, upload assignments.
- View Total Grades for specific subject exam or Final result.
- Raise your voice and speak your opinion or exchange comments on discussion forum general or specific to each course subject.
- Perform Subject / Module Survey and record the results on the LMS.
- View the course / general calendar and see all important events in your college and deadlines for different activities.
- Customize your account settings such as Profile; change password and upload your own Photo.
- Use General / Private Chat tool and internal email system to communicate with your instructor.
- When you need to know how to maximize the use of LMS you can go to the section of "@D2l friend of students" to find material, video, documents, and tutorials on how to use our LMS.

14. Student Support Facilities

14.1. Mosque

The College has a mosque and prayer area inside its campus for faculty, staff and female students which sustains the Islamic atmosphere in the College.

14.2. Transportation

Daily transportation facilities are available for close destinations. Each weekend (Friday) buses take students staying at the hostel back to their homes in Abu Dhabi, Fujairah, Ras Al Khaimah and Al Ain and bring them back to the College on the next working day.

14.3. Student Lounge

A plush resting area located around the round hall allows students to rest and relax during their intervals.

Lounge opening hours:

- Monday - Thursday 7.30am – 4.30pm
- Friday 7:30am- 12:00pm
- Saturday Sunday Closed

14.4. Other Services

The College provides a study room, mosque, and a cafeteria.

Study Room opening hours:

Monday - Thursday 7.30am – 4.30pm

- Friday 7:30am- 12:00pm

- Saturday Sunday Closed

14.5. Hostel Facilities

Hostel facilities include boarding rooms, study rooms, a gym, and a mosque. The cozy single and double boarding rooms are furnished with all basic amenities. The hostel facility is provided to all International and UAE students.

14.6. Recreational Facilities

It is our desire to help students develop self-confidence and maintain a healthy lifestyle. Students can use the gymnasium in the hostel. It is equipped with various exercise machines and a table-tennis.

15. DHA Facilities

Based on the MOU with the DHA, comprehensive, advanced, and up-to-date teaching facilities are provided for our students at the Dubai Health Authority (DHA) hospitals and primary healthcare centers. The students are also authorized to use the knowledge resources available at the medical library and electronic information sources in the DHA in accordance with the applicable procedures.

16. Cooperative Relationships

From the first batch of DMCG onwards the clinical training has been in the DHA hospitals. Based on an agreement between DMCG and Dubai Health Authority, the clinical clerkship is conducted in the DHA hospitals. Students may also be sent to clerkship in other hospitals upon signing of the contracts.

17. Programs and Degrees Offered

Institution:	Dubai Medical for Girls, Dubai, UAE
Degree:	Bachelor of Medicine and Bachelor of Surgery (MBBCh)
Length & Mode:	5 academic years + 1 year internship, Full time
Academic Period:	Late August to Early July
Minimum Registration Period:	5 years
Maximum Registration Period:	9 years
Student: Faculty ratio	10:1
Associate Dean of Academic Affairs:	Prof. Samar Ahmed

Institution:	Dubai Medical for Girls, Dubai, UAE
Degree:	Doctor of Medicine (MD)
Length & Mode:	6 academic years, Full time
Academic Period:	Late August to Mid-July
Minimum Registration Period:	6 years
Maximum Registration Period:	9 years
Student: Faculty ratio	9.3:1
Associate Dean of Academic Affairs:	Prof. Samar Ahmed

18. DMCG Admission Requirements

18.1. Undergraduate Program

1. MD – Six-year program (Entry to Year one)	

Admission Requirements	• Attested High School Certificate and transcript (Grade 12 or Equivalent in each curriculum)
	• Attested School certificate and transcript for Grade 10 and 11
	• The applicant must complete 12 years of education in school and provide proof thereof.
	• Equivalency Certificate from the Ministry of Education (MOE) for High School curriculums other than UAE system https://www.moe.gov.ae/En/EServices/ServiceCard/pages/CertEquivalent.aspx
	OR
	• Equivalency Certificate from the Ministry of Education (MOE) for international applicants with certificates issued outside the UAE https://www.moe.gv.ae/en/eservices/servicecard/pages/certequivalent-out.aspx
	• **English Language Requirements**: applicant is required to submit one of the below:
	  • Standardized English Examination: EmSAT– English with a minimum grade of 1100.
	  • TOEFL iBT with minimum score 61or CBT minimum score of 173 (Institutional TOEFL is not acceptable)
	  • Academic IELTS with minimum Band 5
	• **Successfully passing the DMCG Admission Exam** (includes Biology, Chemistry, Physics and Mathematics)
	OR
	• **EmSAT** score of 900 in Mathematics EmSAT and two of the three science subjects (Chemistry, Biology or Physics)
	OR
	• For UAE, British or IB curriculum; applicants who successfully acquired the required score as per DMCG admission criteria outlined below can be exempted from The EMSAT and admission exam requirement.
	• Successfully completing the DMCG Interview (Multiple Mini Interviews)

Admission Criteria Per Curriculum	**The UAE Curriculum** • Applicant must achieve: Advanced Stream: minimum average 90% or Elite Stream: minimum average 85% in Grade 12 • Applicant must achieve a minimum average of 90% in at least two science subjects in Grade 12
	The British Curriculum • A minimum grade of A or 7 in five O-Level subjects including Biology, Chemistry, Mathematics and English, **and**

	• A minimum grade of B or 5 in two AS-Level subjects including Biology or Chemistry. **OR** • A minimum grade of B or 5 in one A-level subject including Biology or Chemistry • Attested transcript and certificate from local relevant authority. • Result of Arabic (MOE Exam) for grade 10, 11 and 12 for Arabic passport holders who completed High School in UAE • Result of Islamic Studies (MOE Exam) for grade 10, 11 and 12 for Muslims who completed High School in UAE • An Equivalency Certificate from MOE is mandatory.
	The American Curriculum • Applicant must pass successfully in Grade 12 with minimum average 90% overall or CGPA 3.5 on a scale of 4 or equivalent. • Applicant must achieve a minimum average of 90% in at least two science subjects in Grade 12 • Applicants should take Biology and Chemistry in grades 10 or 11 or 12. • Attested transcript and certificate from local relevant authority. • Applicant to complete SAT1 Mathematics with a minimum score of 450 or equivalent as per MOE Equivalency requirements • Result of Arabic (MOE Exam) for grade 10, 11 and 12 for Arabic passport holders who completed High School in UAE • Result of Islamic Studies (MOE Exam) for grade 10, 11 and 12 for Muslims who completed High School in UAE • Equivalency Certificate from MOE is mandatory
	The International Baccalaureate Curriculum (IB Diploma) • Applicants must achieve a minimum of twenty-eight points. • Applicant must complete three science subjects including Biology and Chemistry • Applicant must achieve five points in two high level subjects. • Attested transcript and certificate from local relevant authority. • Result of Arabic (MOE Exam) for grade 10, 11 and 12 for Arabic passport holders who completed High School in UAE • Result of Islamic Studies (MOE Exam) for grade 10, 11 and 12 for Muslims who completed High School in UAE • An Equivalency Certificate from MOE is mandatory.
	Indian Curriculum **CBSE:** • Applicants must achieve a minimum average of 85% in grade 12. • Applicant must achieve a minimum average of 85% in at least two science subjects in Grade 12 • Result of Arabic (MOE Exam) for grade 10, 11 and 12 for Arabic passport holders who completed High School in UAE • Result of Islamic Studies (MOE Exam) for grade 10, 11 and 12 for Muslims who completed High School in UAE • An Equivalency Certificate from MOE is mandatory. **State Board:**

	• Applicants must achieve a minimum average of 85% in grade 12. • Applicant must achieve a minimum average of 85% in at least two science subjects in Grade 12 • Result of Arabic (MOE Exam) for grade 10, 11 and 12 for Arabic passport holders who completed High School in UAE • Result of Islamic Studies (MOE Exam) for grade 10, 11 and 12 for Muslims who completed High School in UAE • An Equivalency Certificate from MOE is mandatory.
	Pakistani Federal Board • Applicant must achieve a minimum average of 85% in grade 12 • Applicant must achieve a minimum average of 85% in at least two science subjects in Grade 12 • Result of Arabic (MOE Exam) for grade 10, 11 and 12 for Arabic passport holders who completed High School in UAE • Result of Islamic Studies (MOE Exam) for grade 10, 11 and 12 for Muslims who completed High School in UAE • An Equivalency Certificate from MOE is mandatory.

	Additional Information for Secondary School Qualifications Obtained Outside UAE
	• Applicants with high school certificate obtained outside the UAE – other than the qualifications listed above, are required to submit an Educational Credential Evaluators (ECE) course-by-course evaluation when applying to evaluate the transcripts and have a standard GPA - http://www.ece.org
	• Applicant should be a graduate from a school recognized by the official education authority in the country of study.
	• Must meet the requirements for admission into University in the country of origin.
	• The applicant must complete 12 years of education in school and provide proof thereof.
	• Certificates submitted need to be attested from:
	  • Education Authority (Home Country)
	  • Ministry of Foreign Affairs (Home Country).
	  • Embassy of the United Arab Emirates or the Embassy of the Country in the UAE
	  • Ministry of Foreign Affairs of the United Arab Emirates
	• Applicants must submit Equivalency Certificate from Ministry of Education in UAE https://www.moe.gov.ae/en/eservices/servicecard/pages/certequivalent-out.aspx

2. MD – Four-year program (Entry to Year Three)	
Admission Requirement	• Bachelor Degree (Biomedical / Health / Life Sciences or equivalent) from an accredited college or university with: • Attested Degree and Official Transcripts from the relevant authorities. • Equivalency Certificate of the Bachelor degree from the Ministry of Education, UAE • An Educational Credential Evaluators (ECE) course-by-course evaluation for degrees completed outside UAE.

	• Cumulative GPA of 3.0 on a 4.0- scale or equivalent on non-GPA grading systems
	• Core CGPA (Science courses) 3.0 on a 4.0-point scale or equivalent on non-GPA grading systems.
	• Courses taken during the undergraduate degree program should include elements of:
	  • Chemistry and Biochemistry
	  • Human Anatomy and Physiology
	  • Microbiology, Immunology, and Basic Pathophysiology
	  • Cell Biology, Genetics and Molecular Biology
	  • Social, Behavioral Sciences and Public Health
	  • Statistics and Logical Reasoning
	• **English Proficiency Requirements:** applicant is required to submit one of the below:
	  • EmSAT: Score of 1550 and above
	  • TOEFL iBT with minimum score 91
	  • Academic IELTS with minimum Band 6.5
	• **Medical College Admission Test®** (MCAT®) with minimum score of 500 or equivalent
	• Meeting the DMCG Personal Interview requirements
	• Preference shall be given to applicants with Healthcare / Research / Community service experience.

18.2. Graduate Programs

PG Master / Diploma program (DMCG)	
Admission Requirements	An applicant is required to have a Bachelor of Science or MBBCh or bachelor's degree in a related discipline with a minimum GPA of 3.0 on a scale of 4.0, or its equivalent as approved by the Ministry of Education, UAE. Health care practitioners, social workers, police officers, lawyers and dieticians are anticipated to apply. Any applicant who does not meet this criterion should have relevant professional work experience and the approval of the curriculum committee. Passing the interview. Program is open to both female and male applicants.
English Language Requirements	An applicant is required to fulfil any one of the following English language proficiencies: TOEFL minimum score of 550 (213 CBT, 79 IBT). Academic IELTS with minimum Band of 6.0. EmSAT English with minimum score of 1400. Validity of all English Proficiency is 2 years. **Exceptions for English Proficiency Test:** A native speaker of English who has completed undergraduate education in an English-medium institution and in a country where English is the

	official language. -An applicant with an undergraduate qualification from an English-medium institution who can provide evidence of acquiring a minimum TOEFL score of 500 on the Paper-Based test, or its equivalent on another standardized test approved by the Commission, at the time of admission to the program.
Conditional Admission	To be eligible for the Conditional Admission in MSc program, the following criteria are required: An applicant with a recognized bachelor's degree with a minimum grade point average of **2.5 on a 4.0 scale** or its established equivalent may be admitted conditionally to the master's program. Such an applicant must meet the following requirements during the period of conditional admission or be subject to dismissal: May take a maximum of nine credit hours in the first semester of study Must achieve an overall grade point average of 3.00 on a 4.0 scale in the first nine credit hours for the master's program An applicant with a recognized bachelor's degree with a minimum grade point average of **2.0 on a 4.0 scale** or its established equivalent may be admitted conditionally to the master's program. Such an applicant must meet the following requirements during the period of conditional admission or be subject to dismissal: Complete a maximum of non-credit; nine credit hours graduate level remedial course in the first semester of study to prepare for the Master program Must achieve an overall grade point average of 3.00 on a 4.0 scale in this remedial course before being enrolled into the master's program An applicant with a recognized bachelor's degree who has not met the required English Proficiency may conditionally be admitted if they have achieved a **minimum EmSAT score of 1250** or its equivalent on another standardized test approved by the CAA, such as TOEFL score of 530 (197 CBT, 71 iBT), or 5.5 IELTS academic, to a QFEmirates level 8 or 9 graduate program. Such an applicant must meet the following requirements during the period of conditional admission or be subject to dismissal: must achieve an EmSAT score of 1400 or equivalent, by the end of the first semester of study may take a maximum of six credit hours in the first semester of study, not including intensive English courses must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in the first six credit hours of credit-bearing courses studied for the graduate program

19. Transfer Admission Policy

19.1. General Transfer Policies:

The following are the necessary stipulations for transfer to the DMCG from other universities:

- DMCG accepts transfer of students from accredited colleges / universities with a comparable curriculum to that offered at the respective program. To be deemed eligible for a transfer the applicant's previous institution should be listed in the UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE. They must meet all the admission criteria and requirements as published for the year of application; and hence all transfer applicants will not be considered for conditional or probationary admission. Applicants applying for transfer to DMCG must complete 50% of the total number of teaching hours or courses required to complete a degree for undergraduate programs and 25% of the total number of teaching hours or courses required to complete a degree for graduate programs.
- The applicant must provide a letter with the admission application to the admission taskforce of the college specifying reason (s) for requesting transfer and desired date / academic year of transfer.
- Applicants are required to submit their transcripts for evaluation of transferable subject's / teaching hours from previous institution. The courses should have been completed in the past five years.
- Students must meet the English language proficiency requirements for the respective program as set by the Ministry of Education, UAE.
- Applicant must be in good academic standing at his/her home institution, must hold a CGPA equal to or greater than 2.0 on a scale of 4.0 (overall C Grade or equivalent) for undergraduate applicant and 3.0 on a scale of 4.0 (overall B Grade or equivalent) for Graduate level course in the last completed year. No applicant who has been dismissed from any medical University will be eligible for transfer to DMCG.
- For graduate programs the applicant must have earned a minimum grade of "B". No more than six credit hours of graduate work may be transferred from another institution. The courses must be graduate level and have been taken for graduate credit at the accredited institution.
- All applicants must provide conduct certificates from the institute where they are / were currently enrolled.
- Previous coursework deemed appropriate to the current course of study is evaluated for transfer into the college's program. Transferring previous completed courses can help avoid overlap of subjects to complete the program degree. Credit will not be granted twice for the same course taken at two different institutions.
- All applicants should contact Student Affairs to inquire about having their transcripts reviewed.
- Before attending college, the attested transcript from the previous college / university and attested High School Certificate and transcript (Grade 12 or Equivalent in each curriculum) should be submitted to Student Affairs. All documents required for admission should also be submitted.
- The applicant transferring from another accredited college / university may receive credit if they have attained a minimum grade of C (or equivalent) for an undergraduate degree and a minimum grade of B (or equivalent) for a graduate degree.
- After reviewing the transfer request for eligibility by the Chair of Admission taskforce, the request is to be reviewed for the possibility of transfer of credit by the Associate Dean of Academic Affairs. The final decision for approval of transfer of credit will be made by the respective College Council as per recommendation received from ADAA and Curriculum Review Committee. This is to ensure that course outcomes are compared to DMCG courses before recommending approval of transfer credit.
- The credit given is recorded as per DMCG Grading system for students admitted before AY 2021/22.
- For Transfer applicants in MBBCh program starting after AY 2021/22 they will receive a Transfer Credit Grade (T) which is not included in the calculation of final percentage. For MD program

starting AY 2023 /24 a transfer credit grade (T) will be given and this is not included in the Grade Point Average as per the new Grading system to be implemented.

- No transfer credit will be given for clinical training unless it is completed in the UAE, and this would require a waiver approval after review from CAA.
- No Transfer credit will be given to Thesis or Graduation project.
- Deadline for receipt of transfer request for an academic year is the same deadline as admission timeline for the program. If approved, the student joins at the beginning of the semester. Transfer admission decisions will be notified to the applicants as per other admission timelines and criteria.
- Before considering any application for transfer, the existence of capacity in the cohort should be considered.

19.2. Recognition of Prior Learning (RPL)

Recognition of prior learning for the Bachelor programs will abide to CAA standard 2019 considering the following guidelines:

- All RPL applications are studied through a committee approved and headed by the ADAA
- The Bachelor programs will accept credit transfer of up to 25% (no more than 55 credits)
- All RPL processes will be concluded prior to student enrollment.
- The evidence provided by the student seeking RPL credit must directly relate to the competency, unit, module, course, or qualification for which credit is sought.
- The evidence must show that the student has the knowledge, skill or competency for which recognition and credit is sought.
- The evidence must demonstrate that the student has achieved all the learning outcomes of the course/module/unit for which credit is sought. Partial recognition is not acceptable.
- The RPL process must be transparent, provide students with time and support to assemble sufficient evidence and complete an application, and be consistently applied for all students and across all programs, disciplines, units, courses and competencies.
- Approval of RPL credit must occur prior to the student's enrollment in the program.
- No grades may be assigned for RPL credit granted, nor can RPL credit be used in the calculation of cumulative grade point average (CGPA).

All RPL processes are followed by an assessment procedure including:

- Direct observation of demonstrations of the skill or competence **(Challenge exam designed and approved by the Associate Dean Academic Affairs)**

In addition to any of the following:

- Examinations or tests that are used to assess the achievement of learning outcomes or qualifications of the program, modules, courses, or units.
- A portfolio of evidence which includes documents such as qualification certificates, official transcripts of previous study, official job descriptions or statements of duties and responsibilities, letters of reference from employers detailing a student's relevant skills and experience, or samples or statements of work performed.
- Reflective papers, journal articles or similar documents that relate past learning to the learning or competency outcomes of the course or qualification in which the student is enrolling.
- Reviews of courses/units/modules taken at another provider, to demonstrate achievement of learning outcomes or qualifications of the provider's own programs, modules, courses, or units.
- combinations of any of the above.

- The applicant may appeal to the decision regarding awarding RPL credits within five working days of receipt of the decision.
- Response to appeal will be issued within a maximum of 10 working days of receipt of the appeal.
- Assessment process and appeal process will all be published on the website.
- Recognition of Prior Learning (RPL) for Graduate Program

RPL cases will be evaluated on their own merits by the Graduate program Admission taskforce and Associate Dean of Research and Graduate Studies. With the expectation that the transfer of credits will be less or equal to 25% of the designated teaching hours in the program.

Process and details for awarding Transfer credit are outlined in the Transfer Admission policy.

20. Advanced Standing:

DMCG does not accept any form of non-degree certificates, non-credit courses or advanced high school subjects as an equivalent to any of the courses offered at any one of the college accredited programs.

21. Withdrawal Policy

The policy deals with DMCG students who leave through the processes of withdrawal, leave, dismissal, or discontinuation and who may subsequently seek re-enrollment to the College.

21.1. Withdrawal during the first year of medical school:

- If withdrawal is required by a student, a written request for withdrawal is submitted by the student and approved by the DSAA, ADAA and Dean of the College.
- If such a student wants reenrollment, an application for reenrollment is made in writing to Student Affairs.
- A student who withdraws in the first year of medical school for other than health reasons and wishes to return to the school must reapply through the regular first year admissions process as if she were a new applicant.
- If the student withdraws because of illness during the first year, she will be allowed to apply for reenrollment and she must submit a valid medical certificate. Permission to reapply does not guarantee reenrollment.

21.2. Withdrawal subsequent to completion of the first year of medical school

- If withdrawal is required by a student, a request for withdrawal is submitted by the student and approved by the DSAA, ADAA and the Dean of the College after clearance from all required departments is completed.
- If such a student wants reenrollment, an application for reenrollment is made in writing to Student Affairs. This application must be accompanied by the relevant supporting documents, such as letters from the applicant's physician(s), employer(s), etc.
- Reenrollment may be offered to a student in good standing who has completed one or more years of medical school. Good standing designates any student not subject to probation or disqualification. Permission to reapply does not guarantee reenrollment. Each re-application will be considered on a case-by-case basis.
- The student will be informed in writing by the college at the time of the withdrawal whether she will be permitted to re-apply and under what circumstances.
- Any absence of more than 2 years will be considered as permanent withdrawal from college.

21.3. Leave of Absence from the College

- Students may seek a leave of absence for a particular purpose, for a defined period of time and with the intention of returning to the college. Returning from such an approved leave of absence requires a re-enrollment request.
- The Dean of the College may grant a student up to a one-year leave of absence for personal or medical reasons. This leave of absence may be renewed for up to one year at the discretion of the Dean in consultation with the College Council.
- Students may be deferred for a period of one semester to one academic year if the college is not offering the courses required to progress. Deferred students have the right to request re-enrollment at the end of the deferral period. A deferred student who doesn't contact the college to seek re-enrolment after the deferral period is automatically withdrawn from the College.

21.4. Review of applications for re-enrollment:

- A student who has withdrawn / deferred (but subsequently wishes to return to the college) must apply for re-enrollment in writing and submit the required information, as stipulated by the college at the time of withdrawal, to the Student Affairs Office.
- The student affairs office in consultation with Associate Dean of Academic Affairs / admission taskforce will review each student's written application for re-enrollment considering the entire record and including any required supporting documents. The college may recommend:
    - Re-enrollment without conditions.
    - Re-enrollment with conditions.
    - Denial of re-enrollment until further proof of readiness to return can be demonstrated; or
    - Denial of re-enrollment.
    - Recommendations of ADAA / Admission taskforce are advisory to the College Council. The decision of the College Council is final, and no appeals are allowed.

22. Financial Policies and Tuition Fees

22.1. Tuition Fees

Tuition Fees for DMCG programs are published annually in the catalog and on the website.

Program	Student Intake	Type of Fees	Amount (AED)	Remark
MBBCh Program / Doctor of Medicine Program (MD)	65	Admission Application Fees	1000 (Plus VAT – 50 AED)	Non-refundable
		Seat Reservation Fees	6000	This is deducted from the annual tuition fees and is Non-refundable
		Annual Tuition Fees	120,000 (Plus VAT – 6000 AED)	
		Transport (+5% VAT applicable) for those using the	Transport (+5% VAT applicable)	AED 5000 per year Two installments/year

		service		
		Annual Hostel Fee	AED 12,000 – 18000/- Two installments / year	Only for Females
		Refundable insurance (for hostel)	AED 500/-	
Graduate Master / Diploma Program		Admission Application Fees	1000 (Plus VAT – 50 AED)	Non-refundable
		Seat Reservation Fees	3000	This is deducted from the annual tuition fees and is Non-refundable
		Annual Tuition Fees	60000 (Plus VAT – 3000 AED)	

22.2. Methods of Payment

Fees can be paid in cash or by bank transfer and please ensure to mention your application number when making the payment at the college or on payment receipt.

- **Bank Transfer**
  Once your bank transfer has been completed, please send a copy of the receipt with the name and student ID to accounts@dmcg.edu

بنك دبي الإسلامي
Dubai Islamic Bank

ACCOUNT NUMBER	001520436533001
CURRENCY	AED
ACCOUNT NAME	DUBAI MEDICAL UNIVERSITY
IBAN NUMBER	AE450240001520436533001
SWIFT CODE	DUIBAEAD
ROUTING NUMBER	802420101

- **Cash / Cheques / Credit Card:**
  This is done at the accounts department in DMCG.

  Accounts opening hours:

  - Monday - Thursday 7.30am – 3.00pm
  - Friday 7:30am- 12:00pm
  - Saturday Sunday Closed

22.3. Refund Policy of Tuition Fees

Tuition fees paid are in general non-refundable unless a valid reason is provided for cancellation of admission. The valid reasons can be:

- If student is not granted a UAE Visa
- If the parent / guardian of the student faces sudden employment termination or visa cancellation.
- If a candidate is granted a scholarship after the payment of Tuition fee.
- If travel restrictions are enforced (Example during COVID pandemic).
- If progression / resit results are delayed.
- Other serious non-controlled reasons subject to review and approval by a task force to be formed as needed.

A refund is usually granted to a student until the end of the 2nd week (10 working days) after the beginning of a new academic year or semester.

Refund requests should be made at the Accounts Office through a written request along with the original fee receipt. Refunds will be made after clearance of dues, if any. The refund policy applicable is as follows:

Dubai Medical College for Girls	
If student withdraws before beginning of Academic Year or during the first 10 working days of the academic year:	5% (applicable only on full tuition fees for example: 6000 AED for MBBCh / MD program and 3000 AED for Master Program) is deducted and remaining is refunded.
If student withdraws after 10 to 30 working days academic year:	25% (applicable only on full tuition fees for example, 31,500 AED for MBBCh / MD Program and 15,000 AED for Master Program) is deducted and the remaining is refunded.
If a student withdraws after 30 working days:	no refund
Non-refundable fees	• Application fee • Seat Reservation fee unless any of the valid reasons listed above are applicable. • Full tuition fee in case of dismissal / suspension for disciplinary reasons
Hostel and Transportation fees:	Refunded based on pro rata on a full monthly basis, not per day. (Month fraction is considered as a full month) Refunds will be credited by bank transfer or Cheque to the same payer (student's parent / guardian / sponsor) bank account and not given in cash.

22.4. Tuition Fee Installments

All students are expected to pay the annual tuition fees as per published dates set by the Accounts Department.

Tuition fees can be paid in full amount or in a maximum of four installments. For installments, post-dated Cheques are required to be submitted.

Student or Parent can request to pay the amount with an installment plan to be approved by the Finance Manager.

22.5. Policy of tuition fees change

- DMCG reserves the right to review and reassess the tuition fee rates annually. The fees may be subject to change after the approval of the DMCG Board of Trustees.
- A tuition fee schedule should be published annually prior to registration of new students.
- After enrollment, no change of tuition fees would be applied during the duration of the study for both undergraduate and graduate college programs. However, transport and Hostel fees are subject to change.
- Students who fail and repeat the year will pay the fees applied to the new batch/cohort they are joining.

23. Hostel Fees

Hostel facilities include single and double occupancy rooms, a study room, a student lounge, a gymnasium, cooking facility with dining area, paid laundry area, and a mosque. Rooms are furnished with all basic amenities. The hostel facility is open for rent to all students and Interns. Cost of rooms for academic year 2023 - 2024 is as follows:

- Single Room: 15,000 AED
- Double Room: 12,000 AED
- Deluxe Single Room: 18,000 AED
- Refundable Hostel insurance: 500 AED

24. Transportation

Daily transportation facilities are available for several destinations. Each weekend buses take students staying at the hostel back to their homes in other Emirates and bring them back to the college on the next working day. Cost of Transport for academic year 2023 - 2024 ranges from 3000 to 5000 AED according to destination.

Transport (+5% VAT applicable)	**Amount**	**Remark**
Abu Dhabi, Fujairah, Al Ain, Baniyaas (on weekends only)	AED 5000 per year	Two installments / year
Dubai - (Muhaisnah, Mizhar, Murdif, Rashidiya, Tawar, Qusais, Nahda)	AED 3000 per year	Two installments / year
Dubai daily - (other areas)	AED 4000 per year	Two installments / year
Sharjah and Ajman daily	AED 5000 per year	Two installments / year

25. Scholarship and Discounts

DMCG is keen to attract talented students and support their educational journey, as such we will offer Merit Scholarship and discounts to students as per criteria published.

26. DMCG Merit Scholarship for MBBCh / MD Program

DMCG supports excellence and hence the top five students from each batch will be awarded 30% discount on annual Tuition Fees. For new students, the top five ranked students (based on admission criteria: Multiple Mini Interview score) will be chosen and if one student declines the offer the next student on the ranked list gets the merit scholarship. For returning students the top five students as per end of academic year transcript percentage or GPA are given the Merit Scholarship. If there is a tie in the score / GPA of students, the list is submitted to the College Council for review and approval to allow both students to get the scholarship.

27. External Scholarships

Students can also be enrolled at DMCG and receive external scholarships. Sponsoring entities would pay the students fees and other expenses as per their agreement with the student. Students or sponsor are required to provide DMCG Student Affairs and Finance department a written confirmation of the sponsorship or scholarship letter or agreement with the student. DMCG is required to provide the sponsor with student transcripts, attendance records and invoices directly without prior notice to the student. If a student loses a scholarship, they are required to pay all pending fees to DMCG.

28. Life on Campus (Student Services)

Dubai Medical College for Girls offers a wide range of services and student life activities. The focus of Student Affairs is to provide timely registrar services whilst keeping student wellbeing and happiness in mind. This will be achieved through current and accurate admission, registration, and graduate services.

Career guidance highlighting preparation for further medical education programs as well as personal counselling services will be available through specialized personnel.

The voice of students will be heard and acted upon through the student elected Student Union and the Student representatives in governance. DMCG is keen on providing students with a positive environment to enrich their student life experience. By timely support and service, we hope to enhance the relationship and increase satisfaction with all stakeholders.

For more details on these services please refer to the DMCG Student Handbook.

29. Arrangements for Hospital Training

- **Security arrangements**
  As security arrangement for hospitals, students are provided entry badges to enter all hospitals and primary health centers.

- **Rashid Library**
  Students are provided username and passwords to access all the literature in Rashid Library by internet.

- **Infection control training (or health education)**
  Safety precautions and infection control is provided among other introductory lecture series topics during the first 6 weeks of the clinical year. Patient safety is provided by an expert according to WHO guidelines. Other related topics which are covered are medical ethics, health informatics, Epidemiology and communication skills. Infection control is also covered by an infection control person during the same period of time as well as during infectious disease topic lecture series.

30. Student's Rights and Responsibilities, Code of Conduct and Dress Code

All students enrolled at DMCG have a right to student-centered education, research and services in an environment free from threat, harassment and discrimination. They are responsible for ensuring that the institutional culture and their individual behavior reflect the college values and regulations. Students are expected to positively contribute to the institution by maintaining high standards of integrity and academic honesty. For details on Student Rights, Responsibilities, Code of Conduct and Dress code please refer to the DMCG Student Handbook.

31. Student Misconduct, Disciplinary Measures and Academic Honesty Guidelines

Plagiarism: Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Cheating: Cheating is defined as the unauthorized granting or receiving of aid during the prescribed period of a graded exercise.

Disruption of Academic Process: Disruption of the academic process is defined as the act or words of a student or students in a classroom or teaching environment, which in the reasonable estimation of a faculty member, disturbs the smooth proceedings of the course.

For more details on academic integrity, plagiarism, definitions, misconduct and disciplinary policies and offences please refer to the DMCG Student Handbook.

32. Appropriate Use of Information Technology, Resources and Systems:

The computing facilities in the various colleges are a vital component of the academic environment. Each person using these computers / IPADS must be considerate of other users. The purpose of these facilities and services is the support of teaching and research by its authorized users.

For details, please refer to the DMCG Student Handbook.

33. Student Grievances and Appeals

33.1. Grievance Policy

Grievance policy at DMCG refers to providing a supportive environment for students and to be responsive to their concerns when they are raised. The college has processes and guidelines for students who believe that they have been treated inequitably. Students are encouraged to resolve the matter informally by talking with the person or group at whom the grievance is directed to resolve the issue. If no consensus is agreed upon then the student should file a formal grievance.

Student Affairs department is the primary custodian of the Grievance process and facilitates all grievance requests. They channel academic and non-academic grievances to a taskforce for investigation and recommendation within seven working days from date of receiving the request. These recommendations are shared with the college council for final review and decision within three working days. Student affairs will notify the student by email of the final decision. If the student is not in agreement with the action taken, then the student can appeal to the Dean of the college within five working days.

For further details about the procedure, please refer to the DMCG handbook.

33.2. Appeals Policy

Appeals policy at the DMCG fosters implementing a system for students to request a review of the decisions taken that concern students. To comply with the highest standards, students are encouraged to raise issues of dissatisfaction at an early stage, so that they can be dealt with effectively. Every student has a right to request an appeal within five working days of the occurrence of an incident, decision, or announcement of grades.

Any appeal should be addressed to the Dean of the college at DMCG through the online Student voice form. DSAA will review the appeal and refer it with all previous documentation to the Dean. The ADAA is kept copied on the appeal request even if it is nonacademic.

For further details about the procedure, please refer to the DMCG handbook.

34. Academic Integrity

DMCG believes in fostering an environment of trust, respect, and ethical behavior. Upholding the highest standards of academic integrity is a shared responsibility and all members of DMCG academic community, including students, faculty, and staff, need to maintain honesty and uphold ethical conduct in all academic activities. DMCG is dedicated to ensuring a fair and equitable process for addressing violations while promoting a culture of academic honesty and excellence.

34.1. Prohibited Actions

- Cheating, Plagiarism, and Collusion: All forms of dishonesty, such as cheating, plagiarism, or collusion, are strictly prohibited. Cheating includes attempting to complete examinations or assessments through unfair means, which may involve obtaining unauthorized assistance or using prohibited electronic devices during examinations. Plagiarism includes copying work from any source, published or unpublished, without proper attribution. Collusion involves jointly producing assessments when not explicitly permitted.

- Fabrication: Presenting false or fabricated information, results, or conclusions in any form of assessment is considered a breach of academic integrity.

- Impersonation: Assuming the identity of another person, such as a student, with the intent to deceive or gain an unfair advantage is a serious violation of academic integrity.

34.2. Reporting and Investigation

- When a faculty member has reasonable evidence to suspect a violation of academic integrity, they shall notify the student of the concern.

- Faculty members are responsible for determining consequences in accordance with college policy. Consequences may include but are not limited to:
  - Issuing a verbal or written warning to the student.
  - Assigning an additional academic task.
  - Assigning a grade of zero on the assignment.
  - Imposing other appropriate consequences consistent with college policies.

- The faculty member shall inform the student that a "Student Code of Conduct Violation" report will be filed with the appropriate college office.

34.3. Student Rights and Grievance Procedure

Students have the right to challenge any actions they believe violate their student rights. They may follow the college's established grievance procedure to address such concerns.

34.4. Records and Disciplinary Actions

The Associate Dean for Academic Affairs is responsible for maintaining records related to academic integrity violations. They are required to provide the office of student affairs with a copy of all documentation related to academic integrity violations to be maintained in student records.

For more serious violations, such as repeated offenses or severe breaches, the Dean may refer the matter to the Student Disciplinary Committee, which may consider probation, suspension, or expulsion as appropriate courses of action in accordance with college policies.

34.5. Awareness and Education

The college is committed to promoting awareness and education about academic integrity. This includes providing resources to help students understand and avoid violations and ensuring that faculty and staff are knowledgeable about college policies and procedures related to academic integrity.

35. Glossary of terms and Abbreviations

Area of concentration*	A grouping of courses which represent a sub-specialization taken within the major field of study.
Credit Hour	-A unit of measurement defining the student's overall effort towards attaining a qualification. * -Credit hours are calculated as 1 credit hour being equivalent to 15 teacher centered teaching sessions. It follows that 1 credit hour is equivalent to 30 student centered teaching sessions. **
Credit Transfer	A system whereby successfully completed units of study contributing towards a degree or diploma can be transferred from one program to another.
Major*	**The** field of study in which a student specializes at the baccalaureate level. The term is not typically used in qualifications below the baccalaureate and is only occasionally used in graduate programs.
Minor*	A separate field of study outside the major or **co**ncentration in which a student has a secondary area of specialization, requiring less course work than the major.

* Definitions as per the CAA Standards 2019.
** Institutional definition.

36. Academic and Assessment Policies

36.1. MBBCh Programme

36.1.1. Program Learning Outcome

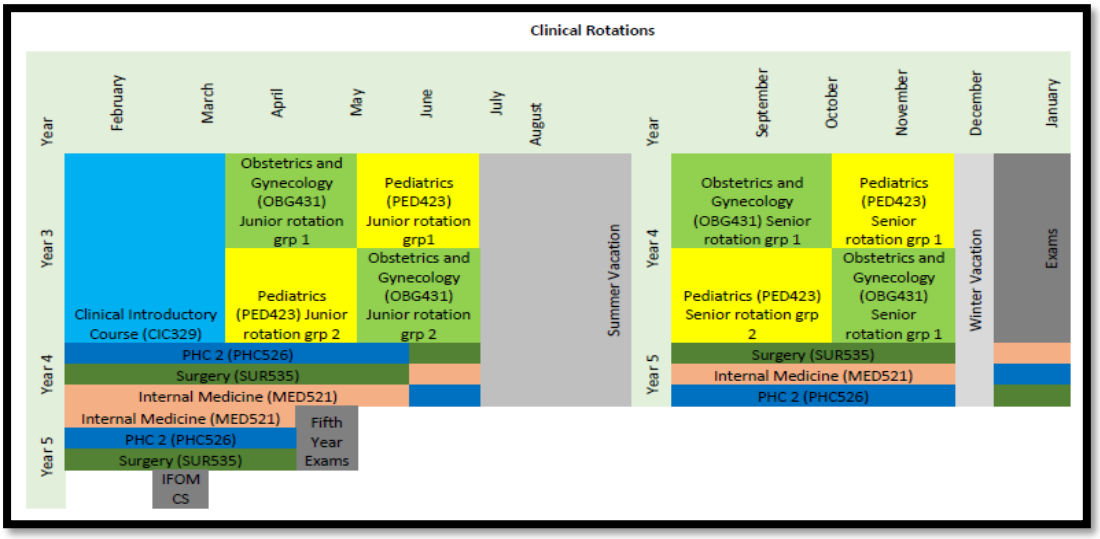
These program learning outcomes (PLO) are prepared in alignment with Level 7 (Bachelor Degree) of Qualifications Framework -Emirates (QF-E), as required by Commission of Academic Accreditation (CAA).

QF-E Strands	On successful completion of the MBBCH Program of DMCG, the graduate will be able to
Knowledge	**A-1** Demonstrate factual and theoretical knowledge with substantive depth in areas of core biomedical, psychosocial, and clinical sciences and integrate this knowledge with general medical practice. **A-2** Apply the knowledge of these disciplines in clinical context for diagnosis, prevention, and management of clinical conditions within the framework of ethical and legal regulations at the level of General Practitioner and in preparation for future specialist training. **A-3** Critically analyze existing literature with an understanding of research tools and apply the knowledge of scientific basis to make decisions in patient care to promote health, prevent disease and treat illnesses in the community and specialized healthcare centers

Skill	**B-1** Demonstrate clinical and cognitive skills/problem solving skills of obtaining and interpreting history, conducting clinical examination, and synthesizing the findings to provide differential diagnosis and suggest the most likely diagnosis for a variety of clinical problems. **B-2** Choose appropriate investigations and management strategies at the level of a general practitioner and the need for specialist referral, for a wide range of conditions during clinical encounters with patients. **B-3** Communicate effectively and compassionately with patients, relatives, teachers, peers and other professionals in verbal, written and electronic means using advanced communication and information technologies in a professional manner.
Aspects of Competence (Autonomy & Responsibility, Role in context &Self Development)	**C-1** Develop approaches to evaluate and improve healthcare literacy and awareness, epidemiology of diseases and healthcare delivery systems, and provide suggestions for improving quality and optimizing patient safety through a continuous process of auditing. **C-2** Work individually and as a team member and leader of inter-professional healthcare teams demonstrating principles of handing-over and. emphasis on life-long learning. **C-3** Manage patientcare under supervision in a primary care setting to treat acute, chronic or emergency conditions of patients, within the limits permissible to an entry level General Medical Practitioner, with ability to properly refer cases that need specialist attention. **C-4** Observe principles of medical ethics, anonymity, and confidentiality; and demonstrate honesty, integrity, altruism, empathy and social responsibility in their interaction with peers, patients in a multicultural context.

36.1.2. Teaching Plan MBBCh

The College follows a program of intensive teaching for a period of six years. This comprises of a basic science phase, a clinical phase and an internship phase.

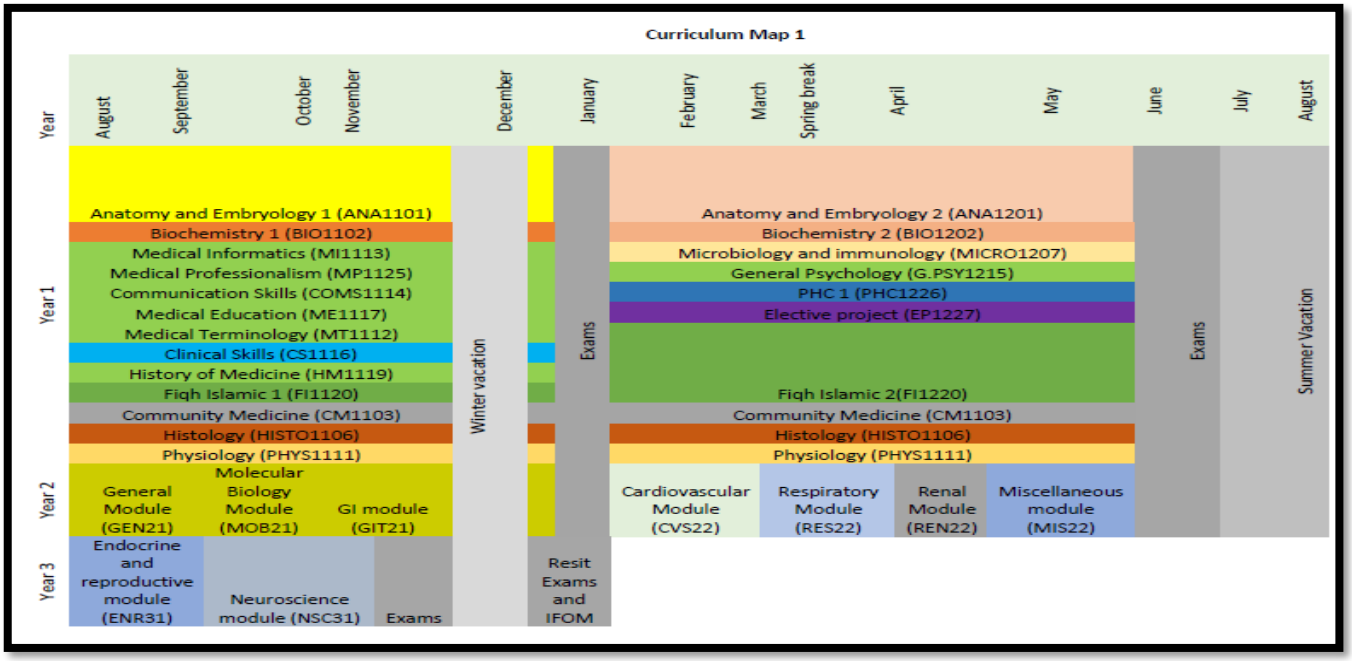


36.1.3. Basic Science Phase

- The Basic Science phase lasts two and a half years.
- The teaching program is conducted in the College's campus in Muhaisnah-1 - Deira.
- Classes commence in late August.
- Each academic year is divided into two semesters.
- There is a two-week holiday at the end of the first semester and summer holidays after the second semester.

36.1.4. Clinical Phase:

- Students who have successfully passed all subjects in the Basic Science phase are transferred to the clinical phase of the course at the beginning of February.
- The duration of the clinical phase is two and a half years.
- The clinical phase's undergraduate teaching is carried out entirely in hospitals, clinics, primary health care centers and teaching facilities provided by the Dubai Health Authority (DHA).
- The main teaching sites are in the wards, clinical diagnostic facilities and clinics at the Rashid Hospital, the Trauma Centre (Rashid Hospital), the Dubai Hospital and the Latifa Hospital. In addition, students spend a period of 20 weeks training in the Primary Health Care centers attached to the DHA.
- Teaching is conducted through didactic lectures covering all aspects of medical practices. Lectures are held in the afternoon.
- An essential part of the clinical phase teaching is the acquisition of technical and clinical skills essential to the practice of medicine. In order to acquire these competencies, skills and attitudes, students are divided into small groups (about 6 students) to do clerkships, which involve examining patients and participating in their management under the supervision of teaching staff. They attend ward rounds, teaching rounds, observe procedures and operations, and involve themselves in small group discussions in case presentations.
- Students are taught the basic skills of history-taking and clinical examination in lecture halls and seminar rooms equipped with all of the necessary teaching aids. They are trained in clinical skills at the simulation lab from year 1 to year 5.



36.1.5. MBBCh Course Description

36.1.5.1. Year 1 Courses

Anatomy and Embryology 1	**(ANA1101)**
Anatomy course in sem 1, is for designed to introduce students to the gross anatomy of the musculoskeletal system (bone, joints, muscles and neurovascular structures) of the lower limb regions of the human body and general embryology. This course emphasizes functional anatomy and includes surface anatomy and imaging. This course entails weekly lectures and laboratory components whereby students will explore the human body through cadaveric prosecutions, imaging and other materials.	
1. Academic Unit Name:	Anatomy - ANA1101
2. Credit/contact hours:	81
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1- Semester 1
5. Pre-requisites for this course (if any):	Human Biology
6. Co-requisites for this course (if any):	Histology, Physiology, Biochemistry
Biochemistry 1	**(BIO1102)**
This course covers the study of the constituents of living cells and their chemical components and some reactions. This course lays the foundation for students to understand intermediary metabolism which will be taught in Y1S2.	
1. Academic Unit Name:	Biochemistry – Y1-S1- Bio1102
2. Credit/contact hours:	102
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1- Semester 1
5. Pre-requisites for this course (if any):	High school Biology or chemistry
6. Co-requisites for this course (if any):	No
Medical Informatics	**(MI1113)**
This course introduces students to healthcare informatics.	
1. Academic Unit Name:	Medical Informatics - MI1113
2. Credit/contact hours:	20 hours
3. Number of weeks	15
4. Level/year at which this course is offered:	Year 1
5. Pre-requisites for this course (if any):	none
6. Co-requisites for this course (if any):	none
Medical Professionalism	**(MP1125)**
This is a 15-hour course provided to first year medical students to introduce the concept of social responsibility and professional commitment to the medical profession. It is aimed to sensitize the students to the professional conduct displayed by their role-model teachers and motivate them to imbibe professional skills throughout the program. This is evaluated by creative class assignments and a team-based project during the semester. The end of course exam is through an MCQ type and reflective exam using real-life scenarios. We aim that the students should	
Demonstrate the ability to manage themselves professionally in the college setting and in a simulated/real clinical setting.	
Demonstrate positive attitudes, collaborative teamwork, project management skills, professional	

conduct and leadership.	
Demonstrate ability to reflect, empathize, evaluate and communicate their commitment towards the society and medical profession.	
1. Academic Unit Name:	Medical Professionalism (MP1125)
2. Credit/contact hours:	15
3. Number of weeks	15
4. Level/year at which this course is offered:	Year 1, Sem 1
5. Pre-requisites for this course (if any):	Grade 12 Higher Secondary school certificate
6. Co-requisites for this course (if any):	Communication skills, preclinical basic sciences, Exposure to patient care
Communication Skills	**(COMS1114)**
Students must demonstrate knowledge of the principles of communication and the skills and attitudes that allow effective interaction with patients, family's healthcare workers, and others who affect the health and well-being of patients.	
During this course training is done through simulation and Role play. During this course, the students will develop confidence in communication skills, so that taking history with real patients in clinical clerkship will be easier for them.	
1. Academic Unit Name:	Communication Skills COMS1114
2. Credit/contact hours:	10 contact hours
3. Number of weeks	10 weeks
4. Level/year at which this course is offered:	Y1S1
5. Pre-requisites for this course (if any):	English language at the standard of high school.
6. Co-requisites for this course (if any):	none
Medical Education	**(ME1117)**
This is a 12-hour course which helps the students to align with the medical profession and to be mentally prepared to face the challenges of the career path which involves life-long learning. The students have to be competitive and be aware of the importance of gaining knowledge, skills, and attitudes to internalize large amount of learning material. This course prepares the students to face international standardized examinations. The topics include Introduction to medical career; learning styles, teaching methods, study skills, critical thinking, teamwork, how to face the examination, international standardized examinations in the medical profession	
1. Academic Unit Name:	Medical Education (ME1117)
2. Credit/contact hours:	12
3. Number of weeks	12
4. Level/year at which this course is offered:	Year 1, Sem 1
5. Pre-requisites for this course (if any):	Grade 12 Higher Secondary school certificate
6. Co-requisites for this course (if any):	Communication skills, preclinical basic sciences.
Medical Terminology	**(MT1112)**
This is an introductory course designed to sensitize the students to the language of health care professionals. This course will not in itself teach the students the whole range of terminology used in healthcare, yet this course will orient student to the concepts of medical terminology and enable them to self-learn medical terminology as they need it.	
1. Academic Unit Name:	Medical Terminology
2. Credit/contact hours:	20 contact hours (including 2 hours for exam)
3. Number of weeks	15 weeks
4. Level/year at which this course is offered:	Y1S1

5. Pre-requisites for this course (if any):	English language and Biology at the standard of high school.
6. Co-requisites for this course (if any):	none
Clinical Skills	**(CS1116)**
This course covered during the first year, in first semester introducing the students to the basic clinical skills Teaching methods involve demonstration and role-playing. clinical skills for individual students with feedback, with emphasis on professionalism in communicating with the patient history taking and physical examination clinical procedures, at the end of the module has a summative OSCE.	
1. Academic Unit Name:	Clinical Skills CS1116
2. Credit/contact hours:	12
3. Number of weeks	6
4. Level/year at which this course is offered:	Year-1- Semester-1
5. Pre-requisites for this course (if any):	None
6. Co-requisites for this course (if any):	Communication Skills
History of Medicine	**(HM1119)**
History of medicine is the development and prevention of medicine through the ancient and prehistoric times up until the 21st century. A brief course that is designed to understand the breakthroughs in medicine in different civilizations and at different times. A study about the pioneers in medicine, and the developments in hospitals, drugs and surgeries over time.	
1. Academic Unit Name:	History of Medicine HM1119
2. Credit/contact hours:	10
3. Number of weeks	10
4. Level/year at which this course is offered:	Year-1- Semester-1
5. Pre-requisites for this course (if any):	Secondary school graduation
6. Co-requisites for this course (if any):	No
Fiqh Islamic 1	**(FI1120)**
This course will give an overview on pillars of faith and principles of Sharia.	
1. Academic Unit Name:	Islamic Fiqh 1 (FI1120)
2. Credit/contact hours:	32
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1 Semester 1
5. Pre-requisites for this course (if any):	None
6. Co-requisites for this course (if any):	None
Anatomy and Embryology 2	**(ANA1201)**
This course is offered to First year students and is designed to introduce students to the gross anatomy of the musculoskeletal system (bone, joints, muscles and neurovascular structures) of the Upper limb and Head and neck region of the human body. This course emphasizes functional anatomy and includes surface anatomy and imaging. This course entails weekly lectures and laboratory components whereby students will explore the human body through cadaveric prosections, imaging and other materials.	
1. Academic Unit Name:	Anatomy (ANA1201)
2. Credit/contact hours:	95
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1, Sem 2
5. Pre-requisites for this course (if any):	Anatomy Y1S1

6. Co-requisites for this course (if any):	Histology, Physiology, Biochemistry
Biochemistry 2	**(BIO1202)**
This course discusses in depth the intermediary metabolism of proteins, carbohydrates and lipids, clinical biochemical tests and their application and interpretation in medicine. It also addresses the integration of metabolism in health and how it is disturbed in relevant disease states.	
1. Academic Unit Name:	Biochemistry – Y1-S2- Bio1202
2. Credit/contact hours:	102
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1- Semester 2
5. Pre-requisites for this course (if any):	Biochemistry Y1S1
6. Co-requisites for this course (if any):	No
Microbiology and immunology	**(MICRO1207)**
This course provides details about the physiological function of the immune system, the structure of the immune system (Innate immune system and Adaptive immune system). The role of immune system in protecting the human body from any foreign agent (Innate immune response and Adaptive immune response). This course will also discuss applied immunology e.g., hypersensitivity, organ transplant, immunodeficiency disorders, autoimmune disorders and tumor immunology.	
1. Academic Unit Name:	Microbiology and Immunology- MICRO1207
2. Credit/contact hours:	28
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1, semester 2
5. Pre-requisites for this course (if any):	Histology, biochemistry, physiology
6. Co-requisites for this course (if any):	physiology, histology and biochemistry
General Psychology	**(G. PSY1215)**
The course will provide students with the basic concept of Positive psychology, concentrating on optimal human functioning. Topics important to every day holistic wellbeing e.g., what makes people happier, more productive and more successful, to increase positive emotions, to develop resilience, priority/goal setting etc which needs to be a way of life for everyone will be taught during this course.	
1. Academic Unit Name:	General Psychology GPSY1215
2. Credit/contact hours:	10 contact hours
3. Number of weeks	10 weeks
4. Level/year at which this course is offered:	Y1S2
5. Pre-requisites for this course (if any):	English language and Biology at the standard of high school.
6. Co-requisites for this course (if any):	none
PHC 1	**(PHC1226)**
This course is designed to give early clinical exposure to students.	
1. Academic Unit Name:	Primary Healthcare PHC1226
2. Credit/contact hours:	20
3. Number of weeks	15
4. Level/year at which this course is offered:	Year 1, Sem 2
5. Pre-requisites for this course (if any):	Completing communication skills and Clinical skills
6. Co-requisites for this course (if any):	None

Elective project	(EP1227)
Basic science elective project activities are open to all first- and second-year medical students. The activity aims to guide the DMCG students through the development of an instructional elective project for the current MBBCh curriculum, present at a conference, and post to an educational portfolio, topics that are relevant to their future roles as physicians, educators, and researchers. The activity enables the students to use a systematic instructional design process to discover, design, develop, and deploy an instructional project on a content area of their choice. The activity ensures vertical and horizontal integration between the different biomedical, clinical, and general subjects.	
1. Academic Unit Name:	Elective Project (EP1227)
2. Credit/contact hours:	12
3. Number of weeks	12
4. Level/year at which this course is offered:	Year 1, Sem 1
5. Pre-requisites for this course (if any):	Grade 12 Higher Secondary school certificate
6. Co-requisites for this course (if any):	Communication skills, preclinical basic sciences
Fiqh Islamic 2	**(FI1220)**
In this course students will study explanation of Surat Al Noor.	
1. Academic Unit Name:	Islamic Fiqh 2 (FI1220)
2. Credit/contact hours:	32
3. Number of weeks	16
4. Level/year at which this course is offered:	Year 1 Semester 2
5. Pre-requisites for this course (if any):	Islamic Fiqh Y1S1
6. Co-requisites for this course (if any):	None
Community Medicine	**(CM1103)**
This course is designed to introduce Year 1 students to the principles of environmental health and highlights basic principles of nutrition in relation to public health. Public health programs are one of the most important components of the syllabus. The course explains principles of epidemiology and research methodology.	
1. Academic Unit Name:	Community Medicine. CM1103*
2. Credit/contact hours:	58
3. Number of weeks	32
4. Level/year at which this course is offered:	Year 1, Sem 1, sem 2
5. Pre-requisites for this course (if any):	none
6. Co-requisites for this course (if any):	Basic Physiology, Biochemistry.
Histology	**(HISTO1106)**
This course is designed to introduce year 1 students to the principles of Histology and enhance their understanding of the structure and function of cell organelles. Different teaching methodologies are employed to familiarize the students with microscopic structure of cells and tissues. It provides the students with the necessary foundational knowledge for pathology	
1. Academic Unit Name:	HIST01106
2. Credit/contact hours:	69
3. Number of weeks	32
4. Level/year at which this course is offered:	Year 1 (Semester 1 and Semester 2)
5. Pre-requisites for this course (if any):	Biology AS & A level
6. Co-requisites for this course (if any):	Physiology, Biochemistry and Anatomy
Physiology	**(PHYS1111)**

The course describes the structure of the cell and correlates it to the function. It describes the different processes of transport mechanisms across the cell membrane. It describes the basic electrophysiology of the nerve and muscle. It emphasizes the principles of metabolism and mechanisms of homeostasis of body temperature and body weight. The course describes the structure of the hemopoietic system and correlates it to the function of each component. It provides the foundation of immunology and describes the mechanism of immune response. The course describes the structure and function of the autonomic nervous system with emphasis on the related neurotransmitters and the basis of autonomic pharmacology.	
1. Academic Unit Name:	Physiology – Y1-S1 & 2- PHYS1111*
2. Credit/contact hours:	93
3. Number of weeks	30 (*continuous in S1 & S2)
4. Level/year at which this course is offered:	Year 1- Semester 1 & 2
5. Pre-requisites for this course (if any):	Anatomy, Histology and Biochemistry
6. Co-requisites for this course (if any):	Histology, Biochemistry, and Immunology

36.1.5.2. Year 2 Courses

General Module	
The Aim of the module is to introduce the subjects of General Pharmacology, Pathology, Microbiology, Parasitology and Community Medicine to the students.	
General Pharmacology. This course provides basic knowledge of general pharmacology including the subdivisions of pharmacokinetics and pharmacodynamics of drugs and helps to understand the mechanism and occurrence of the various drug interactions and adverse reactions.	
General Pathology. This course provides basic knowledge and understanding of general pathology through elaborating common pathological processes, common diseases, their etiology, mechanisms, morphology, clinical features, and complications. It provides the students with the necessary information required for planning patients' treatment and for developing proper preventive strategies.	
General Microbiology. This course describes the basic structure of bacteria, viruses and Molds and explains physiology, replication and immunopathogenesis of all microbes (bacteria, viruses and molds)	
General Parasitology. This course provides basic knowledge of Parasitology to become familiar with the terminology and classification of medically important parasites Community Medicine. This Course provides basic knowledge of the principles of epidemiology of communicable diseases and non-communicable diseases and list steps of surveillance infection control steps	
1. Academic Unit Name:	General Module GEN21
2. Credit/contact hours:	166 hours Theory 139 Practicals 10
3. Number of weeks	7
4. Level/year at which this course is offered:	2nd Year Semester1
5. Pre-requisites for this course (if any):	Anatomy Physiology Biochemistry
Co-requisites for this course (if any):	Microbiology, Pathology, Parasitology, Community Medicine
Molecular Biology Module	

The Course will be taught to year 2 students in semester 1 and is designed to offer an integrated approach to the learning of different levels of structure of human genome, At the end of this module the student should be able to have a better understanding of the molecular biology of healthy humans, and pathological states, from the molecular to the cellular level. The 2 week module integrates the disciplines of molecular biology in biochemistry, anatomy, pathology, pharmacology, parasitology, microbiology, physiology, and clinical practice. In this manner, students study the biomolecular structure of nucleic acids, learn about their role in molecular biology and genetics, and observe their functions inside the whole cell or within the cellular domain.	
1. Academic Unit Name:	Molecular Biology Module Code: MOB21
2. Credit/contact hours:	43 hr
3. Number of weeks	4 weeks
4. Level/year at which this course is offered:	Year 2 semester 1
5. Pre-requisites for this course (if any):	MBBCh – YEAR -1
GI module	
The Module is designed to offer an integrated approach to the learning of the normal Structure, Function, and Development of the Alimentary system and its accessory organs, using different strategies, and, applying the knowledge and skills acquired, in understanding the pathophysiology of various disorders of these systems. The basic principles of management of these disorders with a focus on disease prevention will be described. PBL week will address causes, epidemiology, pathogenesis, and principles of management of the liver disease. The introduction of clinical skill sessions aims to provide the student with basic clinical and communication skills in preparation for clinical clerkship and to vertically integrate learning.	
1. Academic Unit Name:	Gastrointestinal module Code: GIT21
2. Credit/contact hours:	Contact hours: Total = 220 Theory=168 Practical =52
3. Number of weeks	9 Weeks
4. Level/year at which this course is offered:	MBBCh Phase-1 Year-2
5. Pre-requisites for this course (if any):	MBBS – YEAR -1, Second year General and Molecular Module
6. Co-requisites for this course (if any):	none
Cardiovascular Module	
The Course is designed to be delivered to Y2 students and to offer an integrated approach to the learning of the normal Structure, Function and Development of the cardiovascular system using different strategies, and, applying the knowledge and skills acquired, in understanding the pathophysiology of various disorders of these systems. The basic principles of management of these disorders with a focus on disease prevention will be described. PBL week will address causes, epidemiology, pathogenesis and principles of management of cardiovascular diseases. The introduction of clinical skill sessions aims to provide the student with basic clinical and communication skills in preparation for clinical clerkship and to vertically integrate learning	
1. Academic Unit Name:	Cardiovascular module CVS22
2. Credit/contact hours:	172
3. Number of weeks	6 weeks
4. Level/year at which this course is offered:	Y2S2

5. Pre-requisites for this course (if any):	Y2S1
6. Co-requisites for this course (if any):	Medicine, surgery, Obstetrics & Gynecology
Respiratory Module	
The Respiratory Module is a 5-week module you will follow during semester 2 of your second-year medical curriculum. You will learn about the normal structure and function of the respiratory tract. After which you will be in a position to appreciate the abnormalities of this system and how it affects the human body. ? Respiratory diseases are a major cause of morbidity and mortality globally. Recurrent and chronic respiratory problems result in a significant loss of productivity and man hours in a country. During this module we will cover the important areas of respiratory problems in adults and children. Meanwhile, all disorders of this system will not be covered in such a short time period. Therefore, the emphasis should be on active learning and self-study by the student, using the respiratory module as a guide. A list of suggested reading material is annexed at the end of each course handouts, and we suggest that you use the internet and other supplementary readers where necessary to further your knowledge. Teaching of this module will be in the form of lectures, tutorials, problem-based learning, practical sessions and others. At the end of this module, you will have a comprehensive exam. The assessment will be in the form of MCQs, EMQs with no Essay Questions.	
1. Academic Unit Name:	Respiratory Module RES21
2. Credit/contact hours:	159
3. Number of weeks	5 weeks
4. Level/year at which this course is offered:	Y2S2
5. Pre-requisites for this course (if any):	cardiovascular Module, General Module
6. Co-requisites for this course (if any):	none
Renal Module	
The course is designed to impart an integrated approach to the learning of normal development, structure and functions and pathophysiology of the Renal system using different modalities of teaching. Knowledge regarding alterations in the structure and	
function of the Renal system which contributes to the clinical manifestations seen in diseases of the system will also be imparted.	
Regular procedures used in diagnosing and managing Renal system diseases, and interpretation of laboratory data and radiological investigations commonly performed in patients with Renal system diseases will be explained.	
Management of common Renal system disorders will be described. PBL and TBL sessions will be held to explain causes, epidemiology, pathogenesis and management of common renal disorders.	
Clinical skills and ICM sessions will be conducted for development of clinical and communication skills and vertical integration of learning	
1. Academic Unit Name:	Renal Module (REN22)
2. Credit/contact hours:	86 hours
3. Number of weeks	3
4. Level/year at which this course is offered:	Year 2 semester 2
5. Pre-requisites for this course (if any):	Year2 Semester1
6. Co-requisites for this course (if any):	Medicine, Surgery, Gynecology
Miscellaneous module	

The Course will be taught to year 2 students in semester 2 and is designed to offer an integrated approach to the learning of the normal Structure, Function and Development of the skin and musculoskeletal system, using different strategies, and, applying the knowledge and skills acquired, in understanding the pathophysiology of various disorders of this system. The basic principles of management of these disorders with a focus on disease prevention will be described. Only one PBL will be included in this module, and it will address causes, epidemiology, pathogenesis, and principles of management of skin diseases and diseases related to the musculoskeletal system. The introduction of clinical skill sessions aims to provide the student with basic clinical and communication skills in preparation for clinical clerkship and to vertically integrate learning.	
1. Academic Unit Name:	Miscellaneous Module code: MIS22
2. Credit/contact hours:	52 hours
3. Number of weeks	2 Weeks
4. Level/year at which this course is offered:	Year 2 Semester 2
5. Pre-requisites for this course (if any):	MBBCh – Year1
6. Co-requisites for this course (if any):	none

36.1.5.3. Year 3 Courses

Endocrine and reproductive module	**(ENR31)**
This course is offered to 3rd year medical students to aptly prepare them for the clinical phase. It is intended to consolidate the knowledge gained in previous courses, in an integrated and holistic approach, to learn the development, structure and function of the Endocrine and Reproductive systems. It enables the learners to apply the foundational principles for diagnosis and management of disorders in these systems, with a focus on disease prevention. It adopts many student-centered strategies like Problem Based Learning (PBL), directed self-learning, clinical skills, and Integration of Clinical Medicine (ICM) sessions, with integrated theoretical and practical assessment at the end of the semester.	
1. Academic Unit Name:	Endocrine and Reproductive Module (ENR31)
2. Credit/contact hours:	134
3. Number of weeks	5
4. Level/year at which this course is offered:	Year 3
5. Pre-requisites for this course (if any):	Year 2 S2
6. Co-requisites for this course (if any):	None
Neuroscience module	**(NSC31)**
This module will provide a detailed understanding of the structure and function of the nervous system. Basic neurosciences will be distributed fairly over eight weeks under specific integrated themes.	
Overall Aims of Course:	
To provide a broad understanding of the structure and function of the nervous system with a depth of knowledge in cellular/molecular or behavioural/cognitive perspectives.	
To enable students to use neuroscience research techniques to conduct research.	
To enable the development and application of appropriate professional attitudes, communication and problem-solving skills.	

To provide students with an appropriate background covering the common and important Neurological disorders and emergencies.	
1. Academic Unit Name:	Neuroscience Module Code: NSC31
2. Credit/contact hours:	Total Contact hours: 216
3. Number of weeks	8 weeks
4. Level/year at which this course is offered:	MBBCh Y3- Semester 1
5. Pre-requisites for this course (if any):	MBBCh Y1, Y2 (Autonomic Nervous System, Head & Neck)
6. Co-requisites for this course (if any):	None

36.1.5.4. Clinical Courses

Clinical Introductory Course	
This is an academic unit offered to 3rd year medical students during the transition part of the pre-clerkship phase. It is intended to consolidate the skills gained in previous individual organ system blocks/courses in an integrated and holistic approach to the human body. It enables the learners to acquire professional attitudes ensuring patient safety and maintaining a caring fiduciary relationship with patients. It adopts a mainly student-centered strategy through directed self-learning & practical assessment.	
1. Academic Unit Name:	CIC329 Clinical Introductory Course
2. Credit/contact hours:	Theory Hours - 60 Practical Hours -40
3. Number of weeks	4
4. Level/year at which this course is offered:	Y3S2
5. Pre-requisites for this course (if any):	Completion of all preclinical basic sciences
6. Co-requisites for this course (if any):	None
Obstetrics and Gynecology	
This is an academic duration during which students will consolidate previously learned foundational knowledge and skills relevant to the practice of obstetrics and gynecology and gain further experience relevant to the different health issues and problems pertinent to women's health. Clinical experience will be gained during rotations in ambulatory and in-patient services. It is mainly hospital based. It includes clinical rounds, antenatal referred clinical attendance & labour room attendance. The skills lab and simulation facilities will be utilized to fulfil objectives of the course. Activities and skills are to be documented in a logbook and a portfolio. Performance of students will be continuously monitored and assessed using the various WPBA instruments	
1. Academic Unit Name:	OBG431 Gynecology & Obstetrics
2. Credit/contact hours:	Theory Hours - 64 Practical Hours -240
3. Number of weeks	16
4. Level/year at which this course is offered:	Y3S2, Y4S1
5. Pre-requisites for this course (if any):	Completion of preclinical Basic sciences
6. Co-requisites for this course (if any):	None
Pediatrics	

The pediatrics clerkship is a sixteen-week clinical experience designed to provide medical students with the knowledge and skills that are fundamental to caring for infants, children, and adolescents. Through interactive didactic sessions and clinical training, medical students learn about growth, development, the diagnosis and management of both common acute and chronic pediatric illnesses. During this clerkship, students will learn the skills and techniques that will aid them in the approach and evaluation of pediatric patients. Pediatrics clerkships enable students to develop and apply of appropriate professional attitudes, communication and problem solving skills.	
During this rotation, students will have opportunities to learn and observe pediatric care in a variety of clinical environments, which may include: inpatient ward services, outpatient primary care & specialty clinics, and the neonatal care units.	
1. Academic Unit Name:	PED423 Pediatrics
2. Credit/contact hours:	Theory Hours - 73 Practical Hours - Clinical training: 296 Case discussion session: 57
3. Number of weeks	18
4. Level/year at which this course is offered:	Y3 S2. And Y4S1
5. Pre-requisites for this course (if any):	completion of all preclinical basic science
6. Co-requisites for this course (if any):	None
Surgery	
The surgical clerkship is intended to allow the students to acquire and consolidate their surgical knowledge, surgical skills, and attitudes. The clerkship capitalizes on knowledge and skills acquired by the medical students from previous pre-clerkship courses and other rotations with emphasis to foster clinical skills by covering the essential surgical problems in order to enable the students to manage those surgical problems in the community after their graduation. Special emphasis will be laid on emergency surgery, traumatology and lifesaving procedures.	
1. Academic Unit Name:	SUR535 Surgery
2. Credit/contact hours:	Theory Hours :118 Practical Hours :620
3. Number of weeks	20 weeks
4. Level/year at which this course is offered:	Y4S2, Y5
5. Pre-requisites for this course (if any):	Completion of preclinical Basic sciences
6. Co-requisites for this course (if any):	None
Internal Medicine	
The Internal Medicine Clinical Clerkship is a required rotation done at one of several clerkship sites in UAE healthcare facilities. This course is designed to develop the students' logical approach to the diagnosis and treatment of common medical conditions. This involves obtaining a complete history, eliciting and assessing information from the patient, performing a competent physical examination, and formulating a differential diagnosis list in order of probability with a diagnostic and management plan. The overall objective of the clerkship in Internal Medicine is to ensure that every student develops a systematic and effective approach to clinical problem solving in adult patients. Each student will obtain a precise, thorough, and reliable medical history and perform a complete and accurate physical examination on two to three new patients every week. The student is expected to integrate medical facts and clinical data, weigh alternatives, and understand the limits of knowledge and incorporate risk and benefit analysis in the care of the patients they are following. Finally, the student is expected to demonstrate integrity, respect, professionalism and compassion. The internal medicine rotation consists of lectures, seminars, data interpretation and case scenarios, plus students will practice medicine in the hospital doing rounds, attending clinics and evaluating the patients.	

1. Academic Unit Name:	MED521 Internal Medicine
2. Credit/contact hours:	Theory Hours :150 Practical Hours :400
3. Number of weeks	20 weeks
4. Level/year at which this course is offered:	Y5
5. Pre-requisites for this course (if any):	Completion of preclinical basic sciences
6. Co-requisites for this course (if any):	None
Primary Health Care	**(PHC2526)**
In this course students will be exposed to the principles, content and practice of the family medicine and primary health care. The course emphasizes the central characteristics and core competencies of the discipline of family medicine. The students will learn the difference in practice of medicine between the hospital and Primary Health Care settings. The students will be trained in Primary Health Care Centers (PHCCs) to understand and practice concepts of primary, comprehensive and continuing care to the individuals, families and to the community by and large. The students will learn also specific problem-solving skills that enable them to use epidemiological knowledge of community prevalence of illness and risk factors to make their hypothesis and diagnosis about the problems presented in PHC settings. During the course the students will see how the family physician views his or her practices as a population at risk and organize the practice to ensure that patients' health is maintained whether or not they are visiting the practice. The art of family physician in providing person centered care and holistic approach using the bio-psychosocial model of illness will be demonstrated to the student during the clerkship period.	
It's compulsory to conduct a research/audit	
1. Academic Unit Name:	PHC2526 Primary Healthcare
2. Credit/contact hours:	Theory Hours - 40 Practical Hours -296
3. Number of weeks	14
4. Level/year at which this course is offered:	Y5
5. Pre-requisites for this course (if any):	Completion of preclinical basic sciences
6. Co-requisites for this course (if any):	None

36.1.5.5. MBBCh Grading Scheme

Students are given grades for each of the courses in the basic science and clinical phases.

Excellent	85% and above
Very Good	75-84.9 %
Good	65-74.9 %
Pass	60-64.9 %

36.1.5.6. MBBCh Academic Progress

The student should pass all the courses in each academic year in the basic science and clinical years to be promoted to the next year. The total allocation of marks for the clinical phase are 2000 (similar to the allotment of marks for the pre- clinical course), and the allocation of marks is calculated from the following table:

36.1.5.7. Basic Science phase

S. No	SUBJECTS	MAXIMUM MARKS ALLOTED	MINIMUM PASSING MARKS
1.	Biochemistry	**220**	**132**
2.	Anatomy	**360**	**216**
3.	Physiology	**360**	**216**
4.	Histology	**150**	**090**
5.	Pathology	**220**	**132**
6.	Pharmacology	**220**	**132**
7.	Microbiology	**150**	**090**
8.	Parasitology	**100**	**060**
9.	Community Medicine	**120**	**072**
10.	Fiqh Islami	**100**	**060**
TOTAL		**2000**	**1200**

36.1.5.8. Clinical Sciences phase

S. No	SUBJECTS	MAXIMUM MARKS ALLOTED	MINIMUM PASSING MARKS
1.	Medicine, Surgery & PHC	**1200**	**720**
2.	Logbook & Research	**200**	**120**
3.	Pediatrics	**300**	**180**
4.	Obst/ Gynae	**300**	**180**
TOTAL		**2000**	**1200**

A^+ = Superior (95% &above)	A = Excellent (85% - 94.9%)	B = Very Good (75% - 84.9%)
C = Good (65% - 74.9%)	D = Pass (60% - 64.9%)	F = Fail (below 60%)

The table illustrates the maximum marks and the minimum marks for passing that are allocated to each subject.

36.1.5.9. The requirements for graduation are

Successfully complete and pass exams of all the courses in the basic science and clinical phases.

36.2. Doctor of Medicine Program (MD)

36.2.1. Program Learning Outcome

- Demonstrate knowledge and comprehension with substantive depth in areas of core biomedical, psychosocial, and clinical sciences.
- Apply biomedical, psychosocial, and clinical sciences knowledge in the clinical context for

promotion of health, prevention of disease, and the management of common clinical conditions within the framework of ethical and legal regulations as an undifferentiated general medical practitioner and in preparation for future specialist training.

- Utilize interpersonal, communication and clinical reasoning skills to interview and elicit a patient's medical history and to communicate effectively with patients in contexts other than information gathering, caregivers, and the other members of healthcare team, within the context of cultural awareness.
- Apply clinical and technical skills to perform physical examination and basic clinical procedures.
- Deliver patient care that is patient-centered, compassionate, appropriate, and effective for health promotion and health problems management.
- Engage in research and other scholarly activities, and critically analyze existing literature to apply it for the practice of evidence-based medicine.
- Demonstrate continuous self-improvement, innovation, entrepreneurship, and lifelong learning abilities.
- Demonstrate an awareness of the system-based practice approach to patient care considering healthcare contexts locally and globally.
- Demonstrate the ability to meet the health needs of patients and UAE society, through the promotion of community engagement and social accountability values.

36.2.2. Program Description

The Doctor of Medicine (MD Program): It is a six-year competency-based program with a total of 226 credit equivalence, organized in three inter-related phases - each is two years with three critical points “Gates” at the end of each phase. The eligibility of students’ progression to the next phase will be checked at the gates.

The Doctor of Medicine (MD Program) will be accredited by the Commission for Academic Accreditation (CAA), Ministry of Education, Higher Education Affairs, United Arab Emirates. The outcome competencies of the program are benchmarked with the Emirates MEDs competency framework.

36.2.3. Program Structure

The MD curriculum comprises of three phases that reflect the philosophy and vision of the college.

Phase I: Pre-Medical
This phase is the interface between secondary education and the Doctor of Medicine's 4-years Program. In this phase, the students will be prepared to study Medicine academically, mentally, and emotionally. Introduction to the concept of the health and health system and the role of the doctor as a professional will take place during this phase.

Phase II: Pre-Clerkship
In this phase, the students will study Organ System Modules (using Clinical Presentation Curriculum), Professional and Clinical Skills, Epidemiology and biostatistics, Health System Studies, and Research and Knowledge Synthesis Skills will be integrated and longitudinally through this phase. Students will sit for IFOM Basic Sciences at the end of this phase.

Phase III: Clerkship

In the clerkship phase, students will study family medicine and geriatrics, and Emergency Medicine in addition to medical and surgical clerkships, psychiatry and mental Health, Pediatrics, and Obstetrics and gynecology with more focus on woman's health. Professional Development, Evidence-Based, Patient-Centered Practice, Health System Studies, communicable and non-communicable diseases will be integrated longitudinally in this phase considering the social determinants of health in the country and emerging trends in Medical Education.

The duration of the program is 6 years, and the curriculum is organized in a clinical presentation-based sequence integrating biomedical sciences, clinical sciences, social/behavioral sciences and patient-care skills. The curriculum is designed to develop a culture of teamwork, scientific enquiry and lifelong learning in the students which are essential for the effective practice of Medicine.

Clinical presentations that constitute the thematic core of integration were based on the identified clinical presentations in the Emirates MEDs.

The curriculum is delivered in a number of different healthcare settings including ambulatory and inpatient care, primary health care, emergency, and community settings providing wide experience. Additional hands-on training is provided during the pre-clinical years in a state-of-art simulation set-up.

Assessments are of high standard and benchmarked internationally by the Medicine students taking the International Federation of Medicine (IFOM) Examination (Basic and Clinical Sciences) conducted by the National Board of Medical Examiners (NBME), USA.

Graduates are awarded the Medicine degree on successful completion of the 6-year program and passing a comprehensive Exit Examination. The Medicine degree awarded by DMCG is recognized by the Ministry of Health, UAE and all graduates are eligible to take the licensing exam in the country to be evaluated for independent practice.

36.2.4. Course Domains of the MD Program

The program contains a mix of courses from general, introductory, and advanced courses to conform with the requirements of international norms and the national guidelines of UAE.

The 51 courses are categorized into four Domains. The Domains and the codes of the courses in those domains are listed below:

36.2.5. Major Requirements: (174 CH)

- **BMS:** Basic biomedical Sciences includes 16 courses. (79 CH)
- **PH:** Public Health includes 5 courses. (15 CH)
- **CS:** Clinical Science includes 9 clerkships. (80 CH)

36.2.6. Research Requirements (RR)

RR includes 4 Courses -RKT308, BIS404, RKT409, EBM603 (8Credit hours)

36.2.7. College Requirements (CR)

CR includes 8 courses -THE108, EOM206, IFM207, PAE209, CIP210, PQH504, HLE507, GIH606 (22 credit hours)

36.2.8. General Education Requirements (GER): (mandated by the CAA Standards)

GER includes 7 courses- 21CS101, EMS103, UES104, ILS107, ARA201, CIE204, ENS208 (22Credit hours).

36.2.9. MD Program Domains

Domains		Courses	Credits
Major Requirements (MR) (174 CH)	**BMS** Basic biomedical Sciences	16 courses	(79 CH)
	PH Public Health	5 courses	(15 CH)
	CS Clinical Science	9 clerkships	(80 CH)
Research Requirements (RR)		4 courses	(8 CH)
College Requirements (CR)		8 courses	(22 CH)
General Education Requirements (**GER**): CAA mandatory		7 courses	(22 CH)

36.2.10. General Education

General Education forms one of the domains of the MD Program. The general education component adds breadth to the student's academic experience.

36.2.11. Aims

The general education course aims at creating well-rounded individuals with knowledge, values, ethics and skills to be productive global citizens.

36.2.12. Objectives of General Education

To enable students to be lifelong learners who will acquire knowledge from different sources and cultural movements to make logical judgement. This course will motivate them to engage in critical reflection and intellectual discovery which they will effectively communicate while contributing positively to society.

- *Knowledge*

  On completion of each course, the student will be able to apply an introductory concept of the principles in the specific discipline and the ability to think about these concepts in relation to real-life issues.
- *Skills*

  On completion of each course, the student will be able to demonstrate an increased level

of proficiency in performing core competencies such as written communication, oral communication, electronic communication, critical thinking, quantitative reasoning, project management, decision-making (informed, sensible, and ethical), logical reasoning, language skills and problem-solving skills.

- *Affective*

  On completion of each course, the student will be able to recognize solutions and solve ethical dilemmas using altruistic values and ethical standards.

36.2.13. General Education Outcomes

At the end of the GE program, the student will be able.

- Demonstrate leadership, teamwork, project management, critical thinking skills and entrepreneurship skills.
- Apply knowledge and analytical skills to understand a variety of perspectives and experiences.
- Apply logical and clinical reasoning to discipline-specific problems and decision making.
- Assess and weigh moral beliefs and practices and their applications to ethical dilemmas.
- Interchange ideas and information effectively using verbal, listening, electronic and writing skills for general and discipline-specific communication.
- Explore how to generate creative ideas using mindsets and practices exhibited by successful innovators.
- Recognize cultural movements that have shaped values and behavior with reference to UAE Society

36.2.14. Electives

In addition to the credit courses there are student selected components in the curriculum. Students are required to take one of a selected list of electives that are predefined based on a needs assessment performed at the end of phase two. These electives are studied over 4 weeks in the summer semester.

After year 4 the students will select one elective from a research elective pool and after year 5 the students will be expected to finalize a clinal elective in any acceptable health provider inside or outside UAE after prior permission from the college.

The research summer elective course is offered to undergraduate students in the MD Program in year 4 in summer break. The course is a non-credit course to be covered over 4 weeks. This is a “0” credit hour course for students who want to learn how to publish their work, write a scientific paper, apply what they learned in research and knowledge translation. The course aims to provide students with the necessary knowledge and skills to prepare and submit their research manuscripts in scientific journals. The course will cover the key components of scientific writing, including manuscript structure, writing style, data presentation, and referencing. The course will also provide students with an opportunity to apply these concepts in practice by developing their own research manuscript. A basket of courses will be provided to students, and they will get the opportunity to go through the journey of the preparation of a systematic review from inception & conception to actualization. The course will cover the key components of the preparation of writing a scientific paper, conducting systematic review, and publishing. The course will be delivered through lectures, group work, assignments, computer lab sessions, and presentations.

Research electives could include any course from a basket that is not limited to the following courses:

- Qualitative research methods

- Statistics advanced course
- Scientific presentation skills
- Publishing your work
- Clinical research methods
- Introduction to systematic review
- Proposal writing

The Clinical electives course is offered to undergraduate students in the MD Program in year 5 in summer break. The course is a noncredit course to be covered over 4 weeks. Courses are designed to provide students with opportunities to gain hands-on experience in clinical settings and develop their practical skills and knowledge in various medical specialties. Students can take the electives in their home countries or international institutes.

The general learning outcomes of clinical electives for MD students include:

- Enhancing clinical knowledge and skills: Clinical electives offer students an opportunity to apply theoretical knowledge learned in the classroom to practical situations. This allows them to develop a deeper understanding of pathophysiology, diagnosis, and treatment of various medical conditions.
- Improving patient care: Clinical electives provide students with the opportunity to interact with patients and understand their needs. This helps students to develop empathy, communication, and interpersonal skills that are essential for providing quality patient care.
- Developing critical thinking and problem-solving skills: Clinical electives challenge students to think critically and solve problems in real-time. This helps them to develop their analytical and decision-making skills, which are essential for providing effective medical care.
- Developing professionalism: Clinical electives provide students with opportunities to develop professionalism, including ethical conduct, time management, and teamwork skills. This helps students to become well-rounded healthcare professionals.
- Exposure to different medical specialties: Clinical electives expose students to different medical specialties, allowing them to explore their interests and gain exposure to various fields of medicine. This helps students to make informed career choices and better understand the diverse nature of medical practice.
- Overall, clinical electives play a crucial role in the education and training of MD students, helping them to develop the skills and knowledge necessary to become competent and compassionate healthcare professionals. The assessment modalities are Portfolios, students' presentations, and projects.

36.2.15. Study Plan for MD Program

Year	Semester	Course Name	Course Code	Credit Hours	No. of Weeks	Domain	Maximum percentage of online teaching
Phase One							
Year One	**First Semester**	21st Century Skills	**21CS101**	**4**	**CC**	**GE**	**10**
		Introduction to Human Biology	**IHB102**	**6**	**CC**	**BMS**	**20**

Year Two	Second Semester	English for Medical Sciences	EMS103	3	CC	GE	20
		UAE Society	UES104	3	CC	GE	30
		Semester Credit Hours & Weeks		16	16		
		Women and Health	WAH105	4	CC	PH	20
		Principles of Psychology and Sociology	PPS106	4	CC	PH	20
		Islamic Studies	ILS107	3	CC	GE	30
		Technology in Health and E Health	THE108	5	CC	CR	30
		Semester Credit Hours & Weeks		16	16		
	First Semester	Arabic Studies	ARA201	3	CC	GE	20
		Biochemistry	BIO202	6	9	BMS	10
		Molecular Biology and Genetics	MBG203	5	7	BMS	10
		Creativity, Innovation and Entrepreneurship	CIE204	3	CC	GE	10
		Semester Credit Hours & Weeks		17	16		
	Second Semester	Medical Physics	MPH205	3	CC	BMS	10
		Evolution of Medicine	EOM206	3	CC	CR	30
		Islamic Fiqh in Medicine	IFM207	3	CC	CR	30
		Environmental sustainability	ENS208	3	CC	GE	30
		Professionalism and Ethics	PAE209	2	CC	CR	10
		Communication Skills for Interprofessional Practice	CIP210	3	CC	CR	10
		Semester Credit Hours & Weeks		17	16		
Phase Two (Integrated)							
Year Three	First Semester	Human Body Structure & Function	HSF301	5	6	BMS	20
		Nutrition and Metabolism	NAM302	4	CC	BMS	20

Year Four	Second Semester	Principles of Health and Disease	PHD303	5	5	BMS	20
		Haemopoietic and Immune System	HIS304	4	5	BMS	20
		Semester Credit Hours & Weeks		18	16		
		Public Health & Health Promotion	PHP305	3	CC	PH	20
		Musculoskeletal and Integumentary System	MIS306	7	8	BMS	20
		Cardiopulmonary System	CPS307	6	8	BMS	20
		Research and Knowledge Translation - I	RKT308	2	CC	RB	20
		Semester Credit Hours & Weeks		18	16		
	First Semester	Gastro-Intestinal System	GIS401	6	6	BMS	20
		Head and Neck	HAN402	4	5	BMS	20
		Endocrine System	ENS403	4	5	BMS	20
		Biostatistics	BIS404	2	CC	RB	20
		Epidemiology and Prevention of Non-Communicable Diseases	EPN405	2	CC	PH	20
		Semester Credit Hours & Weeks		18	16		
	Second Semester	Urinary System	UNS406	4	5	BMS	20
		Genital and Reproductive System	GPS407	4	4	BMS	20
		Nervous System	NES408	6	7	BMS	20
		Research and Knowledge Translation - II	RKT409	2	CC	RB	20
		Occupational and Industrial Health	OIH410	2	CC	PH	20
		Semester Credit Hours & Weeks		18	16		
		Research Summer Elective	RSE411	0	4		
IFOM Basic Sciences							

Phase Three (Clerkship)							
Year Five	First Semester	Family Medicine and Geriatrics	FMG501	10	10	CS	10
		Emergency Medicine	EMM502	5	5	CS	10
		Psychiatry and Mental Health	PMH503	5	5	CS	10
		Patient Safety and Quality of Healthcare	PQH504	2	CC	CR	20
		Semester Credit Hours & Weeks		22	20		
	Second Semester	Internal Medicine Clerkship	IMC505	10	10	CS	10
		Medical Specialties Clerkships	MSC506	10	10	CS	10
		Healthcare Leadership and Economics	HLE507	2	CC	CR	10
		Healthcare Leadership and Economics		22	20		
		Clinical Summer Elective	CSE508	0	4		
Year Six	First Semester	Obstetrics, Gynecology and Women's Health	OGW601	10	10	CS	10
		Pediatrics and Child Health	PCH602	10	10	CS	10
		Evidence-Based Medicine and Practice	EBM603	2	CC	RB	20
		Semester Credit Hours & Weeks		22	20		
	Second Semester	General Surgery Clerkship	GSC604	10	10	CS	10
		Surgical Specialties Clerkships	SSC605	10	10	CS	10
		Global and International Health	GIH606	2	CC	CR	10
		Semester Credit Hours & Weeks		22	20		
Total Credit Hours				226			
IFOM Clinical Sciences							

***CC for Continuous Course "Longitudinal"**

36.2.16. MD Schedule for Program Delivery

Year	Semester 1 16 weeks			Semester 2 16 weeks		
1	21st Century Skills **21CS101**			Technology in Health and E Health **THE108**		
	Introduction to Human Biology **IHB102**			Women and Health **WAH105**		
	English for Medical Sciences EMS**103**			Principles of Psychology and Sociology **PPS106**		
	UAE Society **UES104**			Islamic Studies **ILS107**		
Summer semester						
2	Arabic Studies **ARA201**			Medical Physics **MPH205**		
	Creativity, Innovation and Entrepreneurship **CIE204**			Evolution of Medicine **EOM206**		
	Biochemistry **BIO202** 9wks	Molecular Biology and Genetics **MBG203**		Environmental sustainability **IFM207**		
				Communication Skills for Interprofessional Practice		
				Environmental sustainability **PAE209**		
				Professionalism and Ethics **ENS208**		
Summer semester						
3	Nutrition and Metabolism NAM**302**			Public Health & Health Promotion **PHP305**		
	Human Body Structure & Function **HSF301**	Principles of Health and Disease **PHD303**	Haemopoietic and Immune System **HIS304**	Research and Knowledge Translation - I **RKT308**		
				Musculoskeletal and Integumentary System **MIS306**	Cardiopulmonary System **CPS307**	
Summer Semster						
4	Biostatistics **BIS404**			Research and Knowledge Translation - II **RKT409**		
	Epidemiology and Prevention of Non-Communicable Diseases **EPN405**			Occupational and Industrial Health **OIH410**		
	Gastro-Intestinal System **GIS401**	Head and Neck **HAN402**	Endocrine System **ENS403**	Urinary System **UNS406**	Genital and Reproductive System **GPS407**	Nervous System **NES408**
Summer Semester						

37. Teaching and Learning strategy

The pedagogy used in the Medicine program includes diverse teaching/learning methods to cater to

different learning styles of a culturally diverse group of students. More small-group and active learning strategies like Student-led Seminars (SLS), Problem-based Learning (PBL), Team-based Learning (TBL), Virtual-patient Learning (VPL) etc. are used with less number of lectures. Early clinical exposure starting from the third year is planned to follow after students have had enough capacity building for their professional identity.

37.1. Delivery Mode

The program is full time enrollment program. This program is taught through blended learning in a combination of online to face to face learning with a virtual component that does not exceed 30%

37.2. Teaching and learning Methods

Instructional Methods to be used in the curriculum.

Several instructional methods will be used in DMCG curriculum delivery including.

- Lectures (L)
- Problem-Based learning (PBL)
- Team-Based Learning (TBL)
- Small Group Discussion (SGD)
- Tutorial (TUT)
- Student-Led Seminar (SLS)
- Case-Based Learning (CBL)
- Case-Study / Clinical Presentations (CP)
- Simulation (SIM)
- Debate (DB)
- On-line instruction and learning (OL)
- Role Play (RP)
- Practical (PR)
- Bedside teaching (BST)
- Project work (PW)
- Student Independent learning (SDL)
- Field visits (FV)
- Virtual Patient Learning (VPL)

37.3. Description of Teaching Methods

Lectures (L) are a form of training in which a speech is read or delivered before an audience or class, especially for instruction, presentation of information, or to set forth a particular subject.

Problem-based learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving skills, and communication skills. It can also provide opportunities to work in groups, find and evaluate research materials, and lifelong learning.

Team-Based Learning (TBL) is a structured form of small-group learning that emphasizes student preparation outside of class and application of knowledge in class. It is a pedagogical strategy that engages student knowledge through individual testing and group collaboration. Following individual

responses, the students are strategically organized into diverse teams of 5-7 students that work together throughout the class. Before each unit or module of the course, students prepare by reading before class.

Small Group Discussion (SGD) is a form of discussion in which students are divided into groups of 3-5 members to discuss the assigned discussion topic. SGD is student-centered methodology, which allows students to actively involve and be partners in the teaching-learning process. Students interact with peers and instructors, discuss and share ideas. They develop the ability to build consensus in a group. This strategy requires active participation on the part of the learners to work together in a small group to explore, investigate, make connections, participate in discussion, and reach conclusions. SGD tends to be informal, brief, and can be used multiple times throughout a class session. By using this strategy, discussion stimulates deep thinking, and learners are expected to articulate their ideas within their group.

Tutorial (TUT) is a small class of one or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. It is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task. A tutorial can be taken in many forms, ranging from a set of instructions to complete a task to an interactive problem-solving session.

Student-Led Seminar (SLS) is an interactive peer-led teaching learning method that offers several advantages for both the student learners and the student tutors, including helping the learners develop self-directed learning skills. SLS is a form of student-centered teaching where the responsibility for the educational activity shifts from the educator to the students. The teacher is mainly a supervising tutor.

Case-Based Learning (CBL) is an established approach used across disciplines where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. In CBL classrooms, students typically work in groups on case studies, stories involving one or more characters, and/or scenarios. Cases present a disciplinary problem or problems for which students devise solutions under the guidance of the instructor. This method involves guided enquiry and is grounded in constructivism in which students form new meanings by interacting with their knowledge and the environment. CBL utilizes collaborative learning, facilitates the integration of learning, develops students' intrinsic and extrinsic motivation to learn, encourages learner self-reflection and critical reflection, allows for scientific enquiry, integrates knowledge and practice, and supports the development of a variety of learning skills.

Case-Study is a comprehensive integrated in-depth study of a complex issue, phenomenon, event, situation, case, programme, person, or group of people. This study must be conducted in a specific context (real life, authentic conditions), where the boundary between context and problem is not obvious. One of the objectives of using the case method is to increase motivation and thus achieve a deep understanding of complex processes and phenomena. The case study method is considered to be the link between theory and practice in medical education.

Clinical presentations (CP) is a relatively new and innovative approach to teaching medicine. CP engages medical students in their understanding of the disease process from clinical feature to diagnosis. Students begin studying abnormalities of complaints, examination, and laboratory findings; that is, signs, symptoms, and laboratory investigations which a patient presents to the doctor. Students then progress towards diagnosis.

Simulation (SIM) is a teaching method that tests participants' knowledge and skill levels by placing them in scenarios where they must actively solve problems. The instructor defines the parameters to create a safe environment for hands-on learning experiences. When participating in a scenario, students must quickly evaluate the situation, decide on the best course of action, and perform the correct procedural steps. Educators can then assess whether students understand the material and translate their learnt knowledge into skills. Students experience the realism of the scenario and gather meaning from it. A simulation is a form of experiential learning. It is a strategy that fits well with the principles of student-centered and constructivist learning and teaching; that is, learning and teaching that gives students power over what they learn and how they learn it, and that allows students to build their understanding of what they are learning through their experiences and interactions, rather than just passively receiving information.

Debate (DB) is an instructional method, that involves students in expressing their opinions from two competing perspectives with the goal of contradicting each other's arguments. Using debates in the classroom provides students with the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument, they are able to discover new information and put knowledge into action. The debate is a prominent tool for involving students and people to bring a bit of life to the classroom or the workplace. The importance of debate for students in the classroom can improve their ability to learn basic critical thinking and presentation skills in a way that other forms of skills cannot match. Classroom debates can train students and people in general about rational thought, community and cultural understanding, customs and manners, set of thoughts, influencing ability, and the main element of it public speaking. Student debate has the ability to genuinely involve students in appropriate learning and to encourage them to be profound thinkers. The debate is more than just quarreling about a topic; the composition and practices of a debate are meant to hold both sides calm and render them capable of thinking.

On-line instruction and learning (OL) is an educational model where students and instructors connect via technology to review lectures, submit assignments, and communicate with one another. No face-to-face learning occurs since lectures, assignments, and readings are delivered online. **Online instruction** refers to a course that is rendered virtually. Professors may hold virtual lectures, use discussion boards to pose questions via a learning management system, and hold office hours using chat room software.

Role play (RP) is a form of experiential learning. Students take on assigned roles and act out those roles through a scripted play. The role-play can be carried out one-to-one (individual role play) or as a group role-play with each member in the group taking on a role/character. The roles and rules for a role play are clearly defined in the script. Role plays can provide very powerful learning experiences for students by immersing them in simulated real-world situations in which students act out a particular role/character in a safe environment.

Practical (PR) is an examination or lesson in which the theories and procedures learnt are applied to the actual making or doing of something.

Bedside teaching (BST) is the process of active learning in the presence of a patient. BST is an essential didactic format with a long-standing tradition in medical education. At the bedside, clinical learners can acquire a broad spectrum of competencies, including history taking, physical examination, clinical reasoning, bedside procedural skills, and a humanistic and holistic approach to patient care. Through observation of seasoned clinician role models, learners can enhance their skills in clinical expertise, communication, collaboration, health advocacy, scholarship, and professionalism.

Project work (PW) is a planned and definitely formulated piece of study involving a task or problem taken up by the learner, either individually or in a group, to supplement and apply classroom and laboratory transactions. It follows the approach of Learning by Doing and Learning by Living. PW is an attempt to promote creativity and the spirit of enquiry in learners.

Student-Independent learning (SDL) is a method or learning process where learners have ownership and control of their learning – they learn by their own actions and direct, regulate, and assess their own learning. The independent learner is able to set goals, make choices, and decisions about how to meet his learning needs, take responsibility for constructing and carrying out his own learning, monitor his progress toward achieving his learning goals, and self-assess the learning outcomes.

Field visits (FV) is an educational procedure by which each student gains or learns information by observing the objects, places, natural events, and other real-life information. The main objective of the field visit is to reinforce experiential and contextual learning.

Virtual Patient learning (VPL) is an educational method where students used simulated patients to be exposed to different case presentations.

38. Students Assessment Strategies

Assessment is the process of establishing a judgment on the quality and scope of student success or performance, and, by extension, a judgment regarding the learning itself. Assessment apparently influences the learning that occurs.; that is, what students learn and how they learn it should reflect closely the purposes and aims of the course of study.

Assessments are both continuous and final. The methods of assessment used will be dictated by the purpose of the assessment.

1. Formative Assessment: is any form of assessment that will not contribute to the final grade of a student. Can be performed at any time, course, planned by the teachers; its main aim is to monitor the progress of student's learning. Feedback to the students about their performance is very crucial.
2. Summative assessment: is any form of assessment that will contribute to the final grade of a student.
   Students are assessed as per competency attainment in all courses with an emphasis on continuous evaluation throughout the course providing frequent feedback to the student.
   Two fundamentals in assessment essentially different rationales are assessment of learning and assessment for learning.
   Assessment in Clinical Presentation Curriculum environment requires attention to ensure that it provides feedback for and of learning. That mandated systemic multiple assessments on an ongoing basis.

DMCG will adopt the IFOM exam in accordance with the CAA requirements and will comply with all the standards and accreditation stipulations.

Assessment in DMCG is done under the following principles:

1. Enhancing the quality of the curriculum (courses and programs)
2. Evaluating the efficacy of the teaching process and encouraging its ongoing enhancement
3. Assessing the effectiveness of the teaching method and enabling continuing improvement
1. Improving and encouraging further learning through clear, insightful, timely, and pertinent

feedback
2. Provide faculty with the opportunity to obtain feedback on their teaching in order to improve - quality assurance and enhancement.
3. Formally confirming achievements
4. Accountability to the college, accrediting organizations, employers, and the community at large

39. Assessment Methods to be used in the curriculum

Students Assessment methods take a variety of forms according to the curriculum phase. DMCG builds clear requirements for learner success and develops overall strategies that could successfully measure student's ability to assess the quality of their own work and to prepare students to function as doctors with life-long learning commitment.

The following are the guiding principles underpin the student's assessment strategy and Procedures at DMCG:

1. Adoption of assessment blueprint that is agreed on in the course committee and to be documented within the course specification documents.
2. The use of different assessment methods in the course the course committee should inform students about the assessment criteria, methods and marking grades and weights at the beginning of each course.
3. Students receipt of timely, meaningful, and helpful feedback.
4. Following the quality assurance processes at DMCG.
5. Reflection of integration of basic, clinical and behavioral sciences and clinical relevance.
6. provision of a meaningful and comprehensive reflection of competence as judged by experts. In that regard, scoring systems that ensure reliability should be used. Judgment of clinical competence should be established after multiple observations of clinical performance over a range of clinical situations.

Assessment Methods used in the MD program are classified into four categories.

1. Written examination.
   For all written examinations assessment is done through the use of:
   - Multiple choice questions
   - extended matching questions.
2. Practical examinations
   All Practical examinations for the MD program are done through the use of:
   - Spotter examinations
   - OSPE
3. Clinical examinations
   All clinical examinations done for the MD program are done through:
   - OSCE
   - DOCEE
4. Workplace based assessment.

Workplace based assessment is used in assessment of competencies with reference to the EPA attainment levels identified by the Emirates MEDs through the use of:

- Portfolio
- Patient logs
- case-based discussion
- directly observed practical skills
- mini clinical evaluation exercise
- evaluation of clinical events
- multi-source feedback

5. Student projects and assignments
6. In-class assessment: Including all in class work that feeds into student assessment e.g. class worksheets, peer evaluation etc.
7. Student participation

The managing and ongoing development and implementation of the assessment strategy will be the responsibility of the student's Assessment committee reporting to the Medical Education Unit under the Associate Dean Academic affairs.

40. Feedback (to Students) on the Assessment Process

Feedback on Formative and mid-course assessment is given to students within a maximum of 1 week of the assessment. Feedback sessions are structured and done with the aim to generate student individualized learning objectives.

Description of the Assessment Methods

- **Multiple choice questions** are a form of an objective assessment in which respondents are asked to select only correct answers from the choices offered as a list. Multiple choice question is an assessment item consisting of a stem which poses the question or problem, followed by a list of possible responses, also known as options or alternatives.
- **Extended matching questions** are a written examination format similar to multiple choice questions but with one key difference that they test knowledge in a far more applied, in depth, sense. Extended matching questions consist of lettered options followed by a list of numbered problems/ questions. For each numbered problem/ question, one lettered option that most closely answers the question to be selected. Lettered options can be used once, more than once, or not at all.
- **Spotter examinations -** a formative assessment that requires students to interpret visual artefacts (*e.g.,* images, specimens) – typically in relation to anatomical structures, pathological conditions, or diseases.
- **OSCE (Objective Structured Clinical Examination)** 'An assessment tool based on the principles of objectivity and standardization, in which the candidates move through a series of time-limited stations in a circuit for the purposes of assessment of professional performance in a simulated environment. At each station, candidates are assessed and marked against standardized scoring rubrics by trained assessors'' (Khan et al, 2013)
- **OSPE (Objective structured practical examination)** is an objective instrument for assessment of

laboratory exercises in preclinical sciences, particularly physiology adapted from the objective structured clinical examination (OSCE). OSPE is a specified set of tasks that assess what students can do in a structured pattern objectively under direct observation and is able to assign the ability of integration, usage, and linkage of knowledge.

- **Portfolio** It can be better defined as portfolio for student growth. It is a gathering of assessment tasks realized by the student, who narrates the "backstage" and reflects on his learning process. Student portfolio offers the opportunity to document a certain range of student attitudes, skills, and learning over the school year.
- **Patient logs** are the means of recording detailed information about the encounter with patients, such as case and visit information, medical procedures, and medications prescribed. Patient logging is a key component of clinical education.
- **Case-based discussion (CBD)** is a supervised learning event tool. The CBD process is a structured, in-depth discussion between the trainee and the trainee's assessor about how a clinical case was managed by the trainee, talking through what occurred, considerations and reasons for actions. Its strength is the investigation of and feedback on clinical reasoning. The method is particularly designed to test higher order thinking and synthesis, as it allows assessors to explore deeper understanding of how trainees compile, prioritize and apply knowledge. Case-based discussions are primarily a form of formative assessment in clinical training.
- **Mini clinical evaluation exercise (miniCEX)** is a tool for workplace-based assessment, assuming that a faculty member watches a trainee–patient encounter in any healthcare setting. The encounters are intended to be relatively short, about 15 minutes, and the trainee is expected to perform a focused history and/or physical examination during this time. Afterwards, he or she provides the assessor with a diagnosis and treatment plan, the performance is scored using a structured form, and then educational feedback is provided.
- **Directly observed practical skills (DOPS)** - is a variation on the miniCEX in which the assessor observes the trainee while he or she is performing a procedure (e.g., giving an injection, drawing blood, inserting a tube), rates the performance, and then provides feedback.
- **Evaluation of clinical events (ECE)** is a tool used to assess the trainee in the performance of his or her duties in complex tasks, often involving teamwork or interacting with other professional staff. Examples include clinicopathological evaluation and reporting of diagnostic material, presentation of a case at a multidisciplinary team meeting, or contribution to quality assurance and audit processes in clinical and laboratory settings. The assessment takes place whilst the trainee undertakes the activity, then the assessor will then spend 5-10 minutes providing immediate feedback. The assessor will complete the assessment form as soon as possible after the assessment takes place with the trainee present. The assessment is performed against the standard expected at the end of the trainee's current stage of training.
- **Multi-source feedback (MSF),** or 360-degree evaluation, is a formal questionnaire-based assessment method that relies on workplace-based direct observation of performance by multiple raters (peers, patients, and coworkers) on key performance behaviors from different perspectives.
- **Student Project Presentations:** is the description and explanation of the project, including the product, new skills, and/or knowledge and the process, by the students to the evaluators. The presentation complements the project documentation and the product demo (if any). It gives evaluators a chance to clear up doubts by asking questions on the spot. Presentations are vital components of student-led project-based learning.
- **In-Class assessment:** is any type of assessment that is performed in the class to assess student learning within an individual session.

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Numerical Grade	95-100	90-94	87-89	83-86	80-82	75-79	70-74	67-69	63-66	60-62	< 60
Quality Points	4.0	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0

Students may also receive the following grades:

*V is given for an Academic Violation marks 0.

*AV (Withdraw Fail) is given for an attendance violation marks 0.

*W is given for a withdrawal before week 6 and does not count as a grade.

*T is given for transfer grades

41. Progression requirements and check points

41.1. Annual progression

Phase 1 and 2:
Students are expected to pass all courses provided annually based on individual pass criteria of each course (at least 70% of the total grade achieved). Students who fail in a course first sit exam are given the opportunity to re-sit the examination once. If the student does not pass the re-sit, they are given an opportunity to re-enroll in the specific course a maximum of two times during the conventional times of course offering.

In the case of summer offering, a maximum of 9 credit hours are allowed for enrollment of students for the summer Semester. Students who carry more than 9 credit hours of unpassed courses will be reenrolled with the next cohort for an additional attempt on only the courses the credits of which have not been attained.

Decisions on summer courses offerings are made annually and announced to students two weeks before the summer semester starts.

Phase 3:
Students who fail to achieve the minimum requirement of a clinical clerkship are given the opportunity to sit for a retake examination and appear in front of a progression committee at the end of the year for re-evaluation. Students will be allowed to continue enrolment in other clinical clerkships provided that they are in the same academic year.

Students who fail in the re-sit will be required to re-enroll with the following batch only in the clerkships that they have failed.

Students will be allowed to enroll in year 6 clerkships during the second semester if they pass the year 5 clerkship requirements.

Students who want to raise their GPA will be allowed to re-sit the examination of the specific subject provided that they have attained less than a B grade and this will be allowed for a maximum of two re-sits. If the student achieves a higher grade their original grade is substituted with the higher grade. If the student achieves a lower grade the grade is not substituted. If the student fails, they receive the higher grade they attained previously.

41.2. Phase progression

For progression across the checkpoints of the phase the students should have passed all courses offered in any preceding phase.

Decisions on progression are made by a progression committee assigned by the associate dean academic affairs and making decisions based on student collective attainment in the preceding phase. Student attainment is a calculation of student grades in high and low stakes examinations conducted in a summative or continuous manner based on the identified approved competency assessment plan.

For progression from phase 2 to phase 3 students will sit for IFOM 1 examination and the best score will be added to the student portfolio and assessed by the progression committee.

Students who do not maintain a GPA of 2 or above will be deferred from progression to the upcoming phase and will have the opportunity to register in supplementary courses as per the academic advisor recommendation to all for the GPA to be raised. Students will be allowed a total of two semesters to bring the GPA above the cutoff. If students fail to bring the GPA to above 2 in two given semesters, they will be unenrolled. An opportunity will be given to students to defer to other programs.

41.3. Grace Decisions

A student who does not attend the first sit of the exam due to an accepted excuse will be given the opportunity to take one substitute examination. If this student fails, they will be given an exceptional re-sit examination. Results of this re-sit and decision on progression will follow regulation in the section above.

In exceptional situations students are allowed a total grace based on the calculated standard error of measurement in any given course provided that the student situation will change with the given marks. A student can receive grace in a total of 2 courses per semester.

42. Faculty of DMCG

SR. NO.	EMPLOYEE NAME	JOB DESIGNATION
1	Nadia Mahmoud Mohamed Aly El Rouby	Professor
2	Iman Irfan Abdeen	Lecturer
3	Naglaa Raafat AbdRaboh Soliman	Professor
4	Shefaa M. Gawish	Professor
5	Eslam Mohammed	Assistant Professor & Associate Director of Quality Assurance
6	Haba Faiz A. Al Samman	Lecturer
7	Magda Abdel Rahman Ismail	Professor
8	Hajer Nisar Sheikh	Lecturer
9	Heba Ismail Abdel Reheem Elshafey	Teaching Assistant
10	Ghazala Mehdi	Professor
11	Tasneem Sandozi	Professor
12	Shifan Khanday	Associate Professor
13	Badriya AbdulRaouf Abdulrahman Alawar	Professor
14	Amina Begum	Teaching Assistant
15	Sara Safwat Ibrahim	Teaching Assistant
16	Samia Mahmoud Hasan Farghaly	Professor
17	Momna Basheer Muhammad Basheer	Teaching Assistant
18	Rania Hamed Abdelaty Shalaby	Assistant Professor
19	Sumbal Riaz	Teaching Assistant
20	Mohamed Hussein Elsaid Elmasry	Assistant Professor & Head of Research Coordination Unit
21	Mariam Shadan	Assistant Professor
22	Maha Ayman	Lecturer
23	Dina Mohamed Saleh	Assistant Professor

24	Nujood Al Shirawi	Teaching Assistant
25	Yousif El Tayeb	Acting Dean and Chair of Clinical Sciences Department
26	Packirisamy Kannan	Associate Professor & Associate Dean of Health and Community Services
27	Abdelmoniem Elmardi	Professor & Chair of Biomedical Sciences Department
28	Samar Ahmed	Professor & Associate Dean of Academic Affairs
29	Ali E. El Houni	Professor
30	Michael Otim	Assistant Professor
31	Aprajita	Assistant Professor
32	Yassein Kamal	Teaching Assistant
33	Arina Ziganshina	Assistant Professor
34	Sadaf Majeed	Assistant Professor
35	Ruth Cockerill	Assistant Professor
36	Yusuf Parvez	Associate Professor
37	Umama Naeem	Teaching Assistant
38	Fahad Saqib Lodhi	Professor and Head of Public Health and Behavioural Science
39	Ahmed Fahal	Professor and Associate Dean of Research & Graduate Studies
40	Hiba R A Mohamed	Lecturer
41	Rawda Ahmed Mehanna	Teaching Assistant
42	Rawan Ahmed Mehanna	Teaching Assistant
43	Dr. Ambreen Ansar	Associate Professor
44	Dr. Alizah Khan	Clinical Teaching Assistant
45	Dr. Manal Khan	Clinical Teaching Assistant

43. Faculty For Msc. Addiction

S. No.	Name	Post / Title	Degree	Conferring Institution	Research Area
1	Eslam Mohammed	* Assistant Professor. * Associate Director of Quality Assurance.	Doctor of Philosophy (Pharmacology)	* UAE University, Al Ain, UAE.	*Neuropharmacology. *Neuroprotection. * Parkinson's Disease.
3	Nadiah Mahmoud	Professor	Doctor of Medicine (Histology)	* Cairo University, Egypt.	* Microanatomy. * Diabetes. * Effect of drugs on organs.
4	Rania Hamed Abdelaty Shalaby	Assistant Professor	Doctor of Philosophy (Pharmacology)	* Tanta University, Egypt.	* Animal. * Metabolic syndrome. * Drug effects on different organs. * Immunotherapy. * Neuroscience. * Health Profession Education.
5	Shifan Khanday	Associate Professor	Doctor of Philosophy (Anatomy)	* Kingston University, UK.	* Anatomy genetics & cellular biology. * Health professions education. * Anthropology.
6	Samia Mahmoud Hasan Farghaly	Professor	* Master of Family Medicine. * Diploma of Psychology. *MRCGP.	* American University Beirut, Lebanon. * Dublin University, Ireland. * Royal College of General Practitioners, UK.	* Family Medicine. * Women Health.
7	Wael Foad	Professor	* Master of Science in health and social care management. * FRCPsych.	* Liverpool John Moore's University, Liverpool, UK. * Royal	* Neuromodulation. * Addiction sciences.

				College of Psychiatrists, London, UK.	
8	Amany Haroun El Rasheed El Mougy	Professor	* Doctor of Medicine in Psychiatry. * Masters in health science in Mental Hygiene.	* Ain Shams University, Egypt. * School of Hygiene and Public Health, Department of Mental Hygiene, Johns Hopkins University, USA.	* Psychiatry.

44. Administrative Staff Of DMCG

SR. NO.	EMPLOYEE NAME	JOB DESIGNATION
1	Abdul Hafeez Zafar	Librarian
2	Khan Fayez	Laboratories technician
3	Bushra Praveen	Assistant Librarian
4	Amira Mahmoud	Operations Manager
5	Sadiya Sultana	Student Service - Administrative Officer
6	Asma Mansoor	Student Happiness - Administrative Officer
7	Fathima ghani Abdul Malick	IE Coordinator Data Analyst
8	Dana Mazooz Al Tawil	Student Service - Administrative Officer
9	Jay-Jay Simangan Paracad	Health and Safety Officer
10	Anne Aguiar	Clinical Admin Officer
11	Fariha Hanif	HR Executive
12	Fatima Asma Uvaisar	Operations Assistant
13	Mariam Mohamed Fouad	Clinical Admin Officer
14	Naima El Khalfi	Clinical Admin Officer
15	Dina Hegazy	Director - Student Affairs and Registrar
16	Eman Mostafa	Clinical Admin Officer
17	Hina Sher	Career Guidance & Alumni Officer
18	Shireen Yousef	Student Counselor
19	Youness Zidoun	Director - Simulation Center
20	Farzana Firdousi	Director - IE and QA
21	Juveriya Khan	Senior Manager - IE
22	Aymen Ayad	Graphic Designer
23	Aileen Iban	Secretary - ADAA
24	El Shimaa Ali	Research Lab Technician
25	Rosita Pangilinan	Simulation Educator
26	Irfan Khan	Senior System Administrator
27	Hashem Aljufree	Assistant Accountant

28	Marvilyn Candelosa Lozanes	Archives Assistant
29	Michael Francisco	Simulation Technologist
30	Tina Thomas	SIS Manager
31	Gema Mendoza Manchetta	Clinical Admin Officer
32	Walid Mostafa	LMS Specialist
33	Saira Buenaflor Venigas	HR Clerk
34	Arlou Tolentino	Marketing Coordinator
35	Mr. Sreejith PM	Senior Web Developer
36	Mr. Sahad Malliveetil	Senior IT Administrator

45. Contact information and Location map

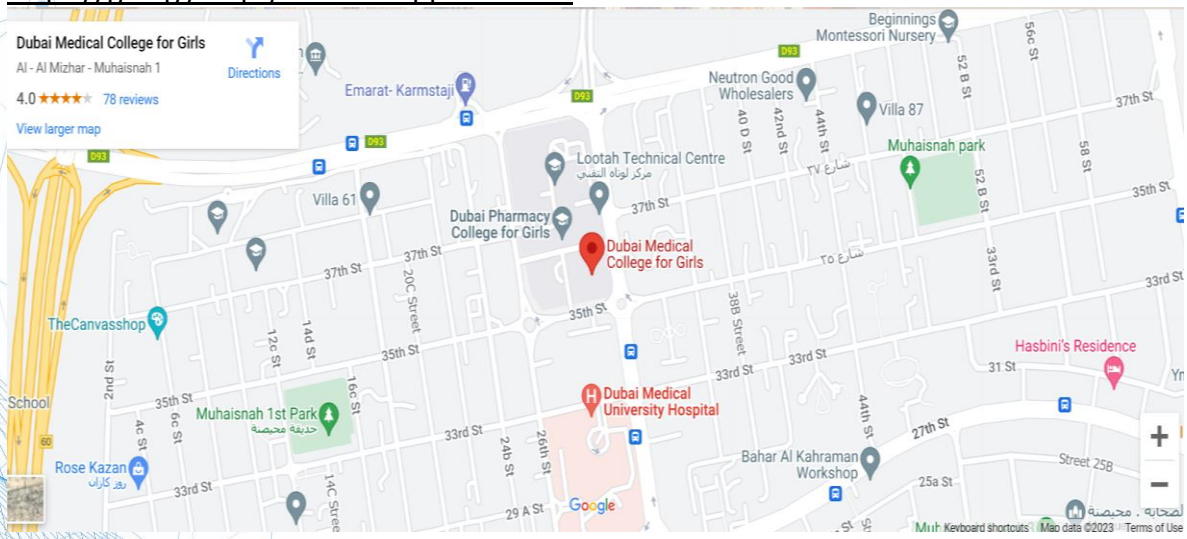
Our Office Location
P.O.BOX: 20170,
Al Muhaisanah 1, Al Mizhar,
Dubai – United Arab Emirates

Contact Number
+971 4 2120 555

DMCG Website:
www.dmcg.edu

College Timings
7.30 AM to 3.00 PM (Mon – Thu)
7.30 AM to 12.00 Noon (Fri)
Weekly off (Sat and Sun)

Location map:
https://goo.gl/maps/un81ZaKhppVZPkWC6



Important e-mails

- DMCG Email: dmcg@dmcg.edu
- Dean's Office: deanoffice@dmcg.edu
- Admission DMCG: admission@dmcg.edu
- Academic Affairs DMCG: academicaffairs@dmcg.edu
- Student Affairs: studentaffairs@dmcg.edu
- Career Guidance: careerguidance@dmcg.edu
- Alumni DMCG: alumni@dmcg.edu
- Student Counsellor: counsellor@dmcg.edu
- Student Union: studentunion@dmcg.edu
- Accounts: accounts@dmcg.edu
- Simulation: simulation@dmcg.edu
- IT Support DMCG: itsupport@dmcg.edu