جامعة دبي الطبية
DUBAI MEDICAL UNIVERSITY

DMU CATALOG

2024-2025

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.

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1. INTRODUCTION

Dubai Medical University (DMU) embodies the visionary legacy of the late H.E. Saeed Ahmed Lootah, a trailblazer in UAE Education. The inception of Dubai Medical College for Girls in 1986 and Dubai Pharmacy College in 1992 attests to his commitment. Recognizing the importance of interdisciplinary collaboration and a holistic approach to healthcare education, the transformative merger of these established institutions, along with the recent addition of the College of Nursing in 2023, marks a significant milestone—the birth of Dubai Medical University.

This evolution aims to establish a comprehensive healthcare Education Institution offering a diverse range of programs, from undergraduate to postgraduate degrees, across various healthcare fields. The establishment of DMU not only elevates educational standards but also provides students with a more inclusive and well-rounded learning experience, impacting the healthcare industry in Dubai and the UAE positively.

This preface introduces the exciting journey of quality enhancement undertaken by Dubai Medical University—a journey that reshapes medical, pharmaceutical, and nursing education, envisioning a future where healthcare professionals collaborate seamlessly across disciplines to enhance patient care.

2. DMU ACADEMIC CALENDAR

DMU Academic Calendar- Academic Year 2024-2025		
Fall Semester		
Event	**Day**	**Dates**
Faculty and Admin orientation	Monday	19/08/2024
DMU General Orientation and College Orientation	Thursday & Friday	22-Aug-2024 and 23-Aug-2024
Commencement of classes	Monday	26/08/2024
Add /Drop	Monday	26-Aug-2024 to 09-Sept-2024
White coat ceremony	Monday	18-Sept-2024
Prophet's Birthday*	Sunday	15-Sept-2024
Last day to withdraw from courses	Monday	07-Oct-2024
Midterm Exams**	Monday	*14-Oct-2024 to 04-Nov-2024*
Commemoration Day	Saturday	*30-Nov-2024*
UAE National Day	Monday & Tuesday	*02-Dec-2024 and 03-Dec-2024*
Final Exams	Monday to Friday	*09-Dec-2024 to 20-Dec-2024*
Winter Break	Monday to Sunday	23/12/2024 to 05/01/2025
Announcement of Final Exam result	Wednesday	*25-Dec-2024*
Beginning of Re-sit Exams	Monday To Tuesday	06/01/2025 To 14/01/2025
Spring Semester		
Event	**Day**	**Dates**
Commencement of classes	Monday	06/01/2025
Add/Drop	Monday To Monday	*06-Jan-2025 to 20-Jan-2025*
Last day to withdraw from courses	Monday	*17-Feb-2025*
Midterm Exams**	Monday To Friday	*24-Feb-2025 to 14-Mar-2025*
The holy month of Ramadan begins*	Friday	*28-Feb-2025*
Spring Break	Monday to Sunday	24/03/2025 to 30/03/2025

Eid Al Fitr*	Saturday To Tuesday	*29-Mar-2025 to 01-Apr-2025*
Final Exams	Monday To Friday	*28-Apr-2025 to 09-May-2025*
Announcement of Final Exams result	Saturday	*10-May-2025*
Beginning of Re-sit Exams	Monday To Sunday	12/05/2025 To 18/05/2025
Summer Semester		
Event	**Day**	**Dates**
Commencement of classes	Monday	19-May-2025
Add/Drop	Monday To Monday	*19-May-2025 to 26-May-2025*
Last day to withdraw from courses	Monday	*02-Jun-2025*
Eid al Adha holiday*	Thursday To Sunday	*05-Jun-2025 to 08-Jun-2025*
Hijri New Year*	Friday	*27-Jun-2025*
Final Exams	Monday To Friday	*30-Jun-2025 to 04-July-2025*
Announcement of Final exam result	Saturday	*05-July-2025*
Summer Vacation Begins for both faculty and students	**Monday**	**07/07/2025**
*: Islamic holidays are determined after sighting of the moon. Thus, actual dates may not coincide with the dates in the calendar		
**: The midterm exams will be held during class time		
End of Summer Holiday for Faculty Members: Sunday, 17August, 2025		
Beginning of Academic Year 2025-2026 for the students: Monday, 25 August, 2025		

3. DMU VISION, MISION, AND STRATEGIC GOALS

DMU Vision

DMU will be known as a university with transformational impact and will be one of the top world Research intensive Universities in Medicine and Health Sciences. To do this we will empower the next generation of health care leaders with all the skills needed in education, research/innovation, clinical practice, and leadership/management. Our students, staff and faculty will thus form wider impactful partnerships with quality outputs, for the patients, community, peers and the international medical society

DMU Mission

DMU is committed to educate and nurture the next generation of competent health care professionals through excellent learning environment, research, innovation, leadership for the next generation, as well as impactful partnerships with quality outputs.

DMU mandate:

1. To educate and develop highly skilled and compassionate health care professionals who are prepared to meet the needs of patients and the community.
2. To conduct research and innovation that advances the knowledge and practice of medicine.
3. To develop leaders in healthcare
4. To form impactful partnerships with quality outputs.

DMU Strategic Goals

Strategic Goal 1 (Values Driven): To enhance student values and inspire compassion, ethical culture and success.

Strategic Goal 2 (Lifelong Education): To promote academic excellence through innovative learning environment and the pursuit of lifelong learning and the iteratively developing needs of society.

Strategic Goal 3 (Research and Innovation): To be a leading center of excellence in medical research and innovation by exploiting creativity in all we do following UAE goals and standards.

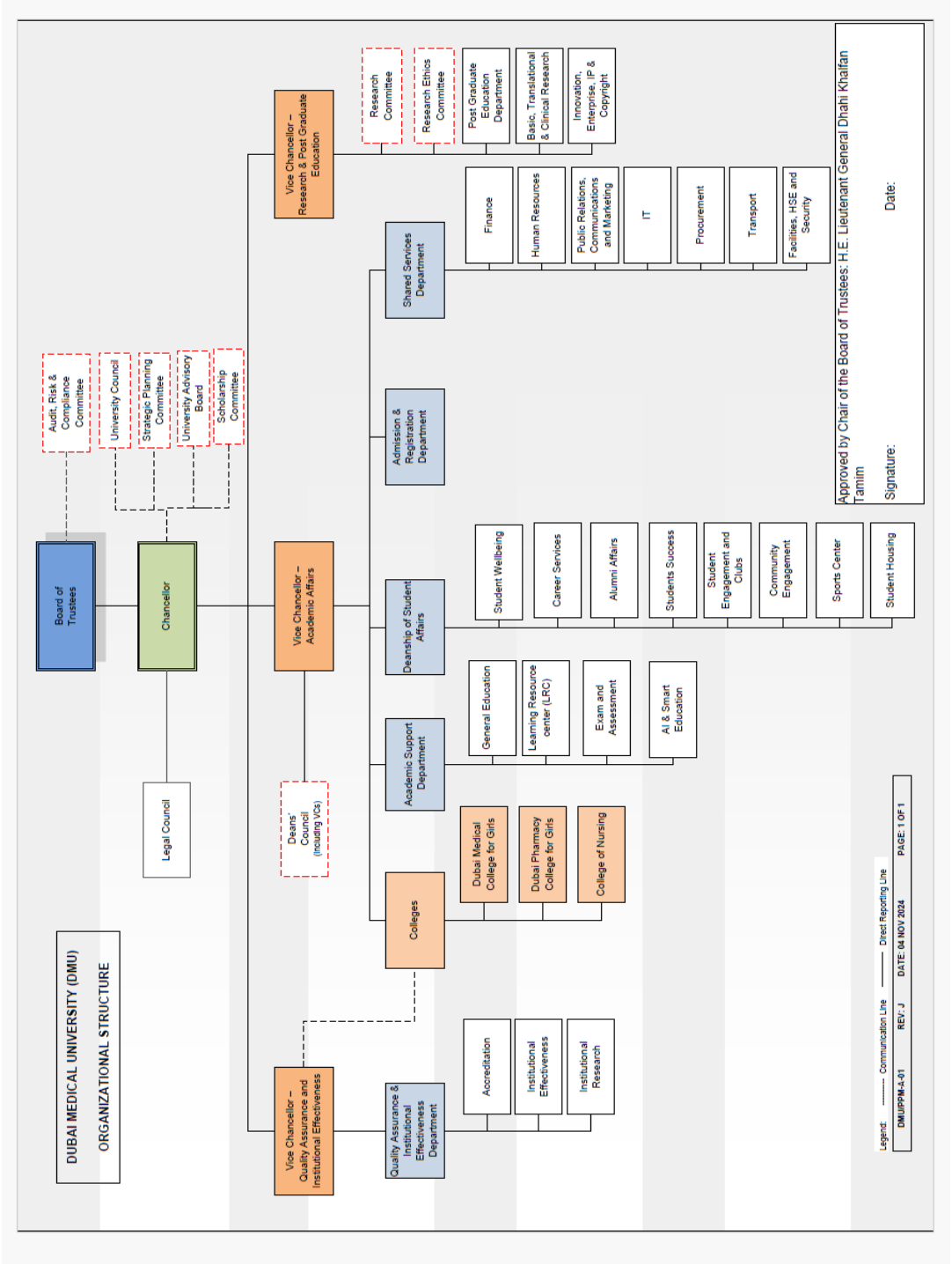
Strategic Goal 4 (Authentic Leadership): To engage strategic partnerships and community outreach with informal and formal leadership and self-leadership programs

Strategic Goal 5 (Quality Clinical Practice): To enhance development of the clinical skills by optimizing the professional knowledge and capabilities.

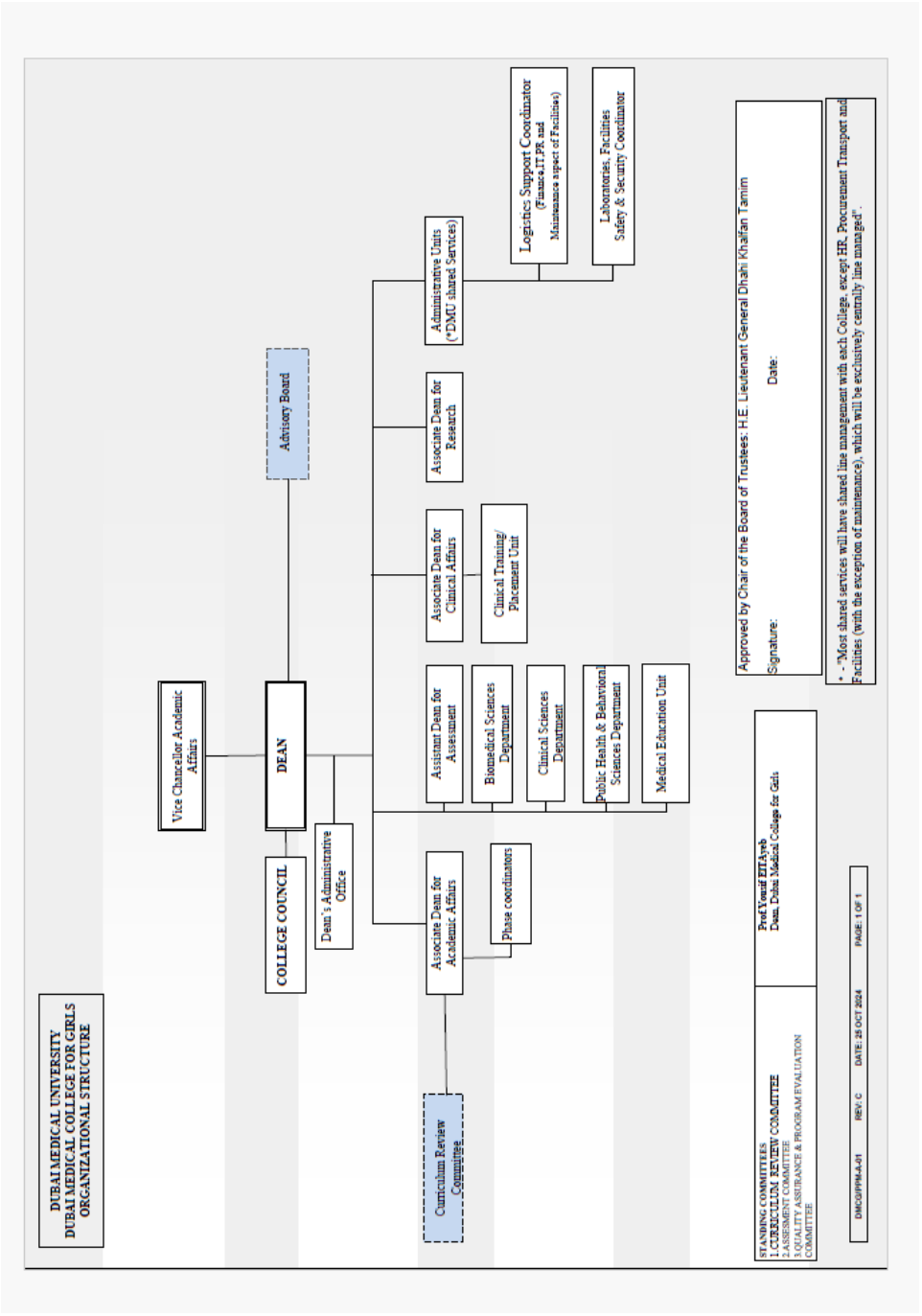
Strategic Goal 6 (Growth): To expand health education programs.

4. ORGANIZATIONAL STRUCTURE

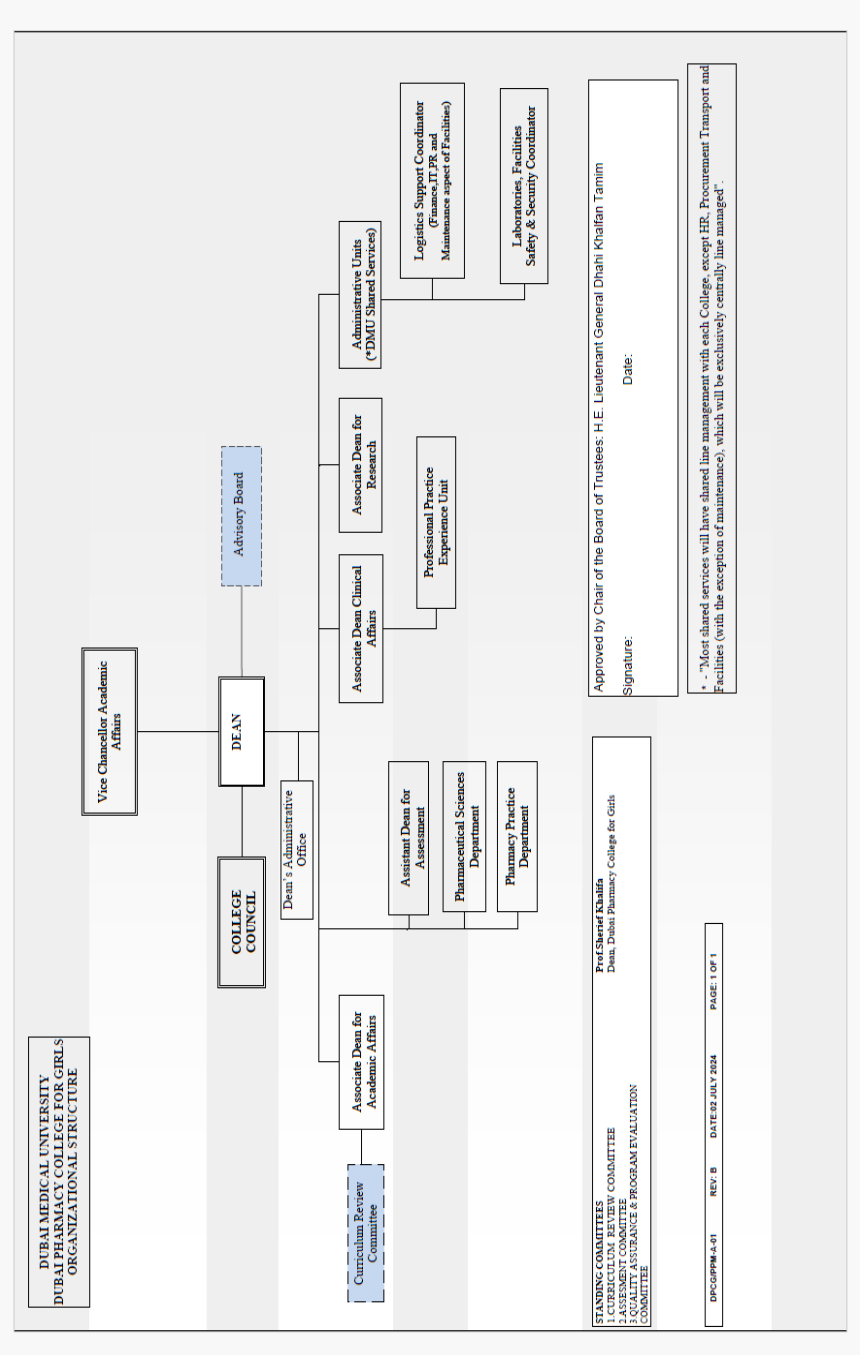
DMU Organizational Structure



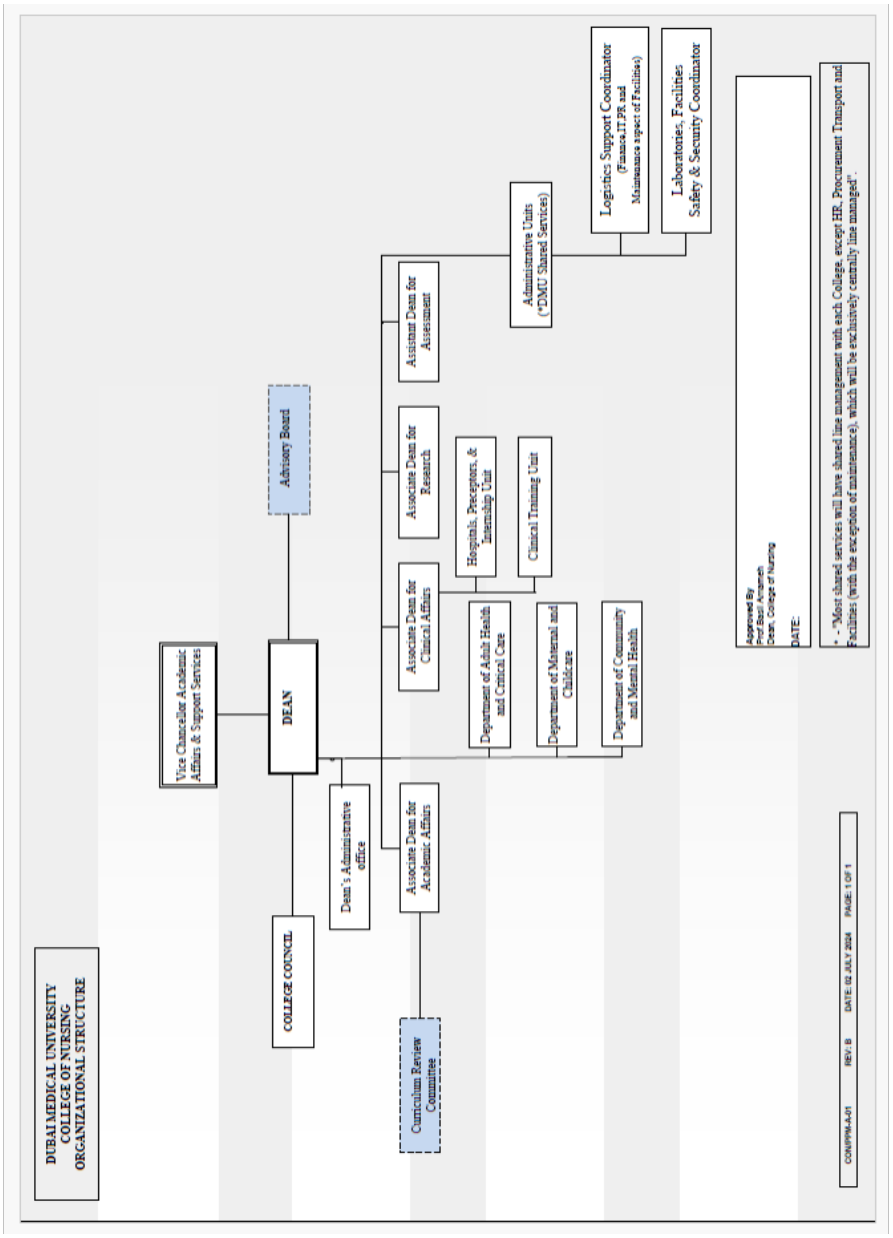
DMCG Organization Structure



DPCG Organization Structure



CON Organization Structure



5. VISION, MISSION & GOALS OF COLLEGES

Vision, Mission, and Goals for the three Colleges:

College	Vision	Mission	Goals
0B **Dubai Medical College for Girls**	"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 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."	**Goal #1:** Enhance Student Experience and Inspiring Culture of Success. **Goal #2:** Be a Driver of Knowledge Economy. **Goal #3:** Prioritize Research and Innovation. **Goal #4:** Develop Human Capital. **Goal #5:** Commitment for Need-Based Service to Community. **Goal #6:** Enhance External Relationships and Engagement.
1B**Dubai Pharmacy College for Girls**	"To serve the healthcare community by nurturing competent and professional pharmacists while promoting a learning environment that fosters innovation, leadership, continued professional development and quality assurance, making DPCGG one of the leading institutions for pharmacy education in the region."	"DPCG is committed to provide accredited pharmacy education at undergraduate and graduate level to female students based on Islamic values, advancement of pharmaceutical knowledge through research and community service in order to serve pharmacy profession, scientific community and public.	**Goal # 1:** Attract & Retain Qualified Students by Inspiring Culture of Success. **Goal # 2:** Integrated Technology for Effective Student Experience. **Goal # 3:** Provide Quality Pharmacy Education. **Goal # 4:** Research & Innovation. **Goal # 5:** Develop Human Capital. **Goal # 6:** Enhance Strategic Alliance and Engagement.

2BCollege of Nursing	"To be a globally recognized leader in nursing education and research"	"To prepare a community of compassionate, skilled nursing professionals through education, research, innovation, and dedicated service to improve healthcare outcomes globally"	**Goal #1**: Achieve Excellence in Education and Students' lifelong Learning **Goal #2**: Ensure Emiratization, Diversity, Equity, inclusion (DEI) values, and Ethical Culture **Goal #3:** Enhance Social Accountability and Internal Community Well-being **Goal #4:** Research and innovation, Faculty Development, and impact. **Goal #5:** Facilitate Internationalization and Global Connections and leadership **Goal #6:** Leverage Professional Knowledge and Abilities to Enhance Clinical Capabilities and Sustainability

6. PROGRAM ACCREDITATION, RECOGNITION AND LICENSURE

Dubai Medical University, a private higher education institution in Dubai - UAE, is licensed by the Commission for Academic Accreditation (CAA) from 02 Jan 2025 to 02 Jan 2029. The University offers bachelor's programs in all its colleges of Medicine, Pharmacy and Nursing, and offers Masters's Program only in Pharmacy. All programs are accredited by the Commission for Academic Accreditation, Ministry of Education – Higher Education Affairs, Abu Dhabi, UAE.

National Accreditation:

The University is fully licensed, and all of its programs are accredited by the Commission for Academic Accreditation (CAA) under the Ministry of Education in the United Arab Emirates.

DMCG

- ✓ **MBBCH program**
- ✓ **Doctor of Medicine (MD) program**
  - ✓ Initial Program Accreditation: May 1996 by Ministry of Higher Education and Scientific Research MOHESR (previous name of MOE).

- ✓ Subsequent accreditation dates: 2007, 27 April 2015, 25 May 2021
- ✓ The next accreditation due date: 19 May 2024

DPCG

- ✓ **Bachelor of Pharmacy (BPharm)**
  - ✓ Initial Program Accreditation: 22 December 1998
  - ✓ Subsequent accreditation dates: 8 December 2004; 24 December 2007; 7 February 2016; 3 January 2024.The next accreditation due date: 31 January 2027.

CON

- ✓ **Bachelor of Science (BSN) in Nursing**
  - ✓ Initial Program Accreditation: 11 July 2024

International Accreditation:

The University seeks to achieve international accreditation and recognition for its programs. International-Accreditation status has been granted for the College's Bachelor of Pharmacy Degree program by the Accreditation Council for Pharmacy Education (ACPE), 190 South LaSalle Street, Suite 3000, Chicago, Illinois 60603-3446, USA with Accreditation valid until 31st January 2028., TEL: +1 (312) 664-3575; FAX: +1 (866) 228-2631;
https://www.acpe-accredit.org/international-services-program

7. RESOURCES AND PHYSICAL SETTING

Lecture Halls

Lecture halls are duly equipped with state-of-the-art audio-visual aids and wireless network access. Six lecture halls in the DMCG building, four in the DPCG building and five in DMU including the lecture rooms inside Clinical Skill Lab 210, Simulation Center 202 and Exam Hall 208. CON shares facilities with DMCG and DPCG.

DMU Laboratories:

Biochemistry Laboratory:	This facilitates training in 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. 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.
College Pathology Museum:	This facility is equipped with gross specimens of different organs.
Anatomy Laboratory	This facility is equipped with cadavers preserved in formalin in addition to plasticated organs, plasticated sections, plastic models, human bones, skeletons, X-rays, CT scans & MRIs and interactive audiovisual aids.
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.

Physiology Laboratory	This facility is equipped with state-of-the-art teaching facilities like Power Lab software, a Bio Pack System, ECG apparatus, Stethoscopes, Hemocytometer, Respirometer, Sphygmomanometer, Oscillograph, Wester green tubes, Korr system, cardiac monitor, Life form with a speaker, Coagulometer, Snellen chart, Ishihara chart, and Kymographs, sports lab.
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.
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.
Research Laboratory	This laboratory is well equipped to conduct tests like PCR, ELISA, and Western Blot.
Pharmaceutics Laboratory	This lab provides students with facilities to: • Analyze and integrate information in pharmaceutics and pharmaceutical technology for developing all conventional drug delivery systems. • Apply compounding, calculation, numerical, and labeling skills relevant to pharmaceutics courses. • Evaluate and interpret pharmaceutical information and data to develop stable, safe & effective drug delivery systems to give the desired outcomes. • Introduce the students to fundamental concepts and techniques involved in the pharmaceutical industry.
Bioactive Natural Products Research Laboratory:	This lab provides students and faculty members with facilities to: • Carry out different standardization and analysis of natural and synthetic drugs
Pharmaceutical Chemistry Laboratory:	This lab provides students with facilities to: • Safely handle laboratory chemicals and equipment and use efficient laboratory techniques for organic and medicinal chemistry practical sessions. • Prepare, standardize, and store analytical solutions. • Analyze qualitatively and quantitatively the organic compounds, raw materials, and pharmaceutical products. • Synthesize medicinal agents and characterize the resultant products. • Analyze the active constituents quantitatively.
Pharmacology Laboratory	This lab provides students with facilities to: • Perform and/or simulate experiments on the pharmacological actions of drugs. • Correlate the didactic teachings with practical applications. • Extrapolate the experimental data on drugs to their clinical application in the pharmacy and hospital.
Pharmacy Practice Laboratory	This lab provides students with facilities to: • Correlate the didactic teachings with practical applications. • Integrate the teaching of basic pharmacology into clinical cases. • Provide incentive students for self-development of the knowledge on the therapeutic status of the drugs. • Develop the professional skills needed in pharmacy practice.

	• Give hands-on experience to work in community pharmacy. • Be trained in outpatients and bedside counseling. • Be trained to handle various devices like nebulizers, blood sugar tests, MID, and others.
Biostatistics Laboratory	This lab provides students with facilities to: Perform data analysis techniques specific to biological or health-related datasets. This includes descriptive statistics, inferential statistics, and advanced statistical methods. Conduct literature search and develop a scientific research proposal or conduct hypothesis tests to evaluate research questions in biology, medicine, or public health. Design experiments or observational studies in a way that minimizes bias and maximizes the chances of detecting meaningful effects. Familiarize students or researchers with statistical software packages commonly used in biostatistics, such as EXCEL analytical techniques and SPSS techniques. Train students to complete the Capstone project data analysis and data interpretation.
Central Research Laboratory	**T**his lab has three divisions: • Instrumental Analysis • Microbiology • Blood analysis This lab provides students with facilities to: Develop skills in the safe handling and operating of instruments. Prepare sample/standard solutions required to analyze pharmaceutical raw materials and products using different types of instruments. Perform quality control analysis of pharmaceutical products. Demonstrate safe practices in a microbiology laboratory. Transfer living microbes using aseptic technique. Demonstrate proficiency and use of the following in the laboratory: streak plate isolation technique; bacterial staining techniques; wet mounts; and proper culture handling. Visually recognize and explain the macroscopic and microscopic characteristics of fungi, protozoa, and bacteria. Identify, explain functions, and use common culture media properly. Identify unknown bacteria using biochemical and immunologic testing. Evaluate the Antimicrobial Activities of Natural products and medicinal agents in UAE. Develop research skills for the analysis of blood and urine samples and toxicological research.
Nursing Simulation Lab 1 & 2	They provide students with the opportunity to tackle real-life skills and health-related scenarios in a safe and supported environment prior to applying these skills in the clinical setting. The simulation Lab 1 consists of 10 Labs with specific purposes including for example: ➢ Fundamental Nursing Lab ➢ Adult Health Lab- 01 ➢ Adult Health Lab- 02 ➢ Comprehensive Health Assessment Lab ➢ Nursing station

	➢ Debriefing Room ➢ Medication Store ➢ Geriatric Lab ➢ Immersive Interactive ➢ Multi-Tasking room (Task Trainers) • Low-High-fidelity critical-care simulation room equipped with ARES (CAE) human patient simulator and equipment that students usually face in critical care settings (e.g., cardiac monitor, mechanical ventilator, hemodynamic monitoring, IV infusion pump, O2 therapy, suction machine, etc.). Students are provided with opportunities to experience several acute/critical care conditions to gain needed practice, build personal confidence and a culture of teamwork, expand critical thinking, and make necessary decisions about interventions in critical but non-threatening settings. The simulation Lab 2 consists of 12 Labs with specific purposes including for example: ➢ Mental Health Nursing ➢ Community Health Nursing ➢ Medication Store ➢ Debriefing Room 1 ➢ Debriefing Room 2 ➢ Child Health Lab (Pedia Care) ➢ Maternal Health Nursing Lab (Women and Infant) ➢ Critical Care Nursing Lab ➢ Infant Nursing Lab (Women and Infant) ➢ Self-Direction Learning Area & VR Lab ➢ 2 Control Rooms • Medication administration simulation room equipped with mid-fidelity mannequin produced by ARES (CAE)®. Students are able to gain sufficient hands-on training required to provide safe medication administration.
Fundamentals Nursing Lab	All Nursing Labs provide a safe training environment for all nursing students in practical courses. The aim of these labs is to prepare nursing students to acquire nursing skills and master the skills needed to provide high-quality, safe nursing care and develop their self-confidence before moving to real clinical settings. The lab is located on the Ground Floor Simulation Room 1. Some procedures and skills include Demonstration of monitoring vital signs, hand washing, donning of PPE, and care of oral cavity.
Comprehensive Health Assessment Lab	The lab is located on the Ground Floor Simulation Room 1. Some procedures and skills include Performing a physical examination of the Skin, Hair, and Nail, the Head and Neck, Respiratory system, and Cardiovascular and Peripheral Vascular System.
Adult Health	The lab is located on the Ground Floor Simulation Room 1. Some

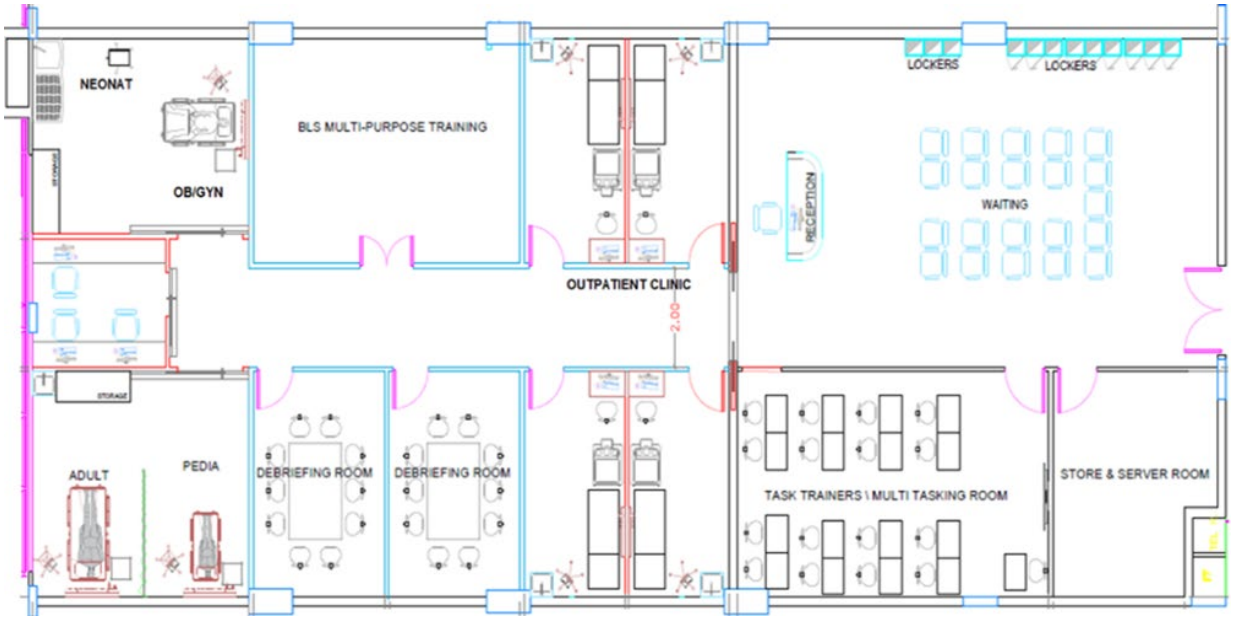
Nursing I & II Lab	procedures and skills include Monitoring vital signs, Chest physiotherapy, Medical and surgical Asepsis, isolation precaution, and Extraction of Blood Samples.

Simulation Center

Simulation Center is currently a functional unit under the Academic Affairs Department, and an active learning resource of Dubai Medical University. The Center offers 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.

The simulation center has acquired -fidelity simulators and task trainers. This inventory covers more than 10 specialties with a large range of basic/advanced clinical skills. The 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:*** The 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.
- **The Simulation Facility:**



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

- **Mailing Address/Email Address**: Simulation Center, Lootah Technical Center, Muhaisnah 1,

Dubai, United Arab Emirates. **simulation@dmcg.edu** *(Temporary email)*.

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

Simulation Center is situated in No 202, 204 and 206 (OSCE Center) and consists of several clinical environments:

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.
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.
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.
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.
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.
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.
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.
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.

Dubai Medical University – Physical Resources as per Building

DUBAI MEDICAL UNIVERSITY PHYSICAL RESOURCES		
DPCG Building	**DMCG Building**	**DMU Building**
Ground Floor	**Ground Floor**	**Ground Floor**
Student Area	Microbiology Laboratory	University Library
Central Chemical Storage	Anatomy Laboratory	College of Nursing Simulation Lab
	Biochemistry Laboratory	
	Pathology Laboratory	
	Physiology Laboratory	
	Histology Laboratory	
	Pharmacology Laboratory	
First Floor		**First Floor**
Pharmaceutics Lab		Pharmaceutical Chemistry Laboratory
Drug Discovery Lab		Pharmacology Laboratory
Drug Delivery Lab		Pharmacy Practice Laboratory
Sterile Compound Lab		LMS Hall
		Biostatistics Laboratory
		Central Research Laboratory
		Second Floor
		Clinical Skill Lab
		OSCE Center
		Simulation Center 1
		Simulation Center 2

DUBAI MEDICAL UNIVERSITY LECTURE HALLS		
	First Floor - DMCG	**First Floor DMU**
	Lecture room A-101	Lecture Hall A
	Lecture room A-102	Lecture Hall B
	Lecture room A-103	Lecture Hall C
	Lecture room B-101	Lecture Hall D
	Lecture room C-101	LMS Exam Hall
	Lecture room C-102	
		Second Floor - DMU
		Lecture room 209
		Lecture Room 205

		Lecture Room Clinical Skill Lab
		Lecture Room - Exam Hall 208
		Lecture Room – Simulation Center 1 - 202

DMU Library

The DMU Library or Learning Resource Centre (LRC) situated at DMU building ground floor, G5 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 medicine, pharmacy, and nursing programs. 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.

Details of DMU Library:

Print Collection	4,100+Titles
E-Books	2000+
E-Journals	2300+
Electronic Databases	8
Research tools (Covidence & SPSS)	2
Staff offices	2
Group study/Meeting rooms equipped with screen	2
Cubicles for individual study equipped with latest desktops	5
Number of seats: Chairs + Sofas	53+9 = 62
Reception areas sofa seats:	9
Number of computers for patrons	19
High Speed Wi-Fi facility	Available
Library opening hours	• Monday - Thursday - 7.30am – 8.00pm • Friday - 7:30am- 12:00pm • Saturday & Sunday - 09.00 am – 2.30 pm • Ramadan, winter, spring and summer vacations have special hours • Closed: public holidays and other days of obligation • Saturdays & Sundays library open as per schedule of M-Pharm Clinical Pharmacy program.

Learning and Assessment Center

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

Technological Resources

Learning Management System (LMS)

The DMU 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.

The student will be provided with a unique username and password which will allow her to login to the LMS system.

On the LMS system the student can do the following:

- Read the updated news from the DMU 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 their voice and speak their 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 their 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 there is 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.

DMU, a forward-thinking educational institution, strategically utilizes cutting-edge technologies within its Learning Management System (LMS) to enhance the overall learning experience for its students. With a strong commitment to academic integrity, DMU employs state-of-the-art exam proctoring tools like Exam Soft embedded within its LMS. These tools leverage facial recognition, eye tracking, and screen monitoring to authenticate students during online examinations, ensuring a secure testing environment.

To combat plagiarism and uphold the highest standards of academic honesty, DMU integrates powerful plagiarism checkers into its LMS like Turnitin. These tools scan and analyze submitted assignments, identifying and preventing any instances of unauthorized content. This proactive approach not only safeguards the integrity of the evaluation process but also nurtures a culture of originality and ethical scholarship among the student body.

Furthermore, DMU understands the importance of seamless communication and collaboration in the digital learning landscape. By integrating Microsoft Teams into its LMS, the institution fosters real-time interaction and engagement among students and educators. This integration facilitates

virtual classrooms, group discussions, and collaborative projects, enhancing their overall educational experience.

In leveraging these technologies cohesively, DMU demonstrates its commitment to providing a technologically advanced and secure learning environment. By embracing innovation in education technology, DMU empowers its students with the tools and skills needed to thrive in a digitalized world while maintaining the highest standards of academic integrity.

8. COOPERATIVE RELATIONSHIPS

Dubai Medical University (DMU) is well-recognized on national, regional, and global levels. Building partnerships with respected national and international organizations is a cornerstone of our strategic framework. DMU is committed to fostering ongoing collaborations in academics and research with esteemed universities. We have established formal Memoranda of Understanding (MoUs) with several universities and organizations to strengthen these relationships and fulfill our mission of global knowledge exchange. Over the past four years, DMU has initiated 52 active MoUs to facilitate collaborations both locally and internationally, demonstrating our dedication to advancing educational and research endeavors.

DUBAI MEDICAL UNIVERSITY					
No	**Partner**	**Scope**	**Department/Unit**	**Date of Signing**	**Validity**
1	RAK Medical & Health Sciences University (RAKMHSU)	Teach-Out Program: Undergraduate studies completion of currently enrolled RAKMHSU students	DMCG DPCG CON	13-May-2024	Open Contract
2	Gulf Medical University	Teach-Out Program: Undergraduate studies completion of currently enrolled DMU and GMU students	DMCG DPCG CON	8-July-2024	Open Contract
3	Zulekha Hospital	Exchanging expertise and keeping continued communication between the hospital and the university.	DMCG CON	10-sep - 2024	2 years
4	International Modern Hospital	Clinical Clerkship/ Research	DMCG	10-sep - 2024	2 years
DUBAI MEDICAL COLLEGE FOR GIRLS					
No	**Partner**	**Scope**	**Department/Unit**	**Date of Signing**	**Validity**
1	**Dubai Health**	Clinical Clerkship/ Research	Dean office	April 2022	**31-08-2025**
2	**Fakeeh University Hospital**	Clinical Clerkship/ Research	Dean Office	24-07-2023	**24-07-2025**
3	**NMC Royal Hospitals**	Clinical Clerkship/ Research	Dean Office	14-03-2023	**March 2026**
4	**Zulekha Hospital**	Clinical Clerkship/ Research	Dean Office	18-01-2023	**13-09-2026**
5	**International Modern Hospital**	Clinical Clerkship/ Research	Dean Office	Sept 2024	**10-09-2026**
6	**Aster Hospital**	Clinical Clerkship/ Research	Dean Office	In Progress/ On-going Discussion	

7	**Sheikh Khalifa speciality Hospital**	Clinical Clerkship/ Research	Dean office	Oct 2024	**10-10-2026**
8	**Prime Hospital**	Clinical Clerkship/ Research	Dean Office	In Progress/ On-going Discussion	
9	**Burjeel Hospital**	Clinical Clerkship/ Research	Dean Office	MOU under Review and discussion	
10	**Apollo Hospital**	Clinical Clerkship/ Research	Dean Office	In Progress/ For Final Presentation	
11	**Arjo Middle East FZ-LLC**	Collaboration on academic & admin. staff exchange and clinical education	DMCG	15-May-2024	Open Contract
DUBAI PHARMACY COLLEGE FOR GIRLS					
No	**Partner**	**Scope**	**Department/Unit**	**Date of Signing**	**Validity**
1	**Abbott Laboratories GmbH, Dubai, UAE for BPharm Training.**	Internship program for BPharm undergraduates and graduates	Professional Practice Experience	July 1, 2024	
2	**University of Strathclyde, UK**	Research Collaboration	Research and Faculty Development	19-Dec-17	Five years Under renewal
3	**Universitas 17 Agustus 1945 Jakarta**	Faculty exchange, Sharing resources, joint research	Research and Faculty Development	6-Oct-20	Six years
4	**Madda Walabu University, Ethiopia**	Education, research, training and dissemination of information	Research and Faculty Development	9-Dec-22	Five years
5	**Manipal Academy of Higher Education, Dubai**	Academic/Research collaboration	Research and Faculty Development	23-Nov-19	Five years
6	**Smt. Kishoritai Bhoyar College of Pharmacy, India**	Academic/Research collaboration	Research and Faculty Development	1-Apr-23	Not specified
7	**Emirati Talent Competitive Council (Nafis)**	To provide special scholarships to UAE National in the BPharm Program. Scholarships include periodic rewards	Admission and Dean's Office	9-Aug-23	Five Years
8	**Ministry of Education (MOE), Higher Colleges of Technology - Centre**	DPC will take the responsibility to conduct all EmSAT	Admission and Dean's Office / Examination Unit	11-Oct-23	Not specified

	of Excellence for Applied Research & Training (CERT), EmSAT	Exams mentioned in the EmSAT Calendar			
9	**Althiqa Pharmacy (Abu Dhabi)**	Community Pharmacy training for BPharm students	Professional Practice Experience	25-Nov-20	Not specified
10	**American Hospital**	BPharm students in their last semester undertake training.	Professional Practice Experience	13-Apr-22	13 Apr-/2026
11	**Burjeel Hospital (Sharjah)**	BPharm students in their last semester undertake training.	Professional Practice Experience	30-Mar-23	29 March/2028
12	**Canadian Hospital**	BPharm students in their last semester undertake training.	Professional Practice Experience	2-Mar-23	2 December /2028
13	**Dr Sulaiman Al Habib**	BPharm students in their last semester undertake and under course Hospital training	Professional Practice Experience	1-Jul-21	1-July-/2023 Under renewal
14	**MBRU-Dubai Academic Health Cooperation (DAHC)**	• BPharm students in their last semester undertake and under course Hospital training in different hospitals of DHA.	Professional Practice Experience	1-Nov-23	31-Oct - 2026
15	**Emirates Health Service (EHS)**	BPharm students in their last semester undertake training.	Professional Practice Experience	13-Mar-23	12/-March-2026
16	**Fakeeh University Hospital**	BPharm students in their last semester undertake training.	Professional Practice Experience	1-Apr-24	1-Apr-2026
17	**Gulf Medical University, College of Pharmacy**	BPharm students in their last semester undertake training.	Professional Practice Experience	1-June-21	31-May-2026
18	**NMC Health Care LTD, (in Abu Dhabi Global Market)**	BPharm students in their last semester undertake training.	Professional Practice Experience	1-Apr-21	1-March-/2026
19	**NMC Royal DIP**	BPharm students in their last semester undertake training.	Professional Practice Experience	1-Apr-22	1-Apr-2027
20	**Saudi German Hospital (Ajman, Dubai and Sharjah)**	BPharm students in their last semester undertake training.	Professional Practice Experience	1-June-22	1-June-/2027
21	**Zulekha Hospital (Ajman, Dubai and Sharjah)**	BPharm students in their last semester undertake training.	Professional Practice Experience	1-Nov-23	1-Nov-2026

22	**Aster Pharmacy**	Community Pharmacy training for BPharm students.	Professional Practice Experience	22-May-24	21-May-25
23	**Life Health Care Group LLC**	BPharm, Second Year Community Pharmacy training	Professional Practice Experience	1-April-2023	1-Jan-2026
24	**Apollo Clinic**	Community outreach	Community Engagement Unit	3-Jul-23	Open contract
25	**Global Healthcare activities**	Research, Conference, CPD Talks	Dept of Pharmacy Practice	13-Jul-23	12-Jul-28
26	**Institute Of Pharmaceutical Sciences, (Ips) University of Veterinary and Animal Sciences (UVAS), Lahore, Pakistan.**	Research	Dept of pharmacy practice	01-Mar-21	28-Feb-26
27	**kLE College of Pharmacy, India**	Faculty Exchange, Students Exchange, Research	DPCG	10-Jan-24	09-Jan-29
28	**VELS Institute of Science, Technology and Advanced Studies (VISTAS) Chennai, Tamil Nadu, India**	Faculty Exchange, Students Exchange, Research	DPCG	19-Feb-24	20-Feb-29
29	**International Modern Hospital**	BPharm students in their last semester undertake training.	Professional Practice Experience	02-Oct-24	Valid for two academic years starting from April 2025

9. UNDERGRADUATE PROGRAMS AND DEGREES OFFERED

INSTITUTION:	**Dubai Medical College for Girls**		**Dubai Pharmacy College for Girls**	**College of Nursing**
Degree:	Bachelor of Medicine and Bachelor of Surgery (MBBCh)*	Doctor of Medicine (MD) (Offered from 2023)	Bachelor of Pharmacy (BPharm)	Bachelor of Science in Nursing (BSN)
Length & mode:	Five academic years + one year	Six academic years, Full time	Four and half academic years, Full time	Four academic years, Full time

	internship, Full time			
Academic period:	Late August to Early July	Late August to Mid-July	Late August to Early July	First of September to Mid-July
Minimum registration period:	5 years	6 years	4.5 years	4 years
Maximum registration period:	9 years	9 years	7.5 years	6 years
Student: faculty ratio	10:1	9.3:1	7.48:1	
Associate Dean of Academic Affairs:	Prof. Abdelmoneim El Mardi (Acting)	Prof. Abdelmoneim El Mardi (Acting)	Prof. Naglaa Gamil Shehab	Prof. Basil (Dean)

***For more information, refer to Appendix 1.**

10. DMU ADMISSION REQUIREMENTS: UNDERGRADUATE PROGRAM

General Information

DMU admits academically qualified and morally sound students irrespective of their national origin, color, gender, religion or disability. Applicants who submit completed application forms and all supporting materials to the Admission & Registration Unit by the specified deadlines shall be notified on their decision through their email and SMS. Early admission is granted to outstanding students as evidenced by their high school achievements. Fulfilling the following admission requirements does not guarantee admission to a program. These requirements represent a threshold for including the application in the competition pool. Admission is competitive and subject to availability of spaces in the desired program. The following stipulations pertain to admission to undergraduate programs. Admission requirements for graduate studies are found in the Graduate Studies Catalog. Admission Requirements: All applicants must satisfy the following basic admission requirements:

1. Completion of secondary education or an equivalent level with the required average.
2. The applicant should not have been dismissed from the DMU or any other institution for academic or disciplinary reasons.
3. Applicants should indicate their order of preference for program on the application form.
4. Applicants are accepted in different colleges and programs according to the student's preference and the grade average and depending on the capacity of each college.
5. Applicants should complete and submit the application form and required documents to the Admissions Department by the stated deadlines and pay the non-refundable application fee of AED 1050 (including 5% VAT).
6. This application fee is non-refundable if the applicant is rejected or withdraws from the university.
7. The applicants who are still in their high school seats will receive conditional admission until the final results are submitted, and fulfil the requirements based on competitive criteria.
8. A student will not be issued an ID or allowed to register for courses unless the admission file is complete, and the tuition fees are paid

Important General Notes:

a. Students fill out the application form personally and are responsible for the accuracy of the information filled. Incomplete applications will not be considered.
b. Students are responsible for completing all admission procedures by the specified deadlines, by the instructions of the Admissions Office as announced on the University Website. The university is not responsible for applications not completed by students on time. All students are required to visit the University's website (www.dmu.edu) to learn about the dates and locations of the admission exams, English proficiency requirements, and interviews as well as to see the status of their application.
c. Admission is granted for the semester to which the student is applying. A student's admission will be -withdrawn if the student does not enroll in the same semester as when the application has been submitted.
d. The university does not take the original High School Certificates. Students are required to provide copies certified by the recognized authorities.
e. All documents submitted for admission to the university are considered the property of the university. Students are not permitted to request any documents from their personal file once submitted to a staff member.
f. The University reserves the right to increase the fees every year.
g. Students shall abide by all other university requirements.
h. Academic Qualifications:

Before being admitted, the student must have completed at least 12 years of school prior to joining DMU.

i. The applicant should have graduated from a school licensed and recognized by the Ministry of Education in the UAE and must submit a certified copy of the secondary school certificates, with a grade script certified by the school and the Ministry of Education or the Education Zone in the UAE.

ii. An applicant who attended school outside the UAE should be a graduate of a school recognized by the official education authority in the country of study. Certificates submitted must be authenticated by the Education Authority in the country of study, such as the Ministry of Education, Boards of Education, or the British Council, the Ministry of Foreign Affairs in the country, then the relevant Embassy of the United Arab Emirates or the Embassy of the Country in the UAE, and the Ministry of Foreign Affairs of the United Arab Emirates.

DMU General Admission Requirements:

Applicants to different programs of DMU must submit the following:

1. Attested High School Certificate and transcript (Grade 12 or Equivalent in each curriculum).
2. Attested School certificate and transcript for Grade 10 and 11
3. 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:https://www.moe.gov.ae/en/eservices/servicecard/pages/certequivalent-out.aspx
4. Successfully passing the DMU Admission Exam as per each program requirement. OR:

5. EmSAT accepted scores per program 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 DMU program admission criteria outlined below can be exempted from The EMSAT and admission exam requirement.
6. Successfully passing the interview per program requirements if applicable.

General Documents Required:

- Attested High School Certificate and transcript.
- Results of English proficiency requirement.
- EmSAT Results for Mathematics and any 2 science subjects if available
- Good conduct certificate
- Medical Fitness Certificate.
- Passport copy (including Ethbara page for UAE Nationals).
- Emirates ID copy.
- Birth certificate.
- 1 personal photograph (white background, passport size).
- Family book (*For UAE nationals only*)
- Police clearance certificate
- Payment of the application fee: AED 1000 plus AED 50 (5% VAT) - not refundable.

Holders of Certificates of Secondary Education or its Equivalent:

Students who hold a diploma from a recognized secondary school may be admitted to a desired undergraduate program within the limits of its capacity and according to the requirements specified in the following table:

Admission Criteria Per Program

College of Medicine

Doctor of Medicine Program (MD)

Admission Requirements for Academic Year 2025-2026

MD – 6-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.
- 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

Applicants are required to score the following in Grade 12 High School subjects:

- 90% in Math & 90% in two of the following subjects: Biology / Chemistry / Physics

OR

- Meet the DMU – College of Medicine MD admission criteria outlined below per curriculum.

OR

- **Successfully pass the DMU – College of Medicine – MD Admission Placement Exam** (includes Biology, Chemistry, Physics and Mathematics).
- Successfully completing the DMU – College of Medicine - Multiple Mini Interviews (MMI).

English Language Requirements: applicant is required to submit one of the below:

- UAE Secondary High School English Language Score 80%.

OR

- TOEFL iBT with a minimum score of 61 or CBT minimum score of **173** (Institutional TOEFL is not acceptable).

OR

- Academic IELTS with a minimum Band of 5.0

For IELTS and TOEFL results need to be valid as per the date of submitting the application.

Note: No English Language requirement for students completing High School in a curriculum taught in English Language.

Admission Criteria Per Curriculum

The UAE Curriculum

Applicant must achieve in grade 12:

- Advanced Stream or Elite Stream or ATHS Stream:
  90% in Math & 90% in two of the following subjects: Biology / Chemistry / Physics

- English Language score in Secondary School 80%
- No admission for General stream applicants.

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 Biology and Chemistry. **OR**
- A minimum grade of B or 5 in one A-level subject, Biology or Chemistry.
- Attested transcript and certificate from local relevant authority.
- Result of Arabic Studies (MOE Exam) for grades 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 or SABIS Curriculum:

- Applicants must pass successfully Grade 12 with 90% in Math & 90% in two of the following subjects: Biology / Chemistry / Physics

  OR
- CGPA 3.5 on a scale of 4 or equivalent in Math & in two of the following: Biology / Chemistry / Physics
- If an applicant has not taken Math / Biology / Chemistry / Physics in Grade 12 alternatively the following Science subjects can be considered: Calculus, Algebra, Information Technology, Psychology, Combined Sciences, Environmental Science and Geology.
- 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 grades 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 International Baccalaureate Curriculum (IB Diploma):

- Applicants must achieve a minimum of twenty-eight points.
- Applicants must achieve five points in any two Science subjects in High or Standard level.
- Attested transcript and certificate from local relevant authority.
- Result of Arabic (MOE Exam) for grades 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 or ICSE or State Board:

- Applicants must achieve 85% in Math & 85% in two of the following: Biology / Chemistry / Physics in Grade 12.
- If an applicant has not taken Math in Grade 12, alternatively the following science subjects can be considered: Physics, Psychology, Home Science, Informatics Practice & Computer Science.
- 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 grades 10, 11 and 12 for Muslims who completed High School in UAE
- An Equivalency Certificate from MOE is mandatory.

Pakistani Federal Board:

- Applicants must achieve 85% in Math & 85% in two of the following: Biology / Chemistry / Physics in Grade 12.
- Result of Arabic (MOE Exam) for grades 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 Other Curriculums and Secondary School Qualifications Obtained Outside UAE:
Applicants from other curriculums in the UAE and with high school certificates obtained outside the UAE; are required to submit an Educational Credential Evaluators (ECE) or World Education Services (WES) course-by-course evaluation when applying to evaluate the transcripts and have a standard GPA – this can be obtained from: http://www.ece.org or https://www.wes.org/

- The 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.
- 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

UNIVERSITY / COLLEGE STUDENTS:

- Applicants who are currently enrolled / withdrawn from another University / College should meet all published admission entry requirements.

MD – 4 YEAR PROGRAM (ENTRY TO YEAR THREE)

ADMISSION REQUIREMENTS

- **Bachelor Degree** (Biomedical / Health / Life Sciences or equivalent) from an accredited college or university:
- Attested Degree and Official Transcripts from the relevant authorities.
- Cumulative GPA of 3.0 on a 4.0 - scale or equivalent.
- For non-GPA grading systems please obtain a course-by-course evaluation from an Educational Credential Evaluators (ECE) or http://www.ece.org or World Education Services (WES) https://www.wes.org/.
- For degrees obtained outside the UAE please obtain **ECE** – http://www.ece.org or **WES** https://www.wes.org/
- All prospective applicants seeking admission must undergo the process of obtaining equivalency/recognition for their educational degrees through the UAE Ministry of Education. The attestation procedure varies depending on whether the degree was earned within or outside the UAE. Details regarding the Equivalency/Recognition requirements for certificates obtained within or outside the UAE can be accessed through the Ministry of Education https://www.moe.gov.ae/En/EServices/Pages/ServiceCatalog.aspx

English Proficiency Requirements: applicant is required to submit one of the below; the results need to be valid as of the date of submitting the application:

- TOEFL iBT with minimum score 91
- Academic IELTS with minimum Band 6.5

Entrance Exam: Medical College Admission Test® (MCAT®) with a minimum score of 500 **OR** meet the equivalent **DMCG Graduate Entry Exam (DGEE)** requirement**.**

- Meet the DMCG Multiple Mini Interview requirement.
- CV
- 1 Recommendation Letter
- Preference shall be given to applicants with Healthcare / Research / Community service experience.

College of Pharmacy

BPharm Program

Admission Requirements

1. Graduation Stream:
   - Applicants must graduate from the Advanced Stream or equivalent.
2. English Requirements:
   Applicants must submit one of the following:
   - TOEFL iBT with a minimum score of 61 or CBT with a minimum score of 173 (Institutional TOEFL is not accepted).
   - Or Academic IELTS with a minimum Band 5.
   - Or Successful completion of the English course in Grade 12 with a minimum score of 80% in the UAE curriculum or its equivalent in other curricula.
3. Mathematics Requirement:
   - Successful completion of the mathematics course in Grade 12 with a minimum score of 80% in the UAE curriculum or its equivalent in other curricula.
4. Science Subjects Requirement (Chemistry, Biology, or Physics):
   - Successful completion of any two of these subjects in Grade 12 with a minimum score of 80% in the UAE curriculum or its equivalent in other curricula.
5. Placement Exam:
   - Students who score between 70% and 79.9% in Mathematics, English or any two science subjects can take a placement exam prepared by the University.
6. Remedial Courses:
   - Students who do not meet the English, Mathematics, or science subject requirements in Grade 12 must enroll in non-credit remedial courses offered by the college.
7. Passing the Interview:

   - As per CAA Standards 2019, applications are screened for completeness, coursework, and grades. Selected applicants are invited for an interview, conducted on campus or online, using a structured rubric. Admission committee members and pharmacy faculty evaluate candidates, who are also briefed on the process.
   - Based on interview results and other admission criteria, the committee recommends candidates to the Dean. Applicants are then informed of their admission status (accepted, wait-listed, or denied).

Admission Criteria Per Curriculum

The UAE Curriculum:

- Successful completion of the mathematics course in Grade 12 with a minimum score of 80% in the Advanced Stream and 75% in the Elite Stream.
- Science Subjects Requirement (Chemistry, Biology, or Physics): Successful completion of any two of these subjects in Grade 12 with a minimum score of 80% in the in the Advanced Stream and 75% in the Elite Stream.

The British Curriculum:

- Minimum grade of C or 5 in Mathematics and two science subjects – five O-Level subjects. including English,

and

- A minimum grade of D in two AS-Level subjects including Biology or Chemistry.
  OR
- A minimum grade of D in one A-level subject including Biology or Chemistry.
- Result of Islamic Studies (MOE Exam) for grades 10, 11 and 12 for Muslims who completed High School in UAE
- An Equivalency Certificate from MOE is mandatory

The American Curriculum:

- Successful completion of the mathematics course or its equivalent (e.g: Calculus / statistics) in Grade 12 with a minimum score of 80%.
- Science Subjects Requirement (Chemistry, Biology, or Physics): Successful completion of any two of these subjects in Grade 12 with a minimum score of 80%.
- Applicant has to complete SAT1 Mathematics with a minimum score of 450 or equivalent as per MOE Equivalency requirements
- Result of Arabic (MOE Exam) for grades 10, 11 and 12 for Arabic passport holders who completed High School in UAE
- Result of Islamic Studies (MOE Exam) for grades 10, 11 and 12 for Muslims who completed High School in UAE
- An Equivalency Certificate from MOE is mandatory.

The International Baccalaureate Curriculum (IB Diploma):

- Applicants must achieve a minimum of twenty-four points.
- Applicant must complete three science subjects including Biology and Chemistry
- Applicant must achieve four points in two high level subjects.
- Result of Islamic Studies (MOE Exam) for grades 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 in grade 12 equivalent to 60% in the Science Stream - according to WES.

- Result of Islamic Studies (MOE Exam) for grades 10, 11 and 12 for Muslims who completed High School in UAE
- An Equivalency Certificate from MOE is mandatory.

State Board:

- Applicants must achieve grade 12 equivalent to 60% in the Science Stream - according to WES.

Pakistani Federal Board:

- Applicants must achieve in grade 12 equivalent to 60% in the Science Stream - according to WES.
- Result of Islamic Studies (MOE Exam) for grades 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

- The 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

Conditional Admission

Conditional offers may be extended to eligible students with pending equivalency certificate. Students are required to submit the equivalency certificate by the end of the first semester, failing which they may be withdrawn from the program.

Passing the Interview:

- As per CAA Standards 2019, applications are screened for completeness, coursework, and grades. Selected applicants are invited for an interview, conducted on campus or online, using a structured rubric. Admission committee members and pharmacy faculty evaluate candidates, who are also briefed on the process.
- Based on interview results and other admission criteria, the committee recommends candidates to the Dean. Applicants are then informed of their admission status (accepted, wait-listed, or denied).

College of Nursing

Bachelor of Science in Nursing

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
- 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
- Meet requirements of BSN Interview

English Language Requirements: applicant is required to submit one of the below:

- Secondary High School English Language Score 80%

OR

- TOEFL iBT with minimum score of 61 or CBT minimum score of **173** (Institutional TOEFL is not acceptable)

OR

- Academic IELTS with minimum Band of 5.0

For IELTS and TOEFL results need to be valid as per the date of submitting the application

OR

- Applicants will be required to complete a bridge course at the College.

*** An English Language Placement Test at the University level is available for students who do not meet the English Language Requirements. Based on the test results, a remedial English course may be offered to enhance their proficiency.**

***Please note: Students who have completed high school in a curriculum taught in English are exempt from the English language requirement.**

Admission Criteria Per Curriculum

The UAE Curriculum

- Applicant must achieve in grade 12:
  - Elite Stream: minimum overall average 60% or
  - Advance Stream: minimum overall average 65% or
  - General Stream: minimum overall average 70% (with a requirement of at least two scientific subjects).

The British Curriculum

- A minimum grade of D or 4 in five O-Level subjects including Mathematics, English and any two scientific subjects

  and

- A minimum grade of D or 4 in two AS-Level subjects **OR**
- A minimum grade of D or 4 in one A-level

- Attested transcript and certificate from local relevant authority.
- Result of Arabic Studies (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 or SABIS Curriculum:

- Applicants must pass successfully in Grade 12 with a minimum average of 60% overall or CGPA 2.0 on a scale of 4 or equivalent.
- 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 or complete the DMU Math remedial course to achieve Equivalency.
- 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 International Baccalaureate Curriculum (IB Diploma):

- Applicants must achieve an IB Diploma
- 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.

IB Subject Certificate:

- Applicant must achieve overall 21 points in 6 subjects HL / SL with minimum grade of 3 points each
- Applicant must complete English Language, Mathematics and one Science subject
- 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 & State Board:

- Applicants must achieve a minimum average of 55% 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:

- Applicants must achieve a minimum average of 55% 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 Other Curriculums and Secondary School Qualifications Obtained Outside UAE:

Applicants from other curriculums and with high school certificates obtained outside the UAE; may be required to submit an Educational Credential Evaluators (ECE) or World Education Services (WES) course-by-course evaluation when applying to evaluate the transcripts and have a standard GPA – this can be obtained from: http://www.ece.org or https://www.wes.org/

- The 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.
- 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

Transfer Admissions, Transfer Credit and Advanced Standing

For details about Transfer Admission Policy, please refer to DMU/PPM Chapter E - E.1. ADMISSION AND REGISTRATION

Withdrawal Policy

Withdrawal policy Undergraduate programs:

The policy deals with DMU students who leave through the processes of withdrawal, leave of absence, dismissal, or discontinuation and who subsequently seek Re-enrollment to the University.

1. Withdrawal during the first year of university:
   a. If withdrawal is required by a student, a request for withdrawal is made and approved by the Deanship of Student Affairs, Associate Dean of Academic Affairs, and the Dean of the college.
   b. A student who withdraws in the first year of the University for other than health reasons and wishes to return, must reapply through the regular first year admissions process as if she were a new applicant and admission is not guaranteed.
   c. If the student withdraws because of illness during the first year, she will be allowed to apply for Re-enrollment through a valid medical certificate. Permission to reapply

does not guarantee Re-enrollment.

2. Withdrawal after completion of the first year of the University:
    a. If withdrawal is required by a student, a request for withdrawal is made and approved by the Deanship of Student Affairs, Associate Dean of Academic Affairs, and the Dean of the college.
    b. If such a student wants reenrollment, an application for reenrollment is made in writing to the Student Affairs Office. This application must be accompanied by the relevant supporting documents, such as letters from the applicant's physician(s), employer(s), etc.
    c. Re-enrollment may be offered to a student in good standing who has completed one or more years of study. Good standing designates any student not subject to probation or disqualification. Permission to reapply does not guarantee reenrollment. Each re-enrollment will be considered on a case-by-case basis.
    d. The student will be informed in writing by the university at the time of the withdrawal whether she will be permitted to re-enroll and under what circumstances.

Leave of Absence from the University

a) 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 University. Returning from such an approved leave of absence requires a re-enrollment request.
b) The Dean of the College may grant a student up to a one-year leave of absence for personal, professional 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 University / College Council.
c) Students may be deferred for a period of one semester to one academic year if the University 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 university to seek re-enrolment after the deferral period is automatically withdrawn from the University.
d) A student who is not enrolled in an external degree program and who requires a longer leave than two years, or who is denied an extension of her leave of absence, must request for a withdrawal, and is advised to consult with her advisor. If the student fails to obtain a withdrawal, the student will be discontinued.

Review of applications for re-enrollment:

a) A student who has withdrawn / deferred (but subsequently wishes to return to university) must apply for Re-enrollment in writing and submit the required information, as stipulated by the University at the time of withdrawal, to the Student Affairs Office.
b) The student affairs office in consultation with the 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.

c) Recommendations of ADAA / Admission taskforce are advisory to the University Council. The decision of the University Council is final, and no appeals are allowed.

Enrollment Management Guidelines:

Objectives

Enrollment management is a strategy to support the efficient management of facilities based on departmental planning and assessment tools and to position University to manage enrollments to accommodate planned differentiation.

Management of the Enrollment Policy

- The admission taskforce is responsible for developing and updating a supplementary enrollment plan that will establish specific enrollment targets for each program.
- Monitoring and changing the targets set out in this policy and the supplementary enrollment plan are the responsibility of the University Council.
- The admission taskforce is responsible for achieving and maintaining the enrollment targets approved.
- The Director of Student Affairs is responsible for ensuring that recruitment, admissions, transfer, and retention operations are in accord with this policy.

Process of Enrollment Management

- The University Council identifies the Enrollment Target for each program as per DMU capacity.
- In consultation with the Finance Unit, the Admission taskforce will review the University capacity and set enrollment target to be approved by the University Council.
- The Action Plan which is drafted by the admission taskforce should include:
    - The needs and expectations for the enrollment management plan supported by any statistics such as enrollment projections.
    - the impact of the enrollment management plan on the community and surrounding university.
- Any other issues that the University Council should be aware of to make an informed decision.
    - The enrollment management plan is part of the Strategy plan.
    - The draft enrollment management plan must be supported by an Action Plan and forwarded to the QA&IE for approval.
- An annual enrollment management plan should include the following:
    - Rationale for the plan including the needs and expectations of all stakeholders (including students, parents, alumni, community, University employee, DHA, or other clinical training providers).
    - Maximum enrollment capacity based on current facilities. This takes into consideration, the following factors:
        - Current admissions criteria for selection.
        - Admission process.
        - Capacity of the University.
        - CAA guidelines.

Registration

- A student will be registered at the beginning of each academic year and continue in active registration throughout their stay at DMU unless otherwise advised. Students will only be registered annually and given access to learning material upon the payment of tuition fees as per announced deadlines.
- A student can only register for a course for which she has completed the required prerequisites as per the program study plan.

- A student must comply with the academic, administrative, and financial policies of DMU to enroll.
- Student Affairs is responsible for implementing denial or suspension of registration as well as for lifting such denial or suspension.
- Enrollment may be suspended or cancelled because of disciplinary action, financial noncompliance or safety concerns.
- All courses offered per program are compulsory, and students are required to attend all the courses offered in each academic semester.

Add/Drop Period in the first two weeks of each semester, during which schedule changes can be made. A student may drop a course without academic penalty during the course drop period. In general, all students are required to take all the courses offered for their cohort unless progression decisions require a change in student registration or Transfer credit is granted. These changes need to be completed during the Add and Drop period. Students who drop out after 6 weeks from the start of the semester will be given a failing grade in registered courses. Add and drop of courses does not apply to DPCG.

Different Enrollment Status:

- **Deferred Status**

Deferral: This is the postponement of academic participation for a defined period. A student may be deferred for a maximum of one academic year (two semesters). A student may be allowed to defer if the courses required are not offered in a semester.

- **Suspension**

Suspension is a temporary hold on registration for a defined time (one academic year or one semester) due to an academic or non-academic offence.

- **Dismissal**

A permanent discontinuation of registration as a student as a result of a disciplinary measure taken against a student found guilty of serious offence following investigation. Dismissed students do not have the option of reenrollment.

Academic Standing

For students to be in Good Academic Standing they need to maintain a cumulative grade point average of 2.0 on a scale of 4.0 Students whose Cumulative GPA or semester GPA fall below 2.0 will be placed on Academic Probation. They will be given 3 semesters to improve their cumulative GPA. If they fail to do so they will be required to withdraw from the University.

DMU students have the option to add, drop, or withdraw from common general education courses. Registration for these courses will begin one week before the start of the semester and will extend for an additional week after the semester begins.

11. FINANCIAL POLICIES AND TUITION FEES

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

Program	Student Intake	Type of Fees	Amount (AED)	Remark
Dubai Medical College for Girls				
MBBCh* Program / Doctor of Medicine Program (MD)	75	Admission Application Fees	1000 (Plus, VAT – 50 AED)	Non-refundable
		Seat Reservation Fees	AED 6,000	This is deducted from the annual tuition fees
		Annual Tuition Fees	120,000 (Plus, VAT – 6000 AED)	
Dubai Pharmacy College for Girls				
BPharm Program**		Admission Application Fees	1000 (Plus, VAT – 50 AED)	Non-refundable
		Seat Reservation Fees	AED 5,000	This is deducted from the annual tuition fees
		Annual Tuition Fees (Semester 1 to Semester 8)	45000 (Plus, VAT)	
		Annual Tuition Fees (Semester 9)	25000 (Plus VAT – 1250 AED)	
Nursing College				
BSN Program	50	Admission Application Fees	1000 (Plus, VAT – 50 AED)	Non-refundable
		Seat Reservation Fees	AED 10,000	This is deducted from the annual tuition fees
		Annual Tuition Fees	48000 (Plus, VAT – 2400 AED)	

* For more information, refer to Appendix 1.
** For more information, refer to Appendix 2.

Payment of tuition fees can be processed through the means below:

Methods of Payment:

Bank Transfer:

BANK ACCOUNT INFORMATION	
BRANCH	DUBAI MAIN BRANCH
ACCOUNT NO	001520436533001
CURRENCY	AED
ACCOUNT NAME	DUBAI MEDICAL UNIVERSITY
IBAN NO	AE450240001520436533001
COUNTRY	UNITED ARAB EMIRATES

Once your bank transfer has been completed, please send a copy of the receipt with the name and student ID to accounts@dmu.edu *(temporary email)*.

Cash / Cheques / Credit Card:

Refund Policy of Tuition Fees:

Refund applies as follows:

- *A 5% deduction is applicable on the full tuition fees if the candidate applies for withdrawal before the beginning of the academic year.*
- *A 25% deduction is applicable on the full tuition fees if the candidate applies for withdrawal during the first 5 working days of the academic year.*
- *A 50% deduction is applicable on the full tuition fees if the candidate applies for withdrawal during 10 working days of the academic year.*
- *If a student withdraws after the above-mentioned days, no refund is granted at all.*
- *Hostel and Transportation fees are refunded based on pro-rata on a full monthly basis, not per day. (Month fraction is considered as a full month).*

Refund requests should be made through the SADD (Finance unit) in collaboration with the Support Services Department through a written request along with the original fee receipt. Refunds will be made after clearance of dues, if any. 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.

The following are non-refundable:

a. Visa fee
b. Application fee
c. Transport fee
d. Seat Reservation fee.
e. Full tuition fee in case of dismissal/suspension for disciplinary reasons

Scholarship, and Discounts

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

Merit Scholarship for MBBCh / MD Program

Merit is based on academic performance.

DMU supports excellence and hence the top three students from each cohort will be awarded annually up to a 30% reduction on annual tuition fees. For new students, the top three ranked students applying for the MD Program (based on admission criteria and Multiple Mini Interview scores) will be chosen and if one student declines the offer the next student on the ranked list gets the merit scholarship. For continuing students of the MD and **BPharm** Programs, the top three students as per the end of academic year transcript percentage / GPA are given the Merit Scholarship. For students in clinical years/clerkship training, the ranking will be based on the end of the rotation. If there is a tie in the score / GPA of students, the list is submitted to the University Council for review and approval to allow both students to get the scholarship.

For the **College of Pharmacy**, the following Scholarship Policy applies (for the Academic Year 24-25) for the new students:

- New Students scoring high school percentage from 90% to 94.9%: a 10% discount applies on the 1st semester fees (applies for 10 students)
- New Students scoring high school percentage from 95% to 96.9%: a 20% discount applies on the 1st semester fees (applies for 10 students)
- New Students scoring high school percentage from 97% to 98.9%: a 30% discount applies on the 1st semester fees (applies for 10 students)
- New Students scoring a high school percentage of 99%: a 40% discount applies on the 1st semester fees (applies for 5 students).

External Scholarships

Students can also be enrolled at DMU and receive external scholarships, and this cannot be combined with any DMU internal scholarship or discounts. Sponsoring entities would pay the student's fees and other expenses as per their agreement with the student. Students or sponsors are required to provide DMU Student Affairs and Finance Department with a written confirmation of the sponsorship or scholarship letter or agreement with the student. DMU 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 DMU.

Discounts:

Siblings Discount

Siblings enrolled at DMU are eligible for a 10% discount on tuition fees only and are eligible for the second student who joins the program and 15% for the third, etc. Once the first student graduates the discount ceases and the student pays the whole tuition fee. This is not applicable for transportation or hostel fees.

Employee's discount

Children of DMU faculty, staff and adjunct faculty are eligible for a 15% discount on Tuition annual fees.

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.

Policy of tuition fees change

- DMU reserves the right to review and reassess the tuition fee rates annually. The fees may be subject to change after the approval of the DMU 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. The same applies to students who withdraw / go on leave of absence and re-enroll back to the university.

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 2024 – 2025 is as follows:

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

***Note:** The tuition fees once communicated will remain the same throughout the course.Transport and Hostel fees are subject to change.

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 University on the next working day. The cost of Transport for the academic year 2024 – 2025 ranges from 3000 to 5000 AED according to destination.

Transport (+5% VAT applicable)	Amo unt	Remark
Abu Dhabi, Fujairah, Al Ain, Baniyaas (on weekends only)	AED 5000 per year	with fees instalments
Inside Dubai - (Muhaisnah, Mizhar, Mirdif, Rashidiya, Tawar, Qusais, Nahda) daily	AED 3000 per year	with fees instalments
Inside Dubai - (Bur Dubai / Jumairah, etc...)	AED 4000	with fees instalments

daily	per year	
Outside Dubai – (Sharjah and Ajman) daily	AED 5000/-	with fees instalments
Daily trips	AED 30/-	On Daily basis

***Note:** The tuition fees once communicated will remain the same throughout the course of study. Transport and Hostel fees are subject to change and follow the tuition fees policy and procedure

12. LIFE ON CAMPUS (STUDENT SERVICES)

Dubai Medical University 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 voices of students will be heard and acted upon through the student-elected Student Union and the Student representatives in governance. DMU 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 DMU Student Handbook.

13. STUDENTS' RIGHTS AND RESPONSIBILITIES, CODE OF CONDUCT AND DRESS CODE

All students enrolled at DMU 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 university 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 DMU Student Handbook.

14. STUDENT MISCONDUCT, DISCIPLINARY MEASURES AND ACADEMIC INTEGRITY GUIDELINES

Students attending DMU are awarded academic degrees in recognition of successful completion of course work in the study of medicine, pharmacy or nursing. Each student is expected to earn her degree on the basis of personal effort. Consequently, any form of cheating on examinations, or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the DMU community and will be punishable, according to the seriousness of the offense, in conformity with established rules and procedures.

Definitions:

a) **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 paraphrasing from a published text. Plagiarism also consists of passing off one's own segments or the total of another person's work.

b) **Cheating** - Cheating is defined as the unauthorized granting or receiving of aid during the prescribed period of a graded exercise.

c) **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 offences, details on academic integrity, plagiarism, definitions, misconduct and disciplinary policies and offences please refer to the DMU Student Handbook.

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 DMU Student Handbook.

15. STUDENT GRIEVANCES AND APPEALS

Grievance Policy

The grievance policy at DMU refers to providing a supportive environment for students and being responsive to their concerns when they are raised. The university 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 to 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 task force for investigation and recommendation within seven working days from the date of receiving the request. These recommendations are shared with the university 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 DMU Student Handbook.

Appeals Policy

Appeals policy at the DMU 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 DMU 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 DMU Student Handbook.

16. ACADEMIC INTEGRITY

DMU 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 DMU academic community, including students, faculty, and staff, need to maintain honesty and uphold ethical conduct in all academic activities. DMU is dedicated to ensuring a fair and equitable process for addressing violations while promoting a culture of academic honesty and excellence.

Prohibited Actions

a) **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.

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

c) **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.

Reporting and Investigation

a) When a faculty member has reasonable evidence to suspect a violation of academic integrity, they shall notify the chair of the department or Assessment Unit chair

b) **The incident is then forwarded to Student Disciplinary Committee for investigation determining consequences in accordance with university policy. Consequences** may include but are not limited to:

- Issuing a verbal or written warning to the student.
- Assigning a grade of zero on the assignment.
- Imposing other appropriate consequences consistent with university policies.

c) **Academic Affairs will inform the student in writing that a "Student Code of Conduct Violation" report will be fil**ed with the appropriate university office.

Student Rights and Grievance Procedure

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

Records and Disciplinary Actions

The Student Disciplinary Committee is responsible for maintaining records related to academic integrity violations and non-academic offences. They are required to provide the Dean's Office, ADAA and Student affairs with a copy of all documentation related to academic integrity violations to be maintained in student records.

The Student Disciplinary Committee, depending on the severity of the violation may consider different penalties such as disciplinary probation, suspension, or dismissal as appropriate courses of action in accordance with university policies.

Awareness and Education

The university 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 university policies and procedures related to academic integrity.

17. DEFINITION OF CREDIT HOURS

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 hour refers to one lecture hour per week lasting for a minimum of 15 weeks. Each lecture hour is equivalent to two hours of practical study per week. For Experiential learning (Professional Practice Experience) 1 credit hour refers to 40 contact hours per week.

18. ACADEMIC TERMINOLOGY

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.
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.

19. EVALUATION OF TEACHING AND LEARNING

Program Review and Evaluation

The academic program curriculum at DMU undergoes rigorous reviews to ensure the continuous enhancement of its academic program. The review includes internal auditing and reporting as well as compliance with CAA standards and requirements.

Internal reviews and reports are conducted at both the course level and program Level. The documentation is guided by the external review accreditation requirements to facilitate the effective re-accreditation process of the academic program at DMU.

The curriculum review process is essential for academic program improvements and ensures that students are prepared to embark on their career journey and develop the relevant competencies and skills for their healthcare profession.

The outcome of the process will guide decision-making and curriculum improvement to ensure that students achieve the required knowledge, skills, and competencies to progress in their healthcare careers.

The review and evaluation process are conducted at the course level and program level as described below:

Course Delivery Review and Evaluation

Course components are evaluated every semester to guide program and course quality improvements through an annual program review and planning cycle. Course/module reviews are conducted during and at the end of each semester/term and include the following:

Course Learning Outcomes Review and Evaluation

Course learning outcomes (CLOs) are reviewed by the faculty member and Associate Dean of Academic Affairs (ADAA). The reviews are done during the Academic Affairs Meetings for aligning CLOs with course assessment tools.

The instructor documents the attainment of the CLOs in the Course Review Report for further review and follow up.

The CLO review evaluates the effectiveness of the course in facilitating students' achievement of the course learning outcomes. The instructor reviews the suitability of the assessment tools to measure the relevant CLOs and assesses the relevancy of the CLOs to the learning topics. The instructor's recommendations are reviewed by the ADAA and included in the Course Review Report. At the end of each semester, the reviews and the recommendations are identified, and an improvement action plan is developed.

Course Syllabus Review and Evaluation

The course syllabus is reviewed to include Course Description, Course Learning Activities, Learning and Teaching Strategy, Course Assessment Plan, and Course Learning Resources.

The instructor records his/her recommendations in the Course Review Report. The ADAA reviews recommendations for change (if any) and submits changes to the University Council for approval and change implementation. QA & IE Department follows up on all changes and implementation.

Course Assessment Review and Evaluation

Course assessment plans and tools are developed to plan and map all assessments to the course learning outcomes. Before the commencement of the semester, the course assessment plan and tools are reviewed by the instructor and ADAA, for validation of allocated marks and timeline. The CLO matrix that maps the CLOs to the assessment tools in the course assessment plan is reviewed to ensure alignment and balance of weighted assessment tools to each CLO.

At the end of each semester, assessment tools and results are reviewed by the instructors to comment on their suitability to measure course learning outcomes. Findings are documented in the Course Review Report. The instructor's comments regarding course assessment are reviewed by the ADAA for final approval.

The QA&IE Dept. conducts an audit on course assessment plan and issues findings to course instructors and ADAA for corrective action, if required.

Course Teaching Review and Evaluation

At the course level, teaching is evaluated by the ADAA through the faculty performance appraisal conducted annually.

The ADAA utilizes the audit reports of the course file and class observation reports to assess the teaching practice of each faculty. Class observations are introduced as a tool to improve and share teaching best practices. The class observer is appointed by the ADAA in recognition of teaching excellence. Written feedback is provided to the instructor and a copy is sent to the QA & IE, for follow-up sessions.

At the university level, teaching is reviewed against pre-established KPIs. QA & IE record the progress against established KPIs to ensure the quality of teaching. The KPIs are measured annually and recorded in the Annual Report.

The Academic KPIs are issued to ADAA and the University Council to review the performance achieved against established KPIs and a corrective / Improvement action plan is then developed as required.

Course Evaluation by Students

At the end of each semester, the QA & IE Department administers the Course Evaluation Survey and issues survey results reports to be reviewed by the Dean, ADAA and faculty, to comment and develop improvement plans wherever required.

Course File Administration Review

The course file content is reviewed during the semester and at the end of each semester by the QA & IE Department for compliance with course file documentation requirements.

The QA & IE Department conducts an audit at the end of the semester to ensure course file compliance with CAA standards and DMU policy requirements. Noncompliance statements are issued with required corrective action to faculty who did not meet the required compliance indicators.

Program Review

Program reviews are comprehensive and guide the future development of academic programs at DMU.

Program effectiveness is judged on the following dimensions: how well students achieved the program learning outcomes; the program's success in retaining and progressing students; students' satisfaction with the process; the ability of graduates to gain employment and employers' satisfaction with the performance of DMU graduates.

At the beginning of each academic year, ADAA will review the annual program report prepared by the Academic Affairs Department. The program effectiveness results are reviewed and approved, and Program Improvement Plans are prepared to be implemented the following year. The outcome of the review will be carefully considered by course instructors, ADAA, Dean and the QA & IE Department to ensure that all issues and concerns have been satisfactorily addressed to close the loop.

Student Retention and Progression Review

Cohort analyses of student retention and progression will be prepared annually by the Student Affairs and Admission Unit. Reports will be shared with the QA & IE Department and ADAA. These reports will be reviewed, and improvement plans will be developed as required.

Student Experience Review

Student experience is measured annually through student experience surveys conducted by the QA&IE Department. Students will evaluate all teaching and learning facilities and related services at DMU. Results will be shared with the ADAA, academic heads and student services to develop improvement plans, follow up and close the loop as per the requirement.

Program Learning Outcomes Review

Program learning outcomes (*PLOs) are mapped with the Course learning outcomes of each course. At the end of each academic year, the University Council reviews PLOs of the program through the achievement of CLOs of taught courses with the relevant PLO of the program.

The committee takes into consideration the comments/recommendations outlined in the Course Review Report for the program. The information is recorded in the annual program review report and the matrix of the Program PLOs is updated based on the PLOs review and calculated values.

Revision to program matrices is conducted to ensure alignment between PLOs and CLOs and the National Qualification Framework.

Program Competency Review

Program competency alignment is a vital component of the curriculum alignment to ensure DMU delivers knowledge, skills, and competency-focused education. The alignment measures the competency and skills that students acquired as they progress through the duration of the program.

The first phase of the alignment is to collect performance data from the assessment of the relevant courses mapped to the Program learning outcomes and aligned with NQF descriptors.

The mapped competency chart is reviewed by the ADAA and University Council and correlated with

PLOs/CLOs/NQF matrices to ensure optimization of the assessment alignment across the program.

The program learning outcomes are also aligned with Emirates Med Competency descriptors for the MD program.

The competency achievement results are included in the annual program review for further analysis and discussions. Recommendations for improvements are presented to ensure DMU graduates' readiness as a medical professional.

Student Employment Review

DMU developed the following indices to measure Employability effectiveness during internship and after graduation. Employability Effectiveness is measured by the GDS survey conducted by the Ministry of Education and QA & IE Department at DMU

d) Student Internship Satisfaction Survey: During the internship, QA & IE Department will assess student satisfaction with the internship.
e) Employer Satisfaction with Intern Student: During the internship, employers will be asked to provide feedback on DMU internship performance. The evaluation is based on employability skills.
f) Employment in Field of Study: One year after graduation, graduates are contacted by the QA & IE Department to follow up on their employment status.
g) The process is done over the phone and information about their employment is recorded in the Employment Survey. The results are issued to the Academic Affairs and the Dean, to incorporate in the program's annual review report.

Alumni Engagement Review

The QA & IE Department will conduct an alumni satisfaction survey. The survey focuses on measuring the Alumni communication and engagement of the University. The survey results are sent to the Communication office and Academic heads for further analysis and devise improvement plan as required.

PLO enabling Competency Mapping

The program learning outcomes are mapped against the enabling competencies for ease of implementation of the PLO assessment plan.

PLO- QF*Emirates* Mapping

The program learning outcomes are mapped against the QF Emirates framework at level 7 for MD and Level 6 for Pharmacy and Nursing Programs. Below is the mapping against the descriptors of the three domains, Knowledge, Skills and aspects of competence.

Assessment plan for program learning outcomes and KPIs

A plan to assess learning outcomes is placed based on set KPIs. Each Program learning outcome is addressed within several courses that have been identified and mapped. This was done about the mapped enabling competency as well. Data sources were identified for each enabling competency for every PLO (student grades or additional data collection methods in addition to classified achievement records in targeted subsets of the examinations).

Key performance indicators are set at a standard that allows for a bell curve distribution of students in attainment. Since the MD program is run for the first time and given the new nature of the competency framework, the lower scale of attainment was chosen as the KPI to shift the scale up 10 per cent with the second run of the program.

The percentage of data source contribution to the KPI is calculated based on the number of enabling competencies the KPI is mapped against. (1 enabling competency= 100%, 2=50% each etc.)

All data collected will be on the quality and Institutional effectiveness unit calendar and will abide by the policy unit 3 Chapter c4 concerned with PLO assessment.

20. GENERAL EDUCATION REQUIREMENTS

General education courses are required classes taken by students enrolled in university degree programs at accredited academic institutions. General education courses provide a wide breadth of learning opportunities and skills that can be applied to everyday life. General education courses are typically designed to teach diverse skills that every person should master to lead a productive life, become a knowledgeable citizen, and communicate ideas as a valuable member of society, regardless of her chosen course of study.

Students will be well-rounded professionals who can see the social, cultural, and scientific dimensions of health and disease in context. These courses significantly contribute to attaining fundamental skills and program learning outcomes, especially in non-cognitive domains like Interpersonal and Communication Skills, Evidence-Based Practice and Lifelong Learning, and Ethics and Professionalism. It broadens the students' intellectual experience, prepares them for professional courses, and provides each student with a solid foundation for professional and social advancement. The purpose of offering these courses is to promote interprofessional education and peer-assisted learning.

1. GENERAL EDUCATION GOALS

The following general education goals reflect the breadth, integration, and scaffolding of knowledge, skills, and attitudes embedded in the institute's mission statement.
These goals are connected to the outcome competencies of all health professions education programs at DMU (Medical expertise, knowledge for practice, lifelong learning, teamwork, communication, research and innovation, inter-professional education, and, most importantly, new areas such as entrepreneurship). The general education goals shall be:

1. Promote lifelong learning, self-awareness, transferable skills, cultural and aesthetic appreciation, and readiness for clinical practice.
2. Ensure interdisciplinary understanding, exposure to humanities, sciences, social sciences, arts, and readiness for clinical practice.
3. Foster critical thinking, analytical skills, and effective communication skills.

2. GENERAL EDUCATION LEARNING OUTCOME:

Upon completion of the General Education courses at DMU, the student will be able to:
GE/01. Demonstrate leadership, teamwork, project management, critical thinking skills and entrepreneurship skills.
GE/02. Apply knowledge and analytical skills to understand a variety of perspectives and experiences.
GE/03. Apply logic reasoning to discipline-specific problems and decision making.
GE/04. Assess and weigh moral beliefs and practices and their applications to ethical dilemmas.
GE/05. Interchange ideas and information effectively using verbal, listening, electronic and writing skills for general and discipline-specific communication.
GE/06. Apply creative ideas using mindsets and practices exhibited by successful innovators.
GE/07. Recognize cultural movements that have shaped values and behavior with reference to UAE Society
GE/08. Evaluate digital learning and health informatics to demonstrate essential skills required as healthcare professionals.

2.1 Courses Alignment to the General Education Learning Outcome Competencies

Table 1: DMU General Education Courses Alignment to the General Education Learning Outcome Competencies

DMU General Education Courses Requirement	CH	General Education Outcomes							
		G/01	GE/02	G/03	G/04	G/05	G/06	G/07	G/08
Arabic Studies (Native)/ Arabic Studies (Non-Native)	2					✓			
English for Medical Sciences	2					✓			
Islamic Studies	2				✓				
UAE Society	3	✓	✓					✓	

Creativity, Innovation and Entrepreneurship	3	✓	✓				✓		
Technology in Health, and E-Health	2			✓					✓
Total	**14**								

CH=Credit Hour

Table 2: College of Medicine General Education Courses Alignment to the General Education Learning Outcome Competencies

Medical College General Education Requirements	**CH**	**General Education Outcomes**							
		GE/01	**GE/02**	**GE/03**	**GE/04**	**GE/05**	**GE/06**	**GE/07**	**GE/08**
21st Century Skills	3	✓							
Environmental Health and Sustainability	3		✓				✓		
Principles of Psychology and Sociology	4			✓	✓				
Total	**10**								

CH= Credit Hour

Table 3: College of Nursing General Education Courses Alignment to the General Education Learning Outcome Competencies

Nursing College General Education Courses Requirements	**CH**	**General Education outcomes**							
		GE/01	**GE/02**	**GE/03**	**GE/04**	**GE/05**	**GE/06**	**GE/07**	**GE/08**
Communication Skills for Interprofessional Practice	2	✓	✓	✓	✓			✓	
Ethical and Professional Nursing Practice	2	✓	✓		✓			✓	
Introduction to Psychology	2	✓	✓					✓	
Total	**6**								

Table 4: College of Pharmacy General Education Courses Alignment to the General Education Learning Outcome Competencies

Pharmacy College General Education Courses Requirements	CH	General Education outcomes							
		GE/01	GE/02	GE/03	GE/04	GE/05	GE/06	G/07	GE/08
Mathematics & Statistics	2		✓	✓					
History of Pharmacy	1	✓			✓			✓	
Principle of Psychology	2	✓	✓			✓			
Green and Sustainable Pharmacy	2		✓			✓			
Total	**7**								

CH= Credit Hour

3. COURSE DESCRIPTION

3.1 DMU General Education Courses

Arabic Studies (Native)	**GER01N**	**Credit Hours: 2**
The" Arabic Studies" course has been allotted 2 credit hours which are to be covered over 15 weeks. Its primary focus is to equip students with fundamental Arabic language skills encompassing listening, reading, writing, and speaking. The course also emphasizes linguistic methods and error correction. The core objective of the course is to foster advanced language proficiency tailored to the specific needs of medical professionals, particularly in the realms of speaking, listening, reading, and writing. The curriculum underscores the importance of understanding the academic and cultural context in which students live and interact. Special attention is given to enhancing students' language proficiency in scientific contexts, with an emphasis on applications in clinical medicine. The course aims to elevate students' ability to communicate effectively with patients, comprehend research procedures, and produce accurate research reports. The sessions will be covered by interactive lectures (L), Tutorials (TUT), Role Play (RP) and project work (PW). The students are assessed by continuous assessment and final written examination.		
Arabic Studies (Non-Native)	**GER01NN**	**Credit Hours: 2**
The "Arabic Studies" course has been allotted 2 credit hours which is to be covered over 15 weeks. This course offers an introductory exploration of the fundamental aspects of the Arabic		

language. The primary objective is to enhance students' proficiency in both spoken and written Arabic, fostering effective communication. Tailored to align with the linguistic needs of non-native learners in the UAE, the course integrates contemporary cultural elements of the region.

The course content is structured around vocabulary acquisition and the exploration of grammar relevant to medical Doctors. The sessions will be covered by interactive lectures (L), Tutorials (TUT), Role Play (RP) and project work (PW). The students are assessed by continuous assessment and final written examination.

English for Medical Sciences	**GER02**	**credit hours:2**

The course “Introduction English for Medical Science” has been allotted 2 credit hours to be delivered over 15 weeks. This course contains two sections: medical terminology and academic writing. The medical terminology section will orient students to the concepts of building medical terms using suffixes and prefixes thereby enabling them to infer meaning of medical terms. The academic writing section develops basic skills in scientific writing required for healthcare professionals. This course is offered through interactive lectures (L), Tutorials (TUT), Practical (PR), Small Group discussion (SGD), Clinical Presentation (CP) and Project work (PW). The students are assessed by continuous assessment, assignments, quizzes and final summative examination.

Islamic Culture	**GER03**	**credit hours:2**

The course “Islamic Studies” has been allotted 2 credit hours which will be covered over 15 weeks. This goal of this course is to provide students with an in-depth explanation of oneness of Allah, and the role played by Muslim Scientists in Civilization. This course also discusses the application of selected hadith to inculcate good moral values. The teaching modality includes lectures (L), tutorials (TUT), Field Visit (FV), Small Group Discussion (SGD) and student led seminars (SLS). Students will be assessed by in-class assessments, student assignments, and knowledge-based exams.

UAE Society	**GER04**	**credit hours:3**

The “UAE Society” course has been allotted 3 credit hours which are to be covered over 15 weeks. The purpose of the course is to provide basic information concerning contemporary life in the United Arab Emirates (UAE) and the major social change taking place since the establishment of the federation until this day. The coverage includes a historical framework of the inception of UAE, its political system, economy, family, migration, population, women, youth, and the development of civil society. Teaching methods will be mostly interactive lectures (L), Student Led Seminars (SLS), Small group discussions (SGD), Role play (RP) Field visits (FV) and tutorials (TUT). The assessment will be based on projects and MCQs.

Creativity, Innovation and Entrepreneurship	**GER05**	**credit hours:3**
The "Creativity, Innovation and Entrepreneurship" course has been allotted 3 credit hours which are to be covered over 15 weeks. This course focuses on the interconnection between entrepreneurial thinking and innovation. Entrepreneurship education prepares students to identify and address challenges and opportunities. This course aims to provide the students with an overview of the key concepts of strategic planning as a fundamental component of Innovation and Entrepreneurship. It addresses critical areas for successful growth, including design thinking, open innovation, business models, product-market fit, and financing. This course will teach students how to think like an entrepreneur and provides the models, tools and frameworks to further develop business or ideas. An emphasis will be placed on the healthcare sector. The course teaching modalities include Lectures(L), Tutorials (TUT), Case-study (CP), Student led seminar (SLS) and Project work (PW). The Assessment modalities include student project and assignments.		
Technology in Health and E-Health	**GER06**	**credit hours:2**
The course 'Technology in Health and E Health' has been allotted 2 credit hours which will be covered over 15 weeks. Before commencing the course, the students should have basic computer skills and English proficiency. This course is designed to provide students with basic information about digital learning and health informatics, and to equip them with the essential skills required as healthcare professionals. The course covers digital innovations and the role of Artificial Intelligence (AI) in healthcare education and training. It also explores the evolution of digital learning education and the web and debates their role in contemporary healthcare education and training. It explores the breadth of technology application, current and emerging trends and showcases both local and international e-health practice and research. The course will stimulate the students to evaluate how e-health can improve the coordination and efficiency of healthcare, and what the barriers might be. The course teaching modalities include Lectures(L), tutorials (TUT), project work (PW), small group discussion (SGD) and student led seminar (SLS). The assessment modalities include quizzes, group project presentations and a written report, midterm and final exams.		

21. DOCTOR OF MEDICINE PROGRAM (MD): PROGRAM DETAILS

Program Overview

Dubai Medical College for Girls offers a Doctor of Medicine (MD) Program, a six-year, competency-based curriculum comprising 226 credits, divided into three inter-related phases, each lasting two years. Student progression is assessed at the end of each phase. The program will be accredited

by the Commission for Academic Accreditation (CAA), Ministry of Education, UAE, and its competencies are aligned with the Emirates MEDs framework. The curriculum embodies the university's core values and dedication to excellence, focusing on personal empowerment, cultural transmission, citizenship preparation, and work readiness. It promotes a balanced development of intellectual, moral, spiritual, and physical growth, and integrates clinical relevance early on. The curriculum emphasizes coherence between basic science and clinical practice, competency-based learning, relevance to students, and a student-centered approach. The program aims to graduate physicians who are medical experts, evidence-based practitioners, patient care providers, communicators, collaborators, professionals, system-based healthcare advocates, self-improvers, and socially accountable individuals.

Program Structure

The MD curriculum at Dubai Medical College for Girls spans six years and is divided into three phases:

- **Phase I: Pre-Medical**

This phase bridges secondary education and the Doctor of Medicine program. It prepares students academically, mentally, and emotionally for medical studies, introducing them to the health system, the doctor's role, and early clinical exposure.

- **Phase II: Pre-Clerkship**

Students study Organ System Modules, Professional and Clinical Skills, Epidemiology, Biostatistics, Health System Studies, and Research Skills. This phase integrates basic science with clinical relevance and practice, culminating in the IFOM Basic Sciences exam.

- **Phase III: Clerkship**

Students undertake family medicine, geriatrics, emergency medicine, medical and surgical clerkships, psychiatry, pediatrics, and obstetrics and gynecology, with a focus on women's health. Professional development and patient-centered practice are integrated, considering social determinants of health.

The curriculum emphasizes clinical presentation-based learning, integrating biomedical, clinical, social/behavioral sciences, and patient-care skills. It fosters teamwork, scientific inquiry, and lifelong learning. Training occurs in various healthcare settings, with simulation-based hands-on practice during pre-clinical years.

Assessments are benchmarked internationally through the IFOM Examination by the NBME, USA. Graduates earn a Medicine degree recognized by the Ministry of Health, UAE, and are eligible for the national licensing exam for independent practice.

Program Learning Outcomes

1. Demonstrate knowledge and comprehension with substantive depth in areas of core biomedical, psychosocial, and clinical sciences.
2. 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.

3. 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.
4. Apply clinical and technical skills to perform physical examination and basic clinical procedures.
5. Deliver patient care that is patient-centered, compassionate, appropriate, and effective for health promotion and health problems management.
6. Engage in research and other scholarly activities, and critically analyze existing literature to apply it for the practice of evidence-based medicine.
7. Demonstrate continuous self-improvement, innovation, entrepreneurship, and lifelong learning abilities.
8. Demonstrate an awareness of the system-based practice approach to patient care considering healthcare contexts locally and globally.
9. Demonstrate the ability to meet the health needs of patients and UAE society, through the promotion of community engagement and social accountability values.

Mapping of PLOs-Competencies aligned with the QF*Emirates*

PLO- QF EMIRATES MAPPING

Level	Domain	1. Demonstrate - knowledge and comprehension with substantive depth in areas of core biomedical, psychosocial, and clinical sciences.	2. 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.	3. 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.	4. Apply clinical and technical skills to perform physical examination and basic clinical procedures	5. Deliver patient care that is patient-centered, compassionate, appropriate, and effective for health promotion and health problems management.	6. Engage in research and other scholarly activities, - and critically analyze existing literature to apply it for the-practice of evidence-based medicine	7. Demonstrate continuous self-improvement, innovation, entrepreneurship, and lifelong learning abilities	8. Demonstrate an awareness of the system-based practice approach to patient care considering healthcare contexts locally and globally	9. Demonstrate the ability t meet th health needs o patient and UA society throug the promot n of commu y engage nt and social accoun ility val

7	Knowledge									
			√	√				√		

	Skills				√	√	√	√			
	Responsibility									√	√

Study Plan:

Year	Semester	Course Code	Course Name	CH	Pre-requisites	Co-requisites	Domain
PHASE ONE							
Year One	**Semester 1**	21CS101	21st Century Skills	3	None	None	GE
		IHB102	Introduction to Human Biology -1	4	None	None	BMS
		EMS103	English for Medical Sciences	2	None	None	GE
		UES104	UAE Society	3	None	None	GE
		PPS105	Principles of Psychology and Sociology	4	None	None	GE
			Semester Credit Hours	16			
	Semester 2	WAH106	Women and Health	3	None	None	PH
		ILS107	Islamic Studies	2	None	None	GE
		THE108	Technology in Health and e-health	2	21CS101	21CS101	GE
		IHB109	Introduction to Human Biology- 2	4	IHB102	IHB102	BMS
		ECE110	Early Clinical Exposure	3	IHB102 IHB109	IHB102 IHB109	CS
		RKT111	Introduction to Research	2	None	None	RR
			Semester Credit Hours	**16**			
			Summer Electives				
Year Two	**Semester 1**	ARA201	Arabic Studies	2	None	None	GE
		BIO202	Biochemistry	6	IHB102 IHB109	IHB102 IHB109	BMS
		ENS203	Environmental sustainability	3	None	None	GE
		CIE204	Creativity, Innovation and Entrepreneurship	3	21CS101	21CS101	GE
		CIP205	Communication Skills for Interprofessional Practice	3	None	None	CR
			Semester Credit Hours				
	Semester 2	EOM206	Evolution of Medicine	3	None	None	CR
		IFM207	Islamic Fiqh in Medicine	3	None	None	CR
		HSF208	Human Body Structure & Function	5	IHB102 IHB109	IHB102 IHB109	BMS

		NAM209	Nutrition and Metabolism	6	BIO202	BIO202	IBC
			Semester Credit Hours	**17**			
		RSE210	Research Summer Elective				E
PHASE TWO							
Year Three	**Semester 1**	MI301	Medical Imaging	3	IHB102 IHB109 HSF208	IHB102 IHB109 HSF208	CS
		MBG302	Molecular Biology and Genetics	4	IHB102, BIO202	IHB102, BIO202	BMS
		PHD303	Principles of Health and Disease	5	IHB102 IHB109 HSF 301	IHB102 IHB109 HSF 301	IBC
		HIS304	Haemopoietic and Immune System	4	IHB102, IHB109, HSF208, PHD303	IHB102, IHB109, HSF208, PHD303	IBC
		PAE305	Professionalism & Ethics	2	None	None	CR
			Semester Credit Hours	**18**			
	Semester 2	MIS306	Musculoskeletal and Integumentary System	5	IHB1102 IHB2109 HSF208 HSF303	IHB1102 IHB2109 HSF208 HSF303	IBC
		CPS307	Cardiopulmonary System	6	IHB102 IHB109 HSF301 PHD303 HIS304	IHB102 IHB109 HSF301 PHD303 HIS304	IBC
		RKT308	Research and Knowledge Translation - I	2	None	None	RR
		PHP309	Public Health & Health Promotion	3	PHD303	PHD303	PH
		CS310	Clinical Skills	2	IHB102 IHB109 HSF301 PHD303 HIS304	IHB102 IHB109 HSF301 PHD303 HIS304	CS
			Semester Credit Hours	**18**			
			Summer Electives				
IFOM BASIC SCIENCES							
PHASE THREE							
Year Four	**Semester 1**	GIS401	Gastro-Intestinal System	6	IHB102 PHD303	IHB102 PHD303	IBC
		HAN402	Head and Neck	4	IHB102	IHB102	IBC

					HSF 301 PHD303	HSF 301 PHD303	
		ENS403	Endocrine System	4	IHB102 HSF301 PHD303 MIS306	IHB102 HSF301 PHD303 MIS306	IBC
		BIS404	Biostatistics	2	PHD303	PHD303	RR
		EPN405	Epidemiology and Prevention of Non-Communicable Diseases	2	PHP305	PHP305	PH
			Semester Credit Hours	18			
	Semester 2	UNS406	Urinary System	4	IHB102 HSF301 PHD303	IHB102 HSF301 PHD303	IBC
		GPS407	Genital and Reproductive System	4	IHB102 HSF301 PHD303 ENS403 UNS406	IHB102 HSF301 PHD303 ENS403 UNS406	IBC
		NES408	Nervous System	6	HSF102 PHD303 HAN402	HSF102 PHD303 HAN402	IBC
		RKT409	Research and Knowledge Translation - II	2	BIS404 RKT308	BIS404 RKT308	RR
		OIH410	Occupational and Industrial Health and Sports Medicine	2	IHB1102 IHB2109 HSF208 PHD303	IHB1102 IHB2109 HSF208 PHD303	CS
			Semester Credit Hours	18			
		RSE411	Research Summer Elective	**0**			**E**
Year Five	**Semester 1**	FMG501	Family Medicine and Geriatrics	10	Completion of Phase 1 and Phase 2 courses	Completion of Phase 1 and Phase 2 courses	CS
		EMM502	Emergency Medicine	5	phase 1 and Phase 2 course	phase 1 and Phase 2 course	CS
		PMH503	Psychiatry and Mental Health	5	PPS105	PPS105	CS
		PQH504	Patient Safety and Quality of Healthcare	2	pre-clerkship phase course	introductory courses	CR

					completion	in clerkship	
			Semester Credit Hours	22			
	Semester 2	IMC505	Internal Medicine Clerkship	10	phase 1 and Phase 2 course	phase 1 and Phase 2 course	CS
		MSC506	Medical Specialties Clerkships	10	Completion of Phase 1 and Phase 2 courses	Completion of Phase 1 and Phase 2 courses	CS
		FMT507	Forensic Medicine & Toxicology	2	IHB102, IHB109, HSF205, MI301, MSI306, CPS307, GIS401, HAN402, ENS403, UNS406, GPS407, NES 408, FMG501	IHB102, IHB109, HSF205, MI301, MSI306, CPS307, GIS401, HAN402, ENS403, UNS406, GPS407, NES 408, FMG501	CS
			Semester Credit Hours	22			
		CSE508	Clinical Summer Elective	**0**			**E**
Year six	**Semester 1**	OGW601	Obstetrics, Gynecology and Women's Health	10	WAH105 GPS407	WAH105 GPS407	CS
		PCH602	Paediatrics and Child Health	10	FMG501 EMM502 IMC505 MSC506 HLE507 PQH504	FMG501 EMM502 IMC505 MSC506 HLE507 PQH504	CS
		EBM603	Evidence-Based Medicine and Practice and Global Health	2	BIS404, RKT308, RKT409	BIS404, RKT308, RKT409	RR
			Semester Credit Hours	22			
	Semester 2	GSC604	General Surgery Clerkship	10	Completion of phase 1 and 2 courses	Completion of phase 1 and 2 courses	CS

		SSC605	Surgical Specialties Clerkships	10	Completion of phase 1 and 2 courses. General surgery clerkship GSC604	Completion of phase 1 and 2 courses. General surgery clerkship GSC604	CS
		RCP606	Readiness for clinical practice	2	All courses of the MD program	All courses of the MD program	CS
			Semester Credit Hours	22			
			Total Credit Hours	**226**			
			Semester Credit Hours	22			

Completion requirements

The student will be commended for the award of the Doctor of Medicine degree upon:

- Satisfying all conditions of his / her admission
- Successful completion of all General Education requirements
- Having successfully completed 226 credits of course work with a GPA minimum of 2.
- Passing three elective Summer Courses according to the course accepted pass criteria.
- Sitting for IFOM basic science and IFOM Clinical Science examination.
- Holding a valid Basic and advanced life support certification
- Passing a comprehensive Exit Score with not less than 65% marks
- Comprehensive exit scores are calculated as follows: 70 % from a final MCQ based preclinical and clinical examination, 15% from portfolio assessment and 15% from combined IFOM Results where IFOM basic science is 5% and IFOM clinical science is 10%.

Course Descriptions (all courses):

Phase 1 Courses		
21st Century Skills	**21CS101**	**Credit Hours: 3**
The 21st Century Skills course is offered to undergraduate students as the first course in semester 1 of the first year. The course has been allotted 3 credit hours which is to be covered over a period of 15 weeks. It covers the social and cognitive skills that are known as 21st-century skills. It is a foundational course with content and processes that put the students on track to help them acquire and consolidate the necessary 21st-century employability and success in life skills. The course is a primer that enables learners to identify their potential, realize, and consolidate their existing soft skills, and start acquiring the ones that they lack. The re-enforcement and mastery of these skills is expected to continue during the student's experience throughout the program. The attributes that developed through the course are classified into three domains. Lifelong learning skills are known as the 4 Cs, which are communication, collaboration, critical thinking, and creativity, life skills which are flexibility, initiative, social		

skills, productivity and leadership, literacy skills which include Information literacy, media literacy and technology literacy. Innovative approaches to learning and assessment will be utilized in this course. The course is delivered by learning methodologies like Lectures (L), Tutorials (TUT), Practical sessions, (PR) students' seminars (SLS), Student Independent learning (SIL), Project work (PW), Debate (DB), Problem-based learning (PBL), Team based learning (TBL) and Roleplaying (RP) will be used. The students will be assessed by in-class assessment, student participation in activities, student presentations, assignments and written examination by MCQs.

Introduction to Human Biology – 1	**IHB102**	**Credit Hours: 4**

The course "Introduction to Human Biology-1" is delivered to Year 1 semester 1 students over 15 weeks with 4 credit hours weightage. In this module, students will learn the biomolecular and biology of the cell and organ systems of the human body. This course covers fundamentals of the forces affecting molecular interactions, the structure-function relationships of proteins and carbohydrates, kinetics and catalysis, structure and function of subcellular organelles, and the foundations of some specialized cells – blood and lymphoid cells, muscle cells, and nerve cells, which will be needed as students' progress through future modules. This course serves as an integrated course encompassing the structural (macroscopic and microscopic) organization of the human body and an appreciation for how the structural organization relates to function. This course is designed to ease clinical applications with basic science concepts in the future. It takes a systemic rather than regional approach to anatomy, physiology, and biochemistry. The course adopts conventional teaching methodology in the form of lectures (L) and practical labs (PR) along with student centered strategies like small group discussion (SGD), and tutorial (TUT) with integrated formative and summative assessment throughout the course

Principles of Psychology and Sociology	**PPS105**	**Credit Hours: 4**

The course 'Principles of Psychology and Sociology' is offered to undergraduate students in the MD Program year 1 Semester 1. This course has been allotted 4 credit hours which is to be covered over 15 weeks to cover psychology and sociology of health. This course addresses a wide range of psychological and sociological theories related to human development and behavior and how these influence health and illness in an individual or a social/ cultural group. The focus will be on understanding how psychosocial factors in health and wellbeing influence a patient and how that affects the behavior of the clinician doing the assessment and the management. This course facilitates students to understand the sources of stress, and illness, stress among students and clinicians and how to utilize coping resources. Students will also begin to understand how normal thoughts and behaviors change as an individual goes through different life stages. Further, this course addresses the social medicine, social determinants of health and illness, inequality and health, treatment adherence, the relationship between society and individuals and how the social and economic conditions profoundly impact health, disease, and the practice of medicine. Further, students will learn psychosocial assessment and treatment of health problems. The course teaching methodology will include lectures (L), case-based learning (CBL), case study (CP), Roleplay (RP), Small group discussion (SGD) and Tutorials (TUT). The assessment modalities assignments, written exam.

Women and Health	**WAH106**	**Credit Hours: 3**

The course "Women and Health" is offered to undergraduate students in the MD program in year 1 students in semester 2. The course has been allotted 3 credit hours which is covered over 15 weeks. The course aims to introduce students to gender equity in relation to women's health rights and explore various determinants and aspects of women's health. It covers global and UAE-specific women's health status and health policies with an emphasis on women's empowerment to improve their health status. The course also addresses mental health and the spiritual aspects of women's health from a woman's perspective. The classes will be face-to-face with assignments and project work. The course will be taught by different teaching

modalities including lectures (L), tutorials (TUT), debate (DB), filed visits (FV), project work (PW), Student led seminar (SLS). Student assessment methods include in-class assessment, student participation, written examination, and student projects.		
Introduction to Human Biology - 2	**IHB109**	**Credit Hours: 4**
The course "Introduction to Human Biology-2" is delivered to Year 1 semester 2 students over 15 weeks with 4 credit hours weightage. In this module, students will learn the biomolecular and biology of the cell and organ systems of the human body. This course covers fundamentals of the forces affecting molecular interactions, the structure-function relationships of proteins and carbohydrates, kinetics and catalysis, structure and function of subcellular organelles, and the foundations of some specialized cells – blood and lymphoid cells, muscle cells, and nerve cells, which will be needed as students' progress through future modules. This course serves as an integrated course encompassing the structural (macroscopic and microscopic) organization of the human body and an appreciation for how the structural organization relates to function. This course is designed to ease clinical applications with basic science concepts in the future. It takes a systemic rather than regional approach to anatomy, physiology, and biochemistry. The course adopts conventional teaching methodology in the form of lectures (L) and practical labs (PR) along with student-centered strategies like small group discussion (SGD), Team based learning (TBL); and tutorial with integrated formative and summative assessment throughout the course.		
Early Clinical Exposure	**ECE110**	**Credit Hours: 3**
The Early Clinical Exposure course is offered to the undergraduate students in the MD program in Year 1, Semester 2. The course has been allotted 3 credit hours, which are to be covered over a period of 15 weeks. The course covers introduction to the clinical environment. The goal of this course is to familiarize the students with basic assessment of patients and basic procedural skills in clinical practice. This course places emphasis on infection control and prevention protocols; in order to decrease the risk of hospital acquired infections. The teaching modalities in this course shall include a few didactic Lectures (L), and mostly simulations (SIM). The course is assessed using continuous assessment in the form of written MCQ, midsemester theory exam (MCQ), final theory (MCQ) and practical exams (OSCE).		
Introduction to research	**RKT111**	**Credit Hours: 2**
The course "Introduction to research" is offered to undergraduate students in the MD program in year 1 students in semester 2. The course has been allotted 2 credit hours which is covered over 15 weeks. This course is designed to equip undergraduate medical students with essential skills and knowledge to engage in research within the medical field. Through a series of interactive sessions, students will explore their research interests, learn about various aspects of research methodology, and receive guidance on publishing their work. The course also aims to foster critical thinking and provide practical insights into the research process. Additionally, students will have opportunities to interact with faculty members, visit research labs, and attend guest lectures to gain a comprehensive understanding of research in the medical field. The formal teaching modalities include lectures (L), tutorials (TUT), filed visit (FV), project work (PW), Case presentation (CP), Student Led Seminar (SLS) and small group discussion (SGD). Student assessment methods include in-class assessment, student participation, written examination, and student projects. By the end of the course, students will be better prepared to pursue research endeavors and contribute actively to advanced research courses.		
Biochemistry	**BIO202**	**Credit Hours: 6**
The Biochemistry course is offered to undergraduate students in the MD Program in the year 2 semester 1. The course has been allotted 6 credit hours which will be covered over 15 weeks. Before starting this course, the student must know basic Human Biology and Chemistry. The course is designed to provide students with knowledge of the structural, functional basis, of biomolecules forming living organisms, including amino acids, proteins, lipids, carbohydrates, nucleotides and micronutrients. It also explains the structural-functional relationship of different complex biomolecules, such as hemoglobin, immunoglobulins, enzymes, enzyme		

kinetics, regulation, and emphasizes on their diagnostic and therapeutic uses. The basic concepts of bioenergetics, the sequence of reactions and inhibitors of oxidative phosphorylation are discussed indicating the main sources of energy generation and regulation. The sessions will be covered by interactive lectures (L), Tutorials (TUT), Team based Learning (TBL), Student independent learning (SDL), student led seminar (SLS), Case Based Learning (CBL), Small Group discussions (SGD) and practical sessions (PR). Moreover, basic laboratory instruments, experimental approach of physical chemistry, molecular purification techniques will be covered in practical sessions. The students are assessed by continuous assessment mid-course and final written examination.		
Environmental Health and Sustainability	**ENS203**	**Credit Hours: 3**
The course "Environmental Health and Sustainability" is offered to the undergraduate students in the MD program in year 2 in semester 1. The course has been allotted 3 credit hours which are to be covered over 15 weeks. The course introduces the concepts of ecology and environmental sustainability alongside the factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on the health of environmental agents, and specific applications of concepts of environmental health with proactive environmental management opportunities. The teaching methodology will include lectures (L), Tutorial (TUT), Practical (PR) and student led seminars (SLS). Students will be assessed formatively and summative through project submission, written examination, student participation and in class assessment.		
Communication Skills for Interprofessional Practice	**CIP205**	**Credit Hours: 3**
The communication skills for interprofessional practice course are offered to the undergraduate students in the MD program in Year 2, semester 1. The course has been allotted 3 credit hours delivered over 15 weeks. The course is designed to develop skills of Interprofessional collaborative practice, which is essential for the provision of safe, high-quality patient-centered care. The idea of interprofessional collaborative practice and the body of evidence supporting it will be introduced to learners by elaborating on the roles of various healthcare providers, their scope of practice, and the environments in which they work. The course will emphasize communication strategies and resources for productive interprofessional teamwork, and students will engage in practice exercises to improve their interprofessional communication, conflict resolution, and negotiating skills. In the course's last segment, the concepts of leadership and membership will be covered, along with various leadership and membership tactics for fostering productive interprofessional teamwork. The teaching modalities include Lectures (L), tutorials (TUT), roleplay (RP), simulation (SIM) and case studies (CS). Assessment methods include In-Class Assessment, Student participation, Student assignments, Written examination (Multiple Choice Questions) and Practical Examination (OSPE).		
Evolution of Medicine	**EOM206**	**Credit Hours: 3**
The course "Evolution of Medicine" is offered to undergraduate students in the MD program in year 2 students in semester 2. The course has been allotted 3 credit hours which is to be covered over 15 weeks This course covers the history of medicine in diverse cultures at various times in human history by examining five types of medicine: bedside, library, hospital, community, and laboratory. It looks at the role of doctors, patients, diseases, and society's reaction to them over time and asks how medicine, disease and health have been motors for change. The course encourages its participants to understand how contemporary medicine differs from but is indelibly marked by its past. By directed use of primary and secondary sources, this course introduces participants to the methods and tools of research in the history of medicine and encourages the critical analysis of different historical interpretations, including the participant's own. The course will be offered as interactive lectures (L), Case study (CS) and tutorials (TUT). The students are assessed based on in class assessment, student participation,		

student projects and written exams.		
Islamic Fiqh in Medicine	**IFM207**	**Credit Hours: 3**
The course "Islamic Fiqh in Medicine" is delivered to undergraduate students of the MD Program in year 2 in semester 2 over 15 weeks with 3 credit hours weightage. This course will give an in-depth explanation on the role of Islamic concepts of Islamic jurisprudence and contemporary issues related to health and disease. The students learn and analyze several ethical implications of day-to-day practice of medicine and research, such as organ donation, genetic interventions, and blood transfusion. The course is delivered through interactive lectures(L), Tutorials (TUT) and Case Studies (CP). The students are assessed through continuous assessments and a final written examination.		
Human Body Structure & Function	**HSF208**	**Credit Hours: 5**
The Human Body Structure and Function course is offered to undergraduate students in the MD program in Year 2, Semester 2. The course has been allotted 5 credit hours, which are to be covered over a period of 15 weeks. The goal of this course is to offer an integrated approach to learning the normal structure, and functions, of the different body systems. This course provides the foundation knowledge of the structure and function of the different body systems, emphasizing the parts or systems found in or related to the organs of all the other systems such as the skeleton, the circulation, the nerves, and the endocrine glands. Different teaching modalities would be used in the form of lectures(L), Tutorials (TUT), Practical (PR), Simulation (SIM), Case-based learning (CBL), and Student-led Seminar (SLS). The course's practical and Simulation sessions aim to provide the student with basic clinical and communication skills for integrated learning. In this course, the students would be assessed by continuous and summative form using different assessment tools that include written exam (multiple-choice questions-MCQ) and practical exam (Spotter).		
Nutrition and Metabolism	**NAM209**	**Credit Hours: 6**
The Nutrition and Metabolism course is offered to undergraduate students in the MD program in Year 2, Semester 2. The course has been allotted 6 credit hours, which are to be covered over a period of 15 weeks. The course covers various aspects of nutritional and metabolic disorders based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to familiarize the students with both the basic nutritional daily requirements and the clinical nutrition regimens. Students shall learn about medically significant metabolic pathways in the body in an integrated manner, namely carbohydrates, lipids, proteins and nucleic acids, and their regulation. The course shall also detail the effects of the genetic and acquired enzymatic abnormalities in the different metabolic pathways on the human body, Public Health Intervention, history taking, and prevention of different nutritional and metabolic disorders. The teaching modalities in this course shall include didactic Lectures (L), tutorials (TUT), Problem-based Learning (PBL), Case-based Learning (CBL) and student-led seminars (SLS). The practical sessions (PR) will include the analysis of the blood levels of different biomolecules that are relevant to common clinical problems. The course is assessed using continuous assessment in the form of written MCQ-based quizzes, assignments, in-class assessments, student projects and student participation along with midsemester theory exams (MCQ), final theory (MCQ) and practical exams (OSPE).		
Phase 2 Courses		
Medical Imaging	**MI301**	**Credit Hours: 3**
The course "Medical Imaging" is offered to undergraduate students of the MD program in year 3, semester 1. The course has been allotted 3 credit hours which are to be covered over 15 weeks. This course will introduce undergraduate medical students to the basics of medical imaging. Students will learn about key imaging techniques like X-ray, CT, MRI, ultrasound, and nuclear medicine, along with safety protocols. Through hands-on practice and case studies, students will gain skills in identifying normal and abnormal findings in medical images, preparing them for clinical settings. The course teaching modalities include Lectures(L), Case based learning (CBL), Team based learning (TBL) and tutorials (TUT). The assessment modalities		

include in-class assessments, student participation, student assignments, MCQ based written exams and Practical exams (OSPE).		
Molecular Biology and Genetics	**MBG302**	**Credit Hours: 4**
The Molecular Biology and Genetics course will be offered to undergraduate students in the MD program in year 3 students in semester 1. The course has been allotted 4 credit hours which are covered over 15 weeks. This course is designed to offer an integrated approach to learning different levels of human genome structure. At the end of this module, the student should be able to better understand the molecular biology of healthy humans and pathological states, from the molecular to the cellular level. The module integrates the disciplines of molecular biology in biochemistry, anatomy, pathology, pharmacology, parasitology, microbiology, physiology, and clinical practice. In this manner, students study genetics and 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. The study of molecular structure and function of nucleotides should be covered as a prerequisite in biochemistry, and human biology. The course will be taught by different teaching modalities including lectures, small group discussions (SGD), tutorials (TUT), student led seminar (SLS) and practical (PR) sessions. The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, student assignments, MCQ based written exams and practical (OSPE) exam.		
Principles of Health and Disease	**PHD 303**	**Credit Hours: 5**
The Principles of Health and Disease course is offered to the undergraduate students in the MD program in Year 3, Semester 1. The course has been allotted 5 credit hours, which are to be covered over a period of 8 weeks. The course covers various principles of disease based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to introduce students to the WHO concept of health and disease and the principles of disease causation. It will cover basic knowledge about microorganisms, such as bacteria, viruses, fungi, and parasites, their characteristic features, common sterilization techniques and the process of development of microbial drug resistance. The course will also detail essential pathological processes, namely inflammation, repair, wound healing, and allergy along with basic knowledge about etiologies, pathogenesis and morphological changes occurring in different tissues because of disease. This course also covers basic knowledge of pharmacokinetics, pharmacodynamics, drug-drug interactions, and adverse reactions of drugs. The course will be taught using different teaching modalities such as Lectures (L), Case-Based Learning (CBL), Tutorials (TUT), Student led seminars (SLS), Clinical presentations (CP) and practical sessions (PR). The course will be assessed using both formative and summative assessment methods, such as quizzes, in-class assessments, student participation, student assignments, and end-of-course written (MCQ) and practical (OSPE) exam.		
Haemopoietic and Immune System	**HIS304**	**Credit Hours: 4**
The Hematopoietic and Immune System course is offered to the undergraduate students in the MD program in Year 3, Semester 1. The course has been allotted 4 credit hours, which are to be covered over a period of 8 weeks. The course covers various aspects of the Hematopoietic and Immune System based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to enable students to classify and have a basic understanding of both red and white blood cell disorders and to be able to interpret laboratory findings aiming to solve clinical problem-solving practice. In addition to the biochemistry and molecular basis of hematology and immunology, this course will present an overview of hematologic disease, emphasizing the pathology, molecular findings, and laboratory and clinical features of the disorders. The course offers an intensive survey of the structure, physiology, and pathophysiology of blood and the blood-forming organs, with systematic consideration of hematopoiesis, blood cells, blood		

coagulation, blood groups, and hematological malignancies. Different teaching modalities would be used in the form of lectures(L), Case-based learning (CBL), Tutorial (TUT) problem-based learning (PBL), clinical presentation (CP), Simulation (SIM) and Practical (PR). The course's practical laboratory and simulation sessions aim to provide the student with basic clinical and communication skills. The course will be assessed using both formative and summative assessment methods, such as quizzes, in-class assessments, student participation, student assignments, and end-of-course written (MCQ), practical (OSPE and spotter) and clinical (OSCE) exams.		
Professionalism and Ethics	**PAE305**	**Credit Hours: 2**
The course "Professionalism and Ethics" is offered to undergraduate students in Year 3 in semester 1. The course has been allotted 2 credit hours which are to be covered over 15 weeks. This course introduces students to the concepts of social responsibility and professional commitment to the medical profession. The course aims to sensitize students to the professional conduct displayed by their role-model teachers and motivate them to absorb professional skills throughout the program. This course is evaluated through class assignments and a team-based project during the semester. The second half of the course includes medical ethics and its implications in the practice of medicine. Students are required to understand the role of ethics in medicine, recognize ethical issues when they arise in practice and how to deal with these issues in a systematic manner. The re-enforcement and mastery of the knowledge, skills and attitudes built during this course are expected to continue during the student's experience throughout the program. The course will be taught using different teaching modalities such as lectures (L), Case based learning (CBL), small group discussion (SGD)and Tutorials (TUT), Role play (RP) and Project work (PW). The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, student assignments, student project, and MCQ based written exams.		
Musculoskeletal and Integumentary Systems	**MIS306**	**Credit Hours: 5**
The Musculoskeletal and integumentary systems course is offered to the undergraduate students in the MD program in Year 3, Semester 2. The course has been allotted 5 credit hours, which are to be covered over a period of 15 weeks. The course covers various aspects of Musculoskeletal and integumentary system based on the clinical presentations enlisted in the Emirates-meds. The course deals with the muscles, bones, and joints of the body in a regional approach. The students will learn through platinated specimens, X-Rays, CT scans, and MRIs about the various muscle groups, and the bony structure of the axial and appendicular skeleton. The students will also get to know about the various types of fractures and their treatment, as well as rheumatological and metabolic diseases of bones and joints including their pharmacotherapy. The course also covers the growth, development and structure of normal bone and joints, the biomechanics of bone connective tissues and response to stress, calcium and phosphate homeostasis and regulation by parathyroid hormone and vitamin D, the pathogenesis of metabolic bone diseases and diseases of connective tissues, joints, and muscle with consideration of possible mechanisms and underlying metabolic derangements. As far as Dermatology is concerned, the students will learn about the microstructure of the skin, and the clinical and histopathological presentations of skin diseases, including microbial agents causing these diseases. In the course, students will describe the clinical and functional correlates of structure and articulate the connection between basic science and clinical application in connective tissue diseases. Students will develop a rational, clinical approach to the diagnosis and treatment of the patient with musculoskeletal complaints, which lie at the intersection of radiology, orthopedics, and rheumatology. The course will be taught using different teaching modalities such as Lectures (L), Problem-Based Learning (PBL), Tutorials (TUT), Case based learning (CBL), and practical sessions (PR). The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, student assignments, MCQ base written exams and practical (OSPE and spotter)		

exams.

Cardiopulmonary	CPS307	Credit Hours: 6

The Cardio-pulmonary system course is offered to the undergraduate students in the MD program in Year 3, Semester 2. The course has been allotted 6 credit hours, which are to be covered over a period of 15 weeks. The goal of this course is to offer an integrated approach to the learning of the normal structure, function and development of the cardiopulmonary system using different strategies, and, applying the knowledge and skills acquired, in understanding the pathophysiology of various disorders of these systems. The course also focuses on the basic principles of management of these disorders including methods of disease prevention. The course will be taught using different teaching modalities such as Lectures (L), Problem-Based Learning (PBL), Tutorials (TUT), Case based learning (CBL), Clinical presentations (CP) and practical sessions (PR). The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, MCQ based written exams, practical (OSPE and spotter) exams and clinical (OSCE) exam.

Research and Knowledge Translation – I	RKT308	Credit Hours: 2

The Research and Knowledge Translation - I, this course is offered to undergraduate students in the MD program in Year 3, Semester 2. The course has been allotted 2 credit hours, which are to be covered over 15 weeks. This course introduces students to the fundamental concepts and principles of the research process and knowledge transfer. Emphasis is placed on steps in the process, including formulation of research problem/ hypothesis/ question, literature search, study design, sampling and data collection methods, research ethics, different data analytical frameworks, interpretation of findings, and implications. Potential application of the research process will be demonstrated through critical appraisal of a published research study based on students' scores. The course will be taught using different teaching modalities such as Lectures (L), Tutorials (TUT), Case based learning (CBL), Student led seminar (SLS) and Practical sessions (PR). The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, student assignments, student project and MCQ based written exams.

Public Health & Health Promotion	PHP309	Credit Hours: 3

The Public Health and Health Promotion course is offered to undergraduate students in the MD program in year 3, semester 2. This course has been allotted 3-credit hours, which are to be covered over 15 weeks. This course covers public health concepts, principles, methods, and practices, with an emphasis on health promotion, a community's health assessment, disease prevention, and enhancing human well- being throughout life. It will include the history of public health, measurements of morbidity and mortality, natural history of disease, determinants of health, levels of disease prevention, outbreak investigation, disease screening, and the utilization of community health assessment in developing public health interventions. The course is given based on examples of public health work at different levels of society and arenas and in different settings. The course will be taught using different teaching modalities such as Lectures (L), Tutorials (TUT), Case based learning (CBL), Student led seminar (SLS) and field visits (FV). The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, student assignments, student project and MCQ based written exams.

Clinical Skills	CS310	Credit Hours: 2

The Clinical Skills course, situated within the MD program's Year 3, Semester 2 curriculum, spans 15 weeks and carries a weight of 2 credit hours. Its primary objective is to equip undergraduate students with the necessary competencies for assessing, diagnosing, and managing common musculoskeletal, cardiovascular, and pulmonary conditions. This educational endeavor employs diverse teaching modalities such as Tutorials (TUT), Clinical presentations (CP), Simulations (SIM), and Role plays (RP). The course will be assessed using both formative and summative assessment methods, such as in class assessments, student

participation, MCQ base written exams, and Clinical (OSCE and spotter) exams.		
Gastro-Intestinal System	**GIS401**	**Credit Hours: 6**
The Gastrointestinal system course is offered to undergraduate students in the MD program in Year 4, Semester 1. The course has been allotted 6 credit hours, which are to be covered over a period of 6 weeks. The course covers various aspects of the Gastrointestinal system based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to offer an integrated approach to learning the structure, functions, 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 GIT disorders. This course will describe the basic principles of managing these disorders, focusing on disease prevention. In this course, different teaching modalities would be used in the form of didactic lectures (L), Problem-based learning (PBL), Team-Based Learning (TBL), case-based learning (CBL) and Tutorials (TUT). This would address the causes, epidemiology, pathogenesis, and principles of management of different GIT diseases. The course practical (PR) and Simulation sessions (SIM) aim to provide the student with basic clinical and communication skills in an integrated approach in preparation for the clinical clerkship. The students will be assessed through integrated formative and summative examinations like, MCQ based written assessments, objective structured practical examination (OSPE), objective structured clinical examination (OSCE) student participation, and in-class assessment.		
Head & Neck	**HAN402**	**Credit Hours: 4**
The Head and Neck course is offered to the undergraduate students in the MD program in Year 4, Semester 1. The course has been allotted 4 credit hours, which are to be covered over a period of 5 weeks. The course covers various aspects of Head and Neck based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to acquaint the students with the developmental, gross, and microscopic anatomy of the head, neck, and special senses. The students will gain insights into the clinical approach to common otolaryngological and ophthalmic presentations. They will learn etiopathogenesis of common head and neck conditions and the principles of diagnosis and management. The head and neck are special regions of the body where the brain and the organs of special senses like the eyes, the ears, the nose, and the proximal alimentary and respiratory tracts exist in close proximity. The anatomical relationships of these organs to each other are important for understanding, as often diseases affecting one of these also affect other organs by contiguity. Also, the injuries to the region of the head, face & neck are associated with high mortality & morbidity. The teaching modalities in this course shall include Interactive lectures(L), problem-based learning (PBL), tutorials (TUT), Clinical presentations (CP) Simulation (SIM) and practical sessions (PR), The students will be assessed through integrated formative and summative examinations like in-class assessments, student participation, student assignments, MCQ based written assessments, practical examination (OSPE, spotter) and clinical examination (OSCE).		
Endocrine System	**ENS403**	**Credit Hours: 4**
The Endocrine system course is offered to the undergraduate students in the MD program in Year 4, Semester 1. The course has been allotted 4 credit hours, which are to be covered over 5 weeks. The course covers various aspects of Endocrine system based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to help learners familiarize themselves with the development, structure, and function of the Endocrine system. It enables the learners to apply the foundational principles for the diagnosis and management of common endocrine pathologies and aptly prepares them for the clerkship phase. The teaching modalities in this course shall include interactive lecture (L), Problem-Based Learning (PBL), Case based learning (CBL), Tutorials (TUT), Student led seminar (SLS) and simulation (SIM) and practical sessions (PR). The students will be assessed through integrated formative and summative examinations like in-class assessments, student participation, student assignments, MCQ based written assessments, practical examination (OSPE, spotter) and clinical examination (OSCE).		

Biostatistics	BIS404	Credit Hours: 2
The Biostatistics course is offered to undergraduate students in the MD program in year 4, semester 1. The course has been allotted 2-credit hours which are to be covered over 15 weeks. The course provides students with an understanding of the principles of biostatistics related to medical sciences. The course will cover descriptive and inferential statistics, including confidence intervals, basic probability, continuous data distributions, t-tests, analysis of variance (ANOVA), correlation, regression, chi-square test, and Fisher's exact test. It also gives the student an idea about sampling methods, sample size calculation, and the concept of hypothesis testing. Students will also learn to use statistical software (SPSS) to perform data visualization and analysis. The course teaching modalities include interactive lectures(L), Case-based learning (CBL), tutorials (TUT) and Practical sessions (PR). Students will be assessed, through formative and summative assessments throughout the course via in-class assessments, student participation, student assignments, student project and MCQ based written exams.		
Epidemiology & Prevention of Non-Communicable Diseases	**EPN405**	**Credit Hours: 2**
The Epidemiology & Prevention of Non-Communicable Diseases course is offered to undergraduate students in the MD program in Year 4, Semester 1. The course has been allotted 2 credit hours, which are to be covered over a period of 15 weeks. The goal of this course is to address a variety of topics related to the epidemiology of non-communicable diseases (NCDs), such as assessing the burden and determinants of NCDs, prevention strategies, and areas for public health intervention. The students will learn about epidemiology NCDs that are important for public health in the UAE, including but not limited to cardiovascular diseases, cancer, diabetes, chronic respiratory diseases, obesity, and mental health disorders. The Teaching modalities used to deliver this course will involve interactive lectures(L), Case-based learning (CBL), Tutorials (TUT), Student led seminar (SLS), Role play (RP) and Field visits (FV). Students will be assessed, through formative and summative assessments throughout the course via in-class assessments, student participation, student assignments, student project and MCQ based written exams.		
Urinary system	**UNS406**	**Credit Hours: 4**
The Urinary system course is offered to the undergraduate students in the MD program in Year 4, Semester 2. The course has been allotted 4 credit hours, which are to be covered over a period of 5 weeks. The course covers various aspects of the Urinary system based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to familiarize the student with the structure, function, and pathophysiology of the different parts of the urinary system. It would also enable the student to associate the pathophysiology of different diseases like congenital anomalies, and chronic and infective diseases affecting the urinary system and to discuss the pharmacological approach to the management of these conditions. The student will develop clinical skills related to the course, where the student will learn the skill of history taking and clinical examination of patients with complaints related to this system. The student is also exposed to simulation sessions (SIM) that emphasize common renal diseases and describe their management and prevention. The teaching modalities utilized in this course range from lectures (L), Problem-based learning (PBL), Team-based learning (TBL), Tutorials (TUT), Simulation (SIM) and Practical sessions (PR). The students will undergo formative and summative assessments comprising of in-class assessments, student participation student assignments, MCQ based written exams, practical exams (OSPE) and clinical exam (OSCE).		
Genital and Reproductive System	**GPS407**	**Credit Hours: 4**
The Genital and Reproductive System course is offered to the undergraduate students in the MD program in Year 4, Semester 2. The course has been allotted 4 credit hours, which are to be covered over a period of 4 weeks. The course covers various aspects of the Genital and Reproductive System based on the clinical presentations enlisted in the Emirates-MED. The goal		

of this course is to provide students with an overview of the male and female reproductive anatomy and the functions of the various organs involved in reproduction, including the testes, ovaries, uterus, cervix, and vagina. Students will also learn about the hormonal regulation of the reproductive cycle and the mechanisms of gamete production and fertilization. The course will then move on to discuss various medical conditions and diseases that can affect the male and female reproductive systems, such as infertility, sexually transmitted infections, and reproductive cancers. Students will learn about the various diagnostic tools and treatment options available for these conditions. In addition to the medical aspects, the course also covers the social and ethical issues related to reproductive health, such as contraception, pregnancy termination, and fertility treatments. Throughout the course, students will be expected to develop their clinical skills, including history taking, physical examination, and clinical reasoning. They will also have opportunities to observe and participate in clinical procedures related to reproductive health in a simulated environment. The course will use interactive lectures(L), Problem-based learning (PBL), Case-based learning (CBL), Tutorials (TUT), Simulation (SIM) and Practical (PR) sessions. The students will be assessed throughout the course in formative and summative assessments including in-class assessments, student participation student assignments, MCQ-based written exams, practical exams (OSPE) and clinical exam (OSCE).		
Nervous System	**NES408**	**Credit Hours: 6**
The Nervous System course is offered to the undergraduate students in the MD program in Year 4, Semester 2. The course has been allotted 6 credit hours, which are to be covered over a period of 7 weeks. The course covers various aspects of Nervous system based on the clinical presentations enlisted in the Emirates-MED. The goal of this course is to provide students an in-depth understanding of the nervous system's structure and function, as well as the pathophysiological bases of common neurological problems. This course integrates basic sciences with a study of neuroscience and behavior in health and disease. Through a combination of didactic and self-directed learning methods and clinical models, the basic science topics are integrated into continuance that includes neuroanatomy, neurophysiology, neurological correlation, neuropharmacology, neuropathology, human behavior, and psychiatry. It also provides a rationale for the use of pharmacologic agents in the treatment of various nervous system disorders. Lastly, students will learn to incorporate pertinent laboratory tests and radiographic findings into clinical problem solving. Thus, integrating the basic sciences into the study of neuroscience and behavior, and psychiatry in both health and disease. As part of the course, students are introduced to a variety of student-centered learning techniques, such as Team-based learning (TBL), Case-based learning (CBL), Tutorials (TUT), Clinical presentations (CP), Simulation sessions (SIM), Student independent learning (SDL) as well as interactive lectures (L), and practical (PR) sessions. The students will be assessed throughout the course in formative and summative assessments including in-class assessments, student participation student assignments, MCQ-based written exams, practical exams (OSPE) and clinical exam (OSCE).		
Research and Knowledge Translation – II	**RKT409**	**Credit Hours: 2**
The Research and Knowledge Translation - II this course is offered to the undergraduate students in the MD program in Year 4, Semester 2. The course has been allotted 2 credit hours, which are to be covered over a period of 15 weeks. This course provides an overview of the whole health research process, including research methods, data collection instruments, and measurements used in different study designs. The course is planned to be applied for and will enable students to write a scientific health research proposal. The course will cover special topics related to the health research process that were not addressed in Research Knowledge and Translation - I, such as teaching students skills of ethics, references, and publications. In addition, the course will enable students to gain skills in performing data analysis using SPSS. The course will cover knowledge translation, theories and models, and knowledge		

dissemination in addition to an exchange of knowledge. The teaching modalities in this course will be delivered via interactive lectures(L), tutorials (TUT), Student led seminar (SLS), Project work (PW) and practical sessions (PR). Students will be assessed, through formative and summative assessments throughout the course via in-class assessments, student participation, student assignments, student project and MCQ based written exams.		
Occupational and Industrial Health and Sports Medicine	**OIH410**	**Credit Hours: 2**
The Occupational and Industrial Health and Sports Medicine (OIH) course is offered to the undergraduate students in the MD program in Year 4, Semester 2. The course has been allotted 2 credit hours, which are to be covered over a period of 15 weeks. This course covers the basics of occupational and Industrial health and safety (OIHS) concepts, hazard identification (physical, chemical, biological, ergonomic, and psychosocial), risk assessment and prevention strategies in the context of OIHS laws and guidelines. In addition, it introduces the students to current concepts in Sports Medicine as well as practical insights into sports therapy interventions, and the interprofessional practice of this specialty. It will provide students with knowledge about the epidemiology and economic burden of various occupational/ work-related and sport related injuries and diseases, different types of workplace risk assessment, investigation of occupational accidents, personal protection of workers, and pre-employment and athlete medical examinations. The teaching modalities used in this course comprise of interactive lectures(L) along with a variety of student-centered learning techniques, such as Case-based learning (CBL), Tutorials (TUT), Role play (RP) and Field visits (FV). Students will be assessed through formative and summative assessments throughout the course via in-class assessments, student participation, student assignments, quizzes and MCQ based written exams.		
Phase 3 Courses		
Family medicine and Geriatrics	**FMG501**	**Credit Hours:10**
The Family medicine and Geriatric course is offered to the undergraduate students in the MD program in Year 5 of clerkship phase. The course has been allotted 10 credit hours, which is to be covered over a period of 10 weeks. The goal of this course is to expose the students to the discipline of family medicine and geriatrics, emphasizing on central characteristics of family and geriatric medicine in the community. 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 and families in the community. They will be distributed to geriatric outpatient clinics and the students will receive geriatric medicine training. During the course the students will focus on the health care of elderly people. It aims to promote health and to prevent and treat diseases and disabilities in older adults. Students will develop expertise in the clinical, rehabilitative, preventive, and social aspects of illness in the older adult. The course covers various aspects of health in adolescents and geriatrics group based on the clinical presentations enlisted in the EmiratesMED The syllabus will cover common acute and chronic problems, emphasizing a holistic biopsychosocial approach assessing risk factors and practicing opportunistic screening and health promotions. The Teaching modalities include clinical placement, Lectures (L), Problem-based learning (PBL), Case-Based Learning (CBL), Tutorials (TUT), Roleplay (RP), Simulation (SIM), Virtual patient learning (VPL),Bedside teaching (BST) and Student-Independent learning (SDL) sessions. The students will document logbook on e-portfolio and conduct a research project. The assessment modalities include both continuous and summative assessments like MCQs, EMQs, OSPEs, OSCEs and DOCEE.		
Emergency Medicine Clerkship	**EMM502**	**Credit Hours:5**
The Emergency Medicine Clerkship is offered to the undergraduate students in the MD program into Year 5 of the clerkship phase. The course has been allotted 5 credit hours, which are to be covered over a period of 5 weeks. The goal of the course is to introduce students to the management of acute and urgent medical conditions and offers students opportunities for extensive clinical exposure. Based on an understanding of the disease's pathophysiology, students will develop investigatory and analytical clinical thinking and a quick and effective		

immediate action plan. This course will train students to appropriately take focused patient histories, conduct physical examinations, differential diagnoses, medical decision-making, and procedural skill acquisition. A wide range of undifferentiated patients with a variety of personal, social, and cultural issues that influence patient care will be presented to the students. In addition to clinical skills and diagnostic reasoning, the emergency department places an emphasis on the ability to identify life-threatening situations and initiate resuscitation in a wide variety of diseases with varying degrees of urgency. The teaching modalities used shall range from interactive Lectures (L), simulation (SIM) and Bedside teaching (BST). The students will be assessed via both summative and continuous assessments including but not limited to; written exams (MCQ and EMQ), Workplace-based assessment activities using Mini-Cex and multi-source feedback using logbooks and e-portfolios for competency and final OSCEs (Objectively Structured Clinical Examination) and DOCEEs.

Psychiatry and Mental Health	**PMH503**	**Credit Hours:5**

The Psychiatry and Mental Health course is offered to undergraduate students in the MD program in year 5 of clerkship phase. The course has been allotted 5 credit hours, which is to be covered over 5 weeks. The students will learn about mental illness and distress which are common and account for a significant burden of disability within our community.

In this course, students will be provided an overview of the major kinds of mental disorders, classification of mental disorders, their causes, treatments, and how to seek help and support. The course modalities include an evidence-based holistic approach for diagnosis and management of mental illness will be taught. History taking, assessment of psychiatric illness, , hospital visits, and psychiatric outpatient wards will be the core of the course .the teaching modalities of this course will include interactive lectures (L), simulation-based cases (SIM), case studies(CS) , tutorials (TUT), and bedside teaching(BS).The Assessment modalities include continuous and summative by mid-course and end of course exam (MCQ, OSCE).

Patient Safety and Quality of Healthcare	**PQH504**	**Credit Hours:2**

The Patient Safety and Quality of Healthcare course is offered to undergraduate students in the MD program in year 5 of clerkship phase. The course has been allotted 2 credit hours which is to be covered over 15 weeks. This course focuses on the importance of patient safety and quality of healthcare. It provides an overview of patient safety, including the definition, types of errors and harms, and the systems approach to improving patient safety. Additionally, it covers the concepts of healthcare quality, including the definition, measurement, and improvement of healthcare quality. The course also discusses the relationship between patient safety and healthcare quality and the strategies for improving both. The course Teaching modalities are Lectures(L), technology enhanced learning like simulation-based themes (SIM), tutorials (TUT). The assessment modalities include continuous and final exams.

Internal Medicine clerkship	**IMC505**	**Credit Hours:10**

The Internal Medicine clerkship course is offered to undergraduate students in the MD program into Year 5 of the clerkship phase. The course has been allotted 10 credit hours, which are to be covered over a period of 10 weeks. The goal of the clerkship is to develop the knowledge, skills, and professional attribute related to the practice of general medical cases. The students are expected to get thorough knowledge regarding practical clinical approach to patients as well as certain ethical issues that are likely to arise in daily routine. Special emphasis will be put on the skills of history-taking and physical examination. Medical nomenclature will be explained, moreover the importance of differential diagnosis will be investigated. The students will be engaged in clinical activities. The course covers various aspects of medical cases based on the clinical presentations enlisted in the Emirates MED. The Teaching modalities of this course include Bedside teaching (BST) , Clinical presentations (CP), simulation (SIM) based session, case-based learning (CBL) , lectures (L), Tutorials(TUT).The assessments in this course are in the form of continues and summative exams which include the Objective

Structured Clinical Examination (OSCE), Mini Clinical Evaluation Exercise (Mini-CEX), Multiple Choice Questions (MCQs), and Extended Matching Questions (EMQs). Additionally, students are continuously evaluated by clinical e-Portfolios where they receive continuous feedback from the course faculty throughout the rotation.		
Medical Specialties Clerkship	**MSC506**	**Credit Hours:10**
The Medical Specialties Clerkship course is offered to undergraduate students in the MD program into Year 5 of clerkship phase. The course has been allotted 10 credit hours, which is to be covered over a period of 10 weeks. This course is part of advanced hospital practice that offer students the opportunity to work and learn as part of a hospital-based specialist medical team. The course's goals are to build on knowledge and experience gained during internal medicine clerkship and engage students with the important clinical problems encountered within an assigned medical specialist area. The course covers various aspects of medical specialties based on the clinical presentations enlisted in the Emirates MED This course will also enable students to enhance communications skills (history taking, breaking news), clinical examination, clinical reasoning and the necessary skills to approach specialty-based common scenarios. The course will be implemented thorough Bedside teaching (BST), simulation-based sessions (SIM), case presentations (CP) by students, Lectures (L), and tutorials (TUT). The course covers various aspects of medical speciality cases based on the clinical presentations enlisted in the Emirates MED .The students shall be accessed by both continuous and summative exams, which include written examination (MCQS, EMQS, OSPE) and clinical examination (OSCE and DOCEE).		
Forensic Medicine and Toxicology	**FMT507**	**Credit Hours:2**
The course “Forensic Medicine and Toxicology” is offered to undergraduate students in the MD program in year 5, semester 2. The course has been allotted 2 credit hours covered in 20 weeks. The course aims to introduce students to basic concepts, techniques, and practical philosophies that comprise the foundation of Forensic Medicine. This course introduces the student to forensic autopsy, death scene investigation, the importance of human identification, death scene chronological analysis, and significant factors that may have contributed to a decedent’s demise. A basic understanding of forensic histology is reviewed. The classes will be face-to-face with assignments and project work. The teaching modalities include lectures (L), tutorials (TUT), field visits, and report writing. Student assessment methods include in-class assessment, student participation, written examination, and student projects.		
Obstetrics and Gynecology	**OGW601**	**Credit Hours:10**
The Obstetrics and Gynecology and Women’s Health Clerkship is offered to undergraduate students in the MD program in year 6 of clerkship phase. The Course has been allotted 10 credit hours which is to be covered over 10 weeks. The clerkship aims to equip students with the knowledge, skills, and attitudes required to apply the principles of women health and be able to manage obstetric and gynecological conditions in a clinical setting. The course covers various aspects of obstetrics and gynecology based on the clinical presentations enlisted in the Emirates MED and the common presentations in the practice of Obstetrics and Gynecology. The topics included prenatal care, labor and delivery, contraception, infertility, menstrual disorders, sexually transmitted infections, pregnancy complications, medical disorders in pregnancy, cervical pathology, gynecologic tumors, pelvic floor dysfunction, and menopause. To enhance the student’s understanding of women health and acquisition of skills in obstetrics and gynecology, the course uses a variety of teaching and learning modalities. Clinical rotations are key component of the course, during which students will participate in various clinical settings such as obstetric and gynecological clinics, labor and delivery wards, and operating rooms. Clinical rotation involves (observation/history taking/ physical examination/hands-on skills/performing or attending procedures and surgeries/clinical attachment/oral presentations/etc...). Students will receive bedside teaching(BST) from		

experienced clinicians who will provide one-on-one instruction on the management of obstetric and gynecological conditions. Simulation-based education(SIM) is also utilized, allowing students to practice their clinical skills and decision-making in a safe and controlled environment. Case-based discussions(CBL) provide an opportunity for students to analyze and discuss clinical cases in a group setting, further developing their clinical reasoning and problem-solving skills. Interactive workshops are conducted to provide hands-on training in clinical skills and procedures, including pelvic examination and procedures, obstetric examination, and intrauterine device insertion. Experienced clinicians deliver interactive lectures, facilitating student engagement and active learning.

The assessment modalities include a variety of assessment methods to evaluate students' knowledge and skills in obstetrics and gynecology both as continuous and summative assessments. These include the Objective Structured Clinical Examination (OSCE), Mini Clinical Evaluation Exercise (Mini-CEX), Multiple Choice Questions (MCQs), and Extended Matching Questions (EMQs). Additionally, students are continuously evaluated by clinical e-Portfolios where they receive continuous feedback from the course faculty throughout the rotation.

Pediatrics and child health	**PCH602**	**Credit Hours:10**

The Pediatrics and child health course is offered to undergraduate students in the MD program in year 6 of the Clerkship phase. The course has been allotted 10 credit hours, taught over 10 weeks. The course is designed to provide students with the fundamental knowledge and skills to care for infants, children, and adolescents. Medical students will learn about growth, development, the diagnosis and management of both common acute and chronic pediatric illnesses . The teaching modalities in this course include interactive didactic lectures (L), Case-based learning sessions (CBL), simulation (SIM) sessions and bedside teaching (BST). During this clerkship, students will acquire the skills and techniques that will aid them in the approach and evaluation of pediatric patients. The course covers various aspects of pediatrics and child health based on the clinical presentations enlisted in the Emirates MED. Students will have opportunities to learn and observe pediatric care in a variety of clinical environments, which include inpatient ward services, outpatient clinics, emergency department, simulation center, primary care and the neonatal care units. Pediatrics clerkships enable students to develop and apply of appropriate professional attitudes, communication and problem-solving skills. The assessment of students includes continuous and summative assessments. Continuous assessment is undertaken during the entire course and includes mini-CEX at workplace and on e-portfolio, quizzes and case presentations. The final exam is at the end of week 10 assessed by OSPE, OSCE and written exams (MCQ, EMQ).

Evidence-Based Medicine and Practice and global Health	**EBM603**	**Credit Hours:2**

The Evidence-Based Medicine and Practice (EMBP) course is offered to undergraduate students in the MD program into Year 6 of the clerkship. The course has been allotted 2 credit hours, which are to be covered over a period of 15 weeks. The goal of the course is to help students understand the fundamental knowledge of Evidence-Based Health Care (EBHC) including clinical epidemiology. Students will learn about the principles and process of EBMP, research concepts relevant to EBMP, searching for resources, and principles of critical appraisal. The course fits integrally with research methodology where the principles learned are applied in reading and evaluating literature. The course will incorporate conventional interactive Lectures (L), Tutorials (TUT) and practical (PR) sessions with many student-centered learning activities. Students will be assessed through integrated continuous assessments and written examinations.

General Surgery clerkship	**GSC604**	**Credit Hours:10**

The General Surgery clerkship course is offered to undergraduate students in the MD program in year 6 of clerkship phase. The course has been allotted 10 credit hours which is to be covered over 10 weeks. The course aims at expanding and the fundamental knowledge and abilities

already acquired in previous years of medical education. The surgical clerkship course provides the fundamentals of surgery that all students should be familiar with before entering the practice setting to be able to recognize surgical problems, be able to understand and formulate the principles of management of basic general surgical problems, provide total care for the surgical patient in the community after their graduation. The course teaching modalities include Lectures(L), students' presentations (SP), problem-based learning (PBL), Bedside teaching (BST), and SIM lab sessions (SIM), and alongside with clinical rotations and wards' hospital round as active learning methodologies. The Assessment modalities include both summative and continuous assessments including but not limited to; written exams, Workplace-based assessment activities using Mini-Clex and multi-source feedback using logbooks and e-portfolios for competency and final OSCEs (Objective Structured Clinical Examination) and DOCEE (Directly Observed Clinical Encounter Exam).

Surgical Specialties clerkship	**SSC605**	**Credit Hours:10**

The surgical specialties clerkship course is offered to the undergraduate students in the MD program into year 6 of the clerkship phase. The course has been allotted 10 credit hours which will be covered over 10 weeks. The course aims to expand and reinforce the fundamental knowledge and abilities already acquired in the previous courses and general surgery clerkship. It provides the students with basic knowledge in various surgical specialties including ortho/trauma, neurosurgery, plastic surgery, vascular surgery, thoracic surgery, urology, ENT, and ophthalmology. The course teaching modalities include lectures(L), students' presentations(SP),problem-based learning(PBL), and simulation lab sessions(SIM), and Bedside Teaching will together be used as active learning methodologies. The assessment modalities include both summative and continuous assessments these include the Objective Structured Clinical Examination (OSCE), Mini Clinical Evaluation Exercise (Mini-CEX), Multiple Choice Questions (MCQs), and Extended Matching Questions (EMQs). Additionally, students are continuously evaluated by clinical e-Portfolios where they receive continuous feedback from the course faculty throughout the rotation.

Readiness for Clinical Practice	**RCP606**	**Credit Hours:2**

The Readiness for Clinical Practice course is offered to the undergraduate students in the MD program in Year 6, Semester 2. The course has been allotted 2 credit hours, which are to be covered over a period of 15 weeks. The course covers skills and competencies expected for an intern in clinical practice. The goal of this course is to prepare the students with assessment, diagnostic and management of common condition seen in clinical practice. in clinical practice. The teaching modalities in this course shall include a few didactic Lectures (L), and mostly simulation-based learning (SIM) sessions. The course is assessed using continuous assessment in the form of written midsemester theory Multiple-Choice Questions (MCQ) exam, final theory (MCQ) and practical exams (OSCE) and spotters.

22. BACHELOR OF PHARMACY (BPHARM): PROGRAM DETAILS

Program Overview

Dubai Pharmacy College for Girls accepts only female students. DPCG offers Bachelor and Master 's degrees in the field of pharmacy. The Bachelor of Pharmacy (BPharm) program has been offered for a period of four and half years, four years of teaching and one semester exclusively devoted to Advanced Professional Practice Experience (APPE). DPCG strives to provide an integrated and interactive BPharm curriculum that develops practice-related knowledge and skills, focusing on research, fostering professionalism, and promoting lifelong learning. DPCG curricular philosophy provides the students a comprehensive knowledge in basic biomedical sciences, pharmaceutical sciences, social and administrative, and clinical sciences, in addition to the general education requirements in a consistent, integrated, and progressive way, thus enabling the graduates to be

competent in any pharmacy field and to become leaders in the profession. DPCG curriculum meets the national and the international standards for the basic pharmacy degree for graduation with 160 credit hours stretching over the period of 4.5 years.

DPCG curriculum is designed to give the students basic knowledge and skills for first year (introductory) in the technical aspect of the career and it broadens the students' knowledge in humanities and social sciences to further develop their skills in critical thinking, problem solving and decision-making. The second- and third-year's program stresses on the fundamental and scientific principles to understand the nature, biological activity of drugs. Other aspects such as the quality, efficacy, safety, and concepts of drug development are also covered. In addition, second and third years help the program to develop the ability of the students to utilize the acquired knowledge, contribute productively to various fields of pharmaceutical and clinical settings and to create innovation in their profession. Furthermore, Professional Practice Experiences (IPPE01, IPPE02, APPE and INTR) is provided which includes training in community pharmacies, hospitals and industrial settings respectively. Professional knowledge is imparted to meet the demands of the pharmaceutical career in hospitals by providing opportunities for clinical exposure, drug therapy patient care and counselling, drug development and manufacturing which provides deep insight into the newer roles of the pharmacy profession. In addition, the business principles, legal requirements, and the ethical considerations, which apply to the practice of the profession, are also integrated.

Program Aims

- To produce pharmacists having knowledge, skills and competencies equivalent to local and International Standards of BPharm degree.
- To initiate research which will utilize locally available materials and data for possible use in pharmaceutical fields.
- To practice according to the internationally accepted professional code of ethics.

Program Objectives:

Program objectives of the BPharm program are specifically aligned with Level 6 of the Qualifications Framework for the UAE approved by The Board of the National Qualifications Authority (NQA) known as the QF Emirates.

1. Offer a highly motivated educational environment to provide the students with profound knowledge of various fundamental, pharmaceutical, and clinical sciences.

2. Develop the ability of the students to utilize the acquired knowledge to contribute productively to various fields of pharmaceutical and clinical settings.

3. Produce graduates with professional skills needed to ensure effective communication with healthcare members, patients and the community following a professional code of ethics.

4. Develop a highly competent, responsible, life-long learner pharmacist with the vision of continuous professional development.

BPharm Program Objectives mapping against Program Outcomes			
	Program outcomes		
	Knowledge	Skills	Competencies

Program objectives	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4
1. Offer a highly motivated educational environment to provide the students with profound knowledge of various fundamental, pharmaceutical and clinical sciences.	√	√	√	√							
2. Develop the ability of the students to utilize the acquired knowledge to contribute productively invarious fields of pharmaceutical and clinical settings.					√		√				
3. Produce graduates with professional skills needed to ensure effective communication with healthcare members, patients and community following professional code of ethics.						√					
4. Develop a highly competent, responsible, life-long learner pharmacist with the vision of continuous professional development.								√	√	√	√

Program Structure

The BPharm curriculum requires a minimum of 160 hours. Dubai Pharmacy College for Girls grants its students, after successful completion, a bachelor's degree in pharmacy (B. Pharm.). The total program of Dubai Pharmacy College for Girls extends over four and a half academic years and the maximum course duration to complete the degree within a reasonable time frame of Seven and half years.

The academic year starts in September and ends in the second week of July.

- Each academic year is divided into 3 semesters.
- The fall and spring semesters are composed of seventeen weeks of which 15 weeks are devoted to teaching.

- Summer semester is composed of 6 weeks in which a maximum of 6 credit hours only will be delivered.
- Each week has five teaching days which accounts for 30 teaching hours in a week.
- Advanced Professional Practice Experience to be provided in the last semester (fall semester of fifth year).

Domain	No. of Courses	Credit Hours	%
Elective Courses	4	8	5 %
General Education Requirements	10	21	13.1%
Core Requirement	39	104	65.0%
Industrial training	1	1	0.6%
Introductory Professional Practice Experience (IPPE001 & 2) and Professional Practice Experience	3	24	15.0%
Capstone Project (CS)	1	2	1.3%
Total	**57**	**160**	**100%**

Domain	No. courses	Credit Hours	%
PS-Pharmaceutical Science	11.5	34	32.7%
CS-Clinical Science	22.5	57	54.8%
BBS-Basic Biomedical Sciences	5	13	12.5%
Total	**39**	**104**	**100%**

Program Learning Outcomes

PLO1. Develop and integrate the knowledge and understanding of the structural design of the drugs, their synthesis, quantitative and qualitative analysis, pharmacological activities, and toxicities to evaluate and explain drug action and solve therapeutic problems in the patient care process.

PLO2. Apply the knowledge of the basic concepts and techniques required to formulate different pharmaceutical and biotechnology-based products and implement quality control measures and tests to produce an effective and safe medicine.

PLO3. Integrate the knowledge of biomedical sciences, pharmacokinetics, pharmacodynamics & toxicological principles of the drugs to ensure the safety and efficacy of the medication to improve overall health and awareness.

PLO4. Demonstrate specialist and comprehensive knowledge required in providing specialized Clinical services needed in hospital and other clinical environments.

PLO5. Design educational strategies for prevention and intervention in disease management for individuals and communities to improve health and wellness.

PLO6. Communicate effectively orally and in writing and deploy a range of presentation techniques and strategies to present, explain and assess information within workplace settings.

PLO7. Identify problems, analyze, deploy and utilize pertinent information in clinical case discussion and evaluate the patient care process with an appropriate pharmaceutical care pan.

PLO8. Demonstrate the leadership ability to be innovative by using creative thinking and take responsibilities to function both independently and as a healthcare team member.

PLO9. Develop self-direction in problem-solving, decision-making, and critical thinking abilities for professional development and become independent lifelong learners.

PLO10. Exhibit Islamic behavior, moral and ethical attitudes consistent with the trust given to the profession by patients, other health care providers, and society.

PLO11. Practice Pharmaceutical Care Process in individualized and population-based care.

Mapping of PLOs-Competencies aligned with the QF*Emirates*

National Standards of Learning Outcomes for Bachelor Level Program (QF*Emirates*- Level 7)	**Program Learning Outcomes**										
	1	2	3	4	5	6	7	8	9	10	11
Knowledge											
specialised factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts	√	√									
an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions	√	√									

understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources	√	√	√								
a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques	√	√	√	√							
familiarity with sources of current and new research and knowledge with integration of concepts from outside fields		√	√	√							
Skills											
technical, creative and analytical skills appropriate to solving specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline					√	√	√				
evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions					√	√	√				
evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline					√	√	√				
highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters					√	√	√				
Autonomy & responsibility											
Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning								√			
can manage technical, supervisory or design processes								√			

in unpredictable, unfamiliar and varying contexts											
can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities								√			
can express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships								√			
Role in context											
Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance										√	√
Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialisation in field of work or discipline										√	√
Can take responsibility for managing the professional development and direct mentoring of individuals and groups										√	√
Self-development											
can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/or further learning									√		
can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning context									√		
Can contribute to and observe ethical standards									√		

The Program Learning Outcomes (PLOs) are aligned with the newly published UAE Professional Pharmacy Graduates Competency Framework and the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes. Thus, the PLOs of the BPharm program at Dubai Pharmacy College is aligned to produce practice-ready pharmacy professionals with

national and international standards.

PLO	Description	Graduate Competencies
PLO1	Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, biomedical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action and interactions, solve therapeutic problems, and advance population health and patient-centered care.	Learner **(Learner)**
PLO6&11	Provide patient-centered care as the pharmacotherapy expert to diverse patients using the best available evidence and resources, taking into consideration patients', their families, and their caregiver's circumstances and beliefs.	Patient Centered Care **(Care Provider)**
PLO7&11	Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	Medication Use Systems Management **(Manager)**
PLO3	Develop prevention, screening, intervention, and educational strategies for individuals and communities to maintain and improve health and wellness and to manage chronic diseases.	Health and Wellness Promotion **(Promoter)**
PLO6&7	Identify problems; explore and prioritize potential strategies and design, implement, and evaluate a viable solution.	Ethical decision Making and Problem Solving **(Problem Solver)**
PLO9	Educate all healthcare providers, patients, and the general population by determining the most effective and enduring way to impart knowledge and assess understanding.	Educator **(Educator)**
PLO6 &7	Assure that patients' best interests are represented and consider patient experience.	Patient Advocacy **(Advocate)**
PLO8&11	Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	Inter & Intra Professional Collaboration **(Collaborator)**
PLO8&11	Recognize the social determinants of health and traditional compassion to avoid bias and inequities in access to quality care	Cultural Sensitivity **(Includer)**
PLO6	Effectively communicate orally and in writing by identifying verbal and nonverbal cues when interacting with patients and healthcare providers.	Communication **(Communicator)**
PLO7	Perform precise calculations in pharmacy practice and interpretation of statistical data processing and evaluation.	Professional Statistics & calculations **(Calculator)**
PLO4 &9	Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	Self-Awareness **(Self-Aware)**
PLO8	Demonstrate responsibility for creating and achieving shared goals, regardless of position, and be able to effectively manage resources, and information and participate in organizational planning	Leadership & Management **(Leader)**

PLO2 &5	Engage in innovative and entrepreneurial activities by using creative thinking to envision better and more productive ways of accomplishing professional goals.	Innovation and Entrepreneurship **(Innovator)**
PLO8 &10	Exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society.	Professionalism and Ethical Practice **(Professional)**
PLO9	Engage in research and scholarly activities related to healthcare and pharmaceutical practice.	Research & Scholarship **(Scholar)**

Study Plan

Year	Semester	Cours Code	Course Name	CH	Pre-requisites	Co-requisites	Domain
Year One	**Semester 1**	PN701	Pharmaceutical Organic Chemistry- I	2			PS
		MC701	Anatomy and Physiology- I	2			BBS
		GE701	Mathematics and Statistics	2			GE
		GE702	English for Medical Sciences	2			GE
		GE706	Principles of Psychology	2			GE
		GE708	Arabic Studies	2			GE
		GE705	History of Pharmacy	1			GE
		PC701	Introduction to Pharmacy	1			PS
			Semester Credit Hours	**14**			
	Semester 2	PN702	Pharmaceutical Organic Chemistry- II	3			PS
		GE703	Technology in Health and E health	2			GE
		GE707	Green & Sustainable Pharmacy	2			GE
		PC702	Pharmaceutics-I	4			PS
		MC702	Anatomy and Physiology-II	3			BBS
		GE704	Islamic Studies	2			GE
			Semester Credit Hours	**16**			
Year Two	**Semester 1**	CP702	Pharmacology and Therapeutics -I	4	MC701, MC702		CS
		PN703	Medicinal Chemistry –I	3	PN702		PS
		MC703	Biochemistry	2	MC702		BBS
		MC704	Microbiology and Immunology	4	-		BBS
		PC703	Pharmaceutics-II	4	PC701, PC702		PS
			Semester Credit Hours	**17**			
	Semester 2	PN704	Medicinal Chemistry –II	3	PN702		PS
		PC704	Biopharmaceutics and Pharmacokinetic	3	PC701, PC702		PS
		CP703	Clinical Biochemistry	3	MC703		CS
		CP704	Pharmacology and Therapeutics-II	3	CP702		CS
		CP705	Pharmacy Practice	3	PC701		CS
		MC705	Pathology	2	MC701, MC702		BBS
	Semester 3		**Semester Credit Hours**	**17**			
		IPPE-01	Introductory Professional Practice Experience	5			CS
			Semester Credit Hours	**5**			

Year Three	**Semester 1**	PN705	Medicinal Chemistry-III	3	PN704, MC704		PS
		PC705	Pharmaceutical Technology	3	PC703		PS
		PC706	Pharmaceutical Biotechnology	2	-		PS
		CP706	Pharmacology and Therapeutics- III	4	CP702		CS
		CP707	Applied Pharmacokinetics	2	PC704		CS
		CP708	Alternative and Complementary Medicines	2	CP702, CP705		CS
		CP709	Research Methodology and Biostatistics	2	GE701, GE702, GE703		CS
			Semester Credit Hours	**18**			
	Semester 2	PN706	Instrumental Analysis	3	-		PS
		CP710	Pharmaceutical Care	2	CP701, CP702		CS
		CP711	Pharmacology and Therapeutics- IV	3	CP702		CS
		CP712	Pharmacogenomics & Precision Medicine	3	-		CS
		CP713	Hospital Pharmacy	3	-		CS
		EC7011 / EC7012	Elective Area I	2	-		EC
		EC7021 /EC7022	Elective Area II	2	-		EC
			Semester Credit Hours	**18**			
	Semester 3	IPPE-02	Introductory Professional Practice Experience- Health care setting	3			CS
		(INTR)	Industrial Training	1			PS
			Semester Credit Hours	**4**			
Year Four	**Semester 1**	CP714	Pharmacy Laws and Drug Regulations	1	CP713		CS
		CP715	Pharmacoepidemiology & Pharmacovigilance	2	CP710		CS
		CP716	Clinical Toxicology	2	CP702		CS
		CP717	Pharmacology and Therapeutics- V	3	-		CS
		CP718	Natural Medicines Safety and Efficacy	4	GE708		CS
		EC7031 /EC7032	Elective Area III	2	-		EC
		GE709	UAE Society	3	-		GE
			Semester Credit Hours	**17**			

	Semester 2	CP719	Pharmaceutical Administration and Pharmacoeconomics	2	CP713		CS
		CP720	Pharmacy Automation & Informatics	2	-		CS
		CP721	Professional Skills in Practice	3	CP710, CP713		CS
		CP722	Capstone course	2	CP702, CP704, CP706, CP708, CP710, CP711		CS
		CP723	Calculations in Practice	2	PC701, PC702, CP709		CS
		CS701	Capstone Project	2	-		CS/PS
		GE710	Creativity, Innovation and Entrepreneurship, 3 cr)	3	-		GE
		EC7041 /EC7042	Elective area IV	2	-		EC
			Semester Credit Hours	**18**			
			Summer Electives				
Year Five	**Semester 1**	APPE	Advanced Professional Practice Experience	16			CS
			Semester Credit Hours	**16**			

Completion Requirements:

A student will be awarded a Bachelor of Pharmacy (BPharm) degree subject to fulfilling the following requirements:

- Completion of all courses, Professional Practice Experience and Students Graduation Project

Students enrolled in this program are exposed to a core professional curriculum that includes the basic biomedical sciences; pharmaceutical sciences; and clinical sciences in addition to general education and elective courses.

The curriculum, which is offered through 160 credit hours (CH), is organized to include 104 CH core requirement courses, 8 CH elective courses f21 CH general education courses, 24 CH of Professional Practice Experience, 1 CH of industrial training and 2 CH Capstone Project.

- Maintain a CGPA of at least 2.0 on a 4.0 scale.
- Minimum and maximum periods of enrolment for the completion

The minimum duration required for completion of the BPharm program is 4 and a half years, and the maximum period should not exceed 7.5 years.

Course Descriptions (all courses):

GENERAL EDUCATION		
Mathematics and Statistics	**Course Code: GE701**	**Credit Hours: 2+0**
The course will introduce basic mathematical concepts and calculations required for the subsequent studies of pharmaceutical and clinical calculations. The course includes introduction of critical mathematical concepts through the development of mathematical techniques such as measurement systems and logarithms. Students will be equipped with the skills needed to apply mathematical techniques correctly. Moreover, statistical concepts will be introduced helping students to understand statistical concepts such as collection of data, data types, analysis of data and sampling techniques.		
History of Pharmacy	**Course Code: GE705**	**Credit Hours: 1+0**
This course introduces the student to the profession of pharmacy and the role of the pharmacist within health care delivery systems, it gives a preview of the history of pharmacy and the different historical Eras, the important contributions of the ancient people and cultures to the evolution of the profession. Also, it describes the legislative, ethical, and professional standards in which the profession of pharmacy operates.		
Principles of Psychology	**Course Code: GE706**	**Credit Hours: 2+0**
The course aims to provide knowledge regarding the principles of psychology and to enrich the students about the effect of positive aspects of human nature. The students will be able to analyze how psychosocial factors in health and wellbeing influence a patient and how that affects the behavior of the clinician doing the assessment and the management. This course enables students to identify the sources of stress and its relationship to illness, stress among students and clinicians, and how to utilize coping resources. Students will also begin to explore how normal thoughts and behaviors change as an individual goes through different life stages.		
Green & Sustainable Pharmacy	**Course Code: GE707**	**Credit Hours: 2+0**
The course is designed to introduce the Importance of green and sustainable pharmacy practice. The course is equipping pharmacy students with the knowledge, skills and attributes needed to work and live in a way that safeguards environmental wellbeing, both in the present and for future generations. Educating pharmacy students on how to work sustainably in their future careers will increase awareness of climate change and allow for effective mitigation strategies in the profession.		

BASIC BIOMEDICAL SCIENCES		
Anatomy and Physiology-I	**Course Code: MC701**	**Credit Hours: 2+0**
The course offers a comprehensive knowledge of the structure and function of the human cell, integumentary, Blood, skeletal, muscular and nervous systems. The information offered by the course forms the foundations for further understanding of pharmacology, pathology, pathophysiology, and medicine. It gives the student an opportunity to develop into an independent learner and researcher.		
Anatomy and Physiology-II	**Course Code: MC702**	**Credit Hours: 2+1**

The course offers a comprehensive knowledge of the structure and function of the digestive, cardiovascular, respiratory, renal system, endocrine and reproductive systems. The information offered by the course forms the foundations for further understanding of pharmacology, pathology, pathophysiology, and medicine. It gives the student an opportunity to develop into an independent learner and researcher.		
Biochemistry	**Course Code: MC703**	**Credit Hours: 2+0**
The course provides the Pharmacy students with the knowledge to understand the mechanisms of life, acid-base balance, structure-function relationship and clinical correlation of different bio molecules including carbohydrate, lipids, amino acids, proteins, enzymes, haemoglobin and fibrous proteins and ultimately energy production through oxidative phosphorylation reactions in the mitochondrial electron transport chain.		
Microbiology & Immunology	**Course Code: MC704**	**Credit Hours: 3+1**
The aim of this course is to establish the student's basic understanding in the principles of microbiology and immunology. This course delivers information about different microbial species that cause human disease such as bacteria, fungi, and viruses and discusses current topics including antibiotic resistance and public health threats. Various issues related to sterilization & sterility-testing of pharmacopeial preparations will also be reviewed. The course also provides the student an understanding of immune system, important theories of immunology and the different types of failures of immune system. The laboratory focuses on fundamental microbiological techniques.		
Pathology	**Course Code: MC705**	**Credit Hours: 2+0**
The course provides the students with the basic knowledge and conceptual understanding of the pathology of various diseases. Thus the student will be familiar with the names, classification, pathogenesis and pathological changes in the various body tissues in different diseases.		

PHARMACEUTICAL SCIENCES (PS)		
Pharmaceutical Organic Chemistry- I	**Course Code: PN701**	**Credit Hours: 2+0**
This course describes the structure of atoms, atomic orbital, hybridization, types of chemical bonding, the polarity of bond and its relationship with the electronegativity of the element. It also covers the reaction mechanism involves homolytic and heterolytic bond cleavages in a chemical reaction, production of free radicals and their stability. This course also describes the resonance structure, substituents effect on the resonance, types of isomerism and their effect on the optical activity of organic molecules.		
Pharmaceutical Organic Chemistry- II	**Course Code: PN702**	**Credit Hours: 2+1**
This course describes the structural configuration, nomenclature, physical properties, preparation methods, and chemical reactions/reaction mechanism of different functional groups as an aliphatic, aromatic hydrocarbon, substituted hydrocarbons, polynuclear hydrocarbons, esters, ethers, thioethers, alcohols, carboxylic acids, aldehydes, ketones, amines, diazonium salts and heterocyclic compounds. Laboratories include identification of functional groups of different organic molecules and preparation of selected organic compounds, their separation, purification and identification.		
Medicinal Chemistry-I	**Course Code: PN703**	**Credit Hours: 3+0**

Medicinal chemistry is the application of chemistry in the context of human medicine. This course describes the physiochemical, stereo-chemical aspects of drug action and biotransformation chemical reactions of phase I and phases II. This course also describes the chemistry of pharmacophore and structure-activity relationship of several classes of drugs that affecting the cardiovascular system (cardiac glycosides, antianginal, antiarrhythmic and antilipidemic agents, anticoagulants, antiplatelets, and diuretics), cholinergic, adrenergic neurotransmission, and stimulating central nervous system. In this course, a student will gain knowledge about how the structure of a drug relates to its intermolecular drug-receptor interactions/biological activity and metabolism. Students will also gain knowledge about drug designing and synthesis of different classes of medicinal agents.		
Medicinal Chemistry-II	**Course Code: PN704**	**Credit Hours: 2+1**
This course describes the medicinal chemistry of centrally acting drugs that includes opiate analgesics, nonsteroidal anti-inflammatory agents analgesic-antipyretics, sedatives-hypnotics, antiepileptics, general anaesthetics, psychotherapeutic drugs, antiparkinsonian and skeletal muscle relaxant. It also describes the drugs that affect neuronal transmission as local anaesthetics. In this course student will gain knowledge about how the structure of a drug relates to its physicochemical properties, intermolecular drug-receptor interactions lead to pharmacological activity and metabolism. Students will also gain knowledge and skills about drug designing, synthesis and analysis of different classes of medicinal agents.		
Medicinal Chemistry–III	**Course Code: PN705**	**Credit Hours: 3+0**
This course describes the medicinal chemistry of beta-lactam antibiotics, antimicrobial agents, antimalarial, antifungal, antiviral and antineoplastic agents. It also describes the drugs affecting the immune system as antihistamines and antiulcer agents, the endocrine system as insulin and oral hypoglycemic drugs, steroid hormones and therapeutically related drugs (corticosteroids, sex hormones) and thyroid drugs. In this course student will gain knowledge about the development of lead compound and how the structure of a drug relates to its physicochemical-pharmacokinetic properties, drug-receptor interaction leads to biological activity and pharmacological-clinical uses.		
Instrumental Analysis	**Course Code: PN706**	**Credit Hours: 2+1**
This course is an introduction to modern instrumental methods of chemical and pharmaceutical analysis. It describes the theory of operation, instrument design and methodology, and applications of spectroscopic techniques of UV/VIS, Fluorescence, FTIR, AAS, MS, and NMR, and chromatographic methods that include gas and liquid chromatography. Laboratory includes the application of instruments in the analysis of chemicals, drugs, supplements and medicinal agents.		
Introduction to Pharmacy	**PC701**	**Credit Hours: 1+0**
This course introduces basic concepts in pharmaceutics including briefing the different dosage forms, routes of drug administration, prescription, labelling of medications and pharmaceutical Latin abbreviations. Besides, the course teaches extemporaneous dispensing and the fundamentals in the calculation of concentration expressions.		
Pharmaceutics-I	**Course Code: PC702**	**Credit Hours: 3+1**
The course is designed to provide the students with the theoretical and practical principles of the pharmaceutical dosage forms concerning their advantages and limitations, types and functions of excipients, preparation techniques, formulation strategies, and final product packaging and stability. The course deals with liquid dosage forms as aqueous and non-aqueous solutions, suspensions, emulsions, and sterile parenteral and ophthalmic dosage forms. The basic		

physical characteristics and calculations required in the formulation of the mentioned dosage forms are also discussed. Besides, students are initially exposed to modern formulation technology and innovations in pharmaceutical dosage forms and drug delivery systems.		
Pharmaceutics-II	**Course Code: PC703**	**Credit Hours: 3+1**
This course is designed to cover different pharmaceutical dosage forms, their properties, characterization and methods for the production of finished pharmaceuticals. It includes semisolid dosage forms, including creams, ointments, gels, and pastes. Furthermore, the course discusses topics related to solid dosage and modified solid dosage forms in terms of their production, manufacturing methods, machinery and evaluation of the final product. Also, it provides background knowledge in respiratory dosage forms and some advanced nanoparticles. The Lab component of this course is designed to provide extensive practical exposure in development & evaluation of such dosage forms.		
Biopharmaceutics and Pharmacokinetics	**Course Code: PC704**	**Credit Hours: 3+0**
The major focus in biopharmaceutics will be concentrated on the various in vitro and in vivo factors that can affect drug performance in the body during the processes of liberation, absorption, distribution, metabolism, excretion with the purpose of evaluation of drug delivery systems, and the therapeutic management of patients. The pharmacokinetics section of the course provides a conceptual and quantitative background in pharmacokinetic theory and applications needed to pursue advanced studies in clinical pharmacokinetics.		
Pharmaceutical Technology	**Course Code: PC705**	**Credit Hours: 2+1**
The course is designed to provide students with proper knowledge in various aspects in the pharmaceutical technology including pre-formulation studies of solid dosage forms, manufacturing processes as granulation, drying and filtration. Packaging technology and its effect on medicine safety, effectiveness, and patients' compliance are also discussed. The course also focuses on the development of new drug delivery systems such as matrix solid dispersions, transdermal patches, and microspheres		
Pharmaceutical Biotechnology	**Course Code: PC706**	**Credit Hours: 2+0**
This course delivers up-to-date information about different biotechnological processes (Recombinant DNA, enzyme, hybridoma, and fermentation technology) involved in the development of therapeutic proteins, peptides, vaccines (DNA and RNA vaccines) and gene products. It also discusses various issues related to the development and delivery of these stable biotechnological products in humans		

CLINICAL SCIENCES (CS)		
Pharmacology & Therapeutics-I	**Course Code: CP702**	**Credit Hours: 3+1**
The course provides knowledge of basic principles of pharmacokinetics and pharmacodynamics of medications and their therapeutic application. An in-depth discussion of concepts of importance in pharmacology is emphasized. The principles of the drugs affecting the autonomic nervous system are discussed. Autacoids and anti-inflammatory medications (NSAIDs & Corticosteroids) are also covered. In addition, the course provides the clinical characteristics of peptic ulcer and inflammatory bowel disease. Finally, the pharmacologic benefits of medications in each disease, the management guidelines, treatment algorithms, and patient educations of the studied disorders are fully covered.		
Clinical Biochemistry	**Course Code: CP703**	**Credit Hours: 2+1**

The course provides to the pharmacy students the knowledge and advances understanding of the metabolic pathways of different biomolecules and related clinical correlations in addition to the integration of metabolic reactions in different human tissues and different physiological and pathological conditions.		
Pharmacology and Therapeutics-II	**Course Code: CP704**	**Credit Hours: 3+1**
The course deals with the principles of the common cardiovascular diseases describing the causes of hypertension, the major determinants which control coronary blood flow, and the etiology of heart failure. Then, the course provides the clinical characteristics (mechanism of action, benefits, adverse effects, interactions, and contraindications) of beta blockers, α-blocker, diuretics, vasodilators, calcium channel blockers, nitrates, ACE inhibitors, ARBs, cardiac glycosides and antiarrhythmics. Finally, the pharmacologic benefits of medications in each disease, the management guidelines, treatment algorithms, and patient educations of the studied disorders are fully covered.		
Pharmacy Practice	**Course Code: CP705**	**Credit Hours: 3+1**
This course introduces students to various aspects of pharmacy practice. It covers the knowledge of minor diseases that can be managed by the pharmacist concerning aetiology, symptoms, diagnosis, treatment, management and counselling. Moreover, the student will learn the different types of over-the-counter (OTC) medications used for a variety of medical cases, such as respiratory and GIT systems, skin and dental care, ears, eyes, nose and throat (ENT) problems, as well as pain management. Further areas of learning are women's health, children's care, and smoking cessation. This course will also provide the student with professional communication skills needed to deal with patients in the hospital and community pharmacy settings during an OTC therapeutic dialogue.		
Pharmacology and Therapeutics-III	**Course Code: CP706**	**Credit Hours: 3+1**
This course is designed to provide students with broad understanding of central nervous system pharmacology in addition to the pharmacology, pathophysiology, clinical pharmacokinetic and pharmacotherapy in major area of endocrinology with special emphasis on the thyroid disorders. The course includes practical classes using case-based approaches related to the topics of this course. The course will be taught concurrently with Applied Pharmacokinetics to offer the maximum benefit of integrated knowledge.		
Applied Pharmacokinetics	**Course Code: CP707**	**Credit Hours: 2+0**
The course deals with the concepts of the clinical pharmacokinetics of certain drugs and calculation of doses of drugs during organ impairment and clinical transplant pharmacokinetics and therapeutic drug monitoring, drug administration, alteration of dosage form and doses based on individualization and population data, approach to therapeutic drug monitoring, a case study of drugs requiring therapeutic monitoring.		
Alternative and Complementary Medicines	**Course Code: CP708**	**Credit Hours: 2+0**
Alternative and Complementary Medicines course provides the students a broad range of complementary therapies and how these can be utilized to enhance health. The students will be able to locate and evaluate credible information about complementary therapies and wellness. This course also covers the treatment of different diseases by herbal therapy, dietary health supplements, aromatherapy, relaxation therapy, minerals and vitamins supply, acupressure, ayurvedic medicine therapy, homoeopathy and hydrotherapy.		
Research Methodology& Biostatistics	**Course Code: CP709**	**Credit Hours:1+1**
This is an intensive introductory course to understand the basic concepts of pharmaceutical, clinical research & statistical methods used in applied research. This helps the students in getting acquainted with different research strategies and identifying potential research plans that will help them in their future research projects. This course helps the students to develop the writing skills of the research proposal, reports, thesis & articles in international standards. The		

course familiarizes the students with the use of a statistical package and gives them the skills needed for effective data management, data manipulation, data analysis at a basic level. The course will develop basic skills in the use of a statistical package through classroom demonstrations and independent lab		
Pharmaceutical Care	**Course Code: CP710**	**Credit Hours: 2+0**
This course provides the knowledge and experience that enables the students to understand and describe clinical pharmacy and pharmaceutical care practice aspects. The aim of this course is to provide the students with the skills of treatment assessment, care plan developing and follow up evaluation. Also, the student will be provide with the skills of identifying different types of patients drug related needs, different types of drug related problems and taking decision with ethical considerations in the practice of clinical pharmacy.		
Pharmacology and Therapeutics-IV	**Course Code: CP711**	**Credit Hours: 3+1**
This course is designed to provide students with integrated knowledge of basic pharmacology of various classes of antibacterial, antiviral, antifungal and chemotherapeutic agents. Focus is emphasized on main indication of each antimicrobial, its significant adverse effect and precautions to avoid drug resistance. Furthermore, the course covers the management of selected infectious diseases based on evidence-based guidelines including lower respiratory tract, urinary tract, CNS, opportunistic infections as well as HIV.		
Pharmacogenomics & Precision Medicine	**Course Code: CP712**	**Credit Hours: 3+0**
The goal of the course is to give students an understanding of the principles of human genetics and genomics as they apply it to find solutions in drug therapy optimization and patient care, thus providing basic understanding of discipline of pharmacogenomics. This course discusses genetic basis of variability in drug response that contribute to drug efficacy and toxicity, adverse drug reactions and drug-gene interaction. As such, pharmacists need a thorough understanding of the genetic component of patient variability to deliver effective individualized pharmaceutical care.		
Hospital Pharmacy	**Course Code: CP713**	**Credit Hours: 2+1**
The aim of this course is to provide the students with knowledge of the principles of pharmacy practice in a hospital setting. It aims to enable students to gain knowledge to practice in various areas of hospital pharmacy including understanding the basic layout of the pharmacy department in a hospital setting; understanding the roles of the pharmacist in hospital practice including the distribution of medications, medication compounding, collaborations as a member of the healthcare team, and other patient care services, identifying and reporting any possible drug interactions and mastering the administrative part of hospital pharmacy services including drug distribution control system & unit Dose Systems.		
Pharmacy Laws and Drug Regulations	**Course Code: CP714**	**Credit Hours: 1+0**
The course covers various policies, laws & regulations related to pharmacy practice and pharmacy professionals dealing with licensing, pharmacy operations, controlled substances, and operations in institutions. A Brief overview of the legal system including nature and sources of UAE laws on practicing pharmaceutical profession and trading in a medicine profession.		
Pharmacoepidemiology &Pharmacovigilance	**Course Code: CP715**	**Credit Hours: 2+0**
This is an introductory course, which equips students with a basic understanding of the concepts and practice of pharmacoepidemiology and pharmacovigilance in areas related to the assessment of drug safety and risk-benefit of drug use. This course will meet the needs of a wide variety of practitioners in detecting, managing, reporting of Adverse Drug Events/Reactions.		
Clinical Toxicology	**Course Code: CP716**	**Credit Hours: 2+0**
The course is intended to empower students with basic knowledge of Clinical Toxicology. The major focus of the course is on basic principles, mechanisms, and common approaches for the management of poisoned patients. Selected topics are covered in this course that includes		

occupational, heavy metals and drug toxicities. Students will gain knowledge of how selected chemicals/drugs exert toxic effects, present and managed clinically.		
Pharmacology and Therapeutics-V	**Course Code: CP717**	**Credit Hours: 2+1**
This course is designed to provide students with comprehensive understanding of respiratory system disorders (i.e. asthma and chronic obstructive pulmonary disease; COPD), diabetes mellitus, rheumatologic diseases (i.e. osteoarthritis, rheumatoid arthritis, gout & hyperuricemia) and osteoporosis. In the scope of these domains, the students will be learning the pharmacology, pathophysiology, clinical pharmacokinetic and pharmacotherapy in each domain with special emphasis on the diabetes mellitus and asthma. The course includes practical classes using case-based approaches related to the topics of this course. The course will provide the students with solid background about the different clinical practice essentials when multiple co-morbidities are existing.		
Natural Medicines Safety and Efficacy	**Course Code: CP718**	**Credit Hours: 3+1**
Natural medicines are types of medicines that are obtained from natural sources like plants, animals, fungi, or marine products for the treatment of some Diseases. Natural medicines are considered as important alternative to modern medicine. The aim of this course is to provide the students information about the international guidelines for assessing the quality, safety and the efficacy of natural medicines that present in the pharmaceutical markets, according to WHO. In addition, it provides the students information on the potential health benefits of natural medicines, their pharmacological action, folkloric uses, clinical studies, contraindications, side effects, interaction with other drugs, name of the supplement/s methods of preparation and the safe doses.		
Pharmaceutical Administration and Pharmacoeconomics	**Course Code: CP719**	**Credit Hours: 2+0**
The aim of this course is to provide the students with the working knowledge and fundamental principles of management related to pharmacy practice leadership. During this course, students are exposed to various administrative skills, strategic planning, motivational theories and risk management, which enable them to efficiently manage health care sectors. This course also covers the introduction of macoeconomics pharmacoeconomics, need and practice of pharmacoeconomic analyses in drug management, basic types of pharmacoeconomic analyses, drug utilization studies		
Pharmacy Automation & Informatics	**Course Code: CP720**	**Credit Hours: 2+0**
This course will be conducted in collaboration with automation industry to introduce the concept of automation in pharmacy like robotic pharmacy, use of mobile health tools, clinical software applications (“clinical apps”), and other associated devices used by clinicians and patients for patient care. This course acquaints with cyber-security systems and procedures for vulnerabilities. This course also supports key decision-making roles for pharmacists in the planning, selection, design, implementation, and maintenance of medication-use information systems, electronic health records.		
Professional Skills in Practice	**Course Code: CP721**	**Credit Hours: 1+2**
The aim of this course is to provide the students with the knowledge of the various health care providers, rapidly evolving types of healthcare delivery systems, and complexities of relationships among the various health care professionals working within the health care system. Students should be aware of the basic clinical skills required by pharmacists to get the insight they need to cultivate informed, compassionate and effective patient care.		
Capstone course	**Course Code: CP722**	**Credit Hours: 0+2**

This course helps in exploring the creativity of the students with a variety of realistic requirements and constraints in developing clinical pharmacy activities. The course is clinically oriented to emphasize the safety and efficacy in patient care. This course works with various elements of pharmaceutical care identified in the courses learned in all semesters to arrange and combine them to form a new concept (i.e., thinking outside the box), developing a creative, unique solution to the problem. This course integrates the problem based and project-based learning such as the challenges, effective learning through enquiry. This course collaboratively applies real world and theoretical knowledge to solve a problem.		
Calculation in Practice	**Course Code: CP723**	**Credit Hours: 0+2**
The aim of this course is to provide clear instructions of calculations to pharmacy students with thorough revision, and enabling them to perform flawless calculations accurately which develops confidence in them. Since pharmacist use calculations regularly in their practice, it is vital that they are able to employ calculation skills precisely so as not to compromise patient safety. Therefore the students should get a mandatory pass in this course before getting graduation.		

Professional Practice Experience (PPE) - Credit Hours: 24
IPPE01: Introductory Professional Practice Experience for 200 hours during the summer semester in the second year of BPharm.
IPPE02: Introductory Professional Practice Experience-Healthcare setting for 120 hours (Health Care) Summer semester Year 3
APPE: Advanced Professional Practice Experience 640 hours during the Fall semester of the fifth year of BPharm.
Industrial Training: INTR, 40 hours in spring semester Year 4

Capstone Project		
Capstone Project	**Course Code: CS701**	**Credit Hours: 0+2**
In the final phase of their studies, students have to present a project based on all-round knowledge they have acquired in different areas of pharmaceutical sciences. The presented project is evaluated, and the students are assessed for their knowledge by a panel of internal and external examiners.		

ELECTIVE COURSES		
AREA I		
Organizational Behavior and Cultural Diversity	**Course Code: EC7011**	**Credit Hours: 2+0**
This course exposes students to behavioral science theories and applications in management. Organizational behavior is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, economics, organization theory and many others. Organizational behavior helps the student to learn the value-added of "soft" management interventions. Understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures. In addition, the course aims to provide the students with an overview of the key concepts of strategic planning as a fundamental component of the Innovation & Entrepreneurship.		
Emotional Intelligence and Leadership	**Course Code: EC7012**	**Credit Hours: 2+0**
The course is designed to enable students to equip with the knowledge, skills, perspectives, and attitudes to achieve desired leadership outcomes across the three EIL facets which are the consciousness of self, consciousness of others, and consciousness of context. Across three EIL		

facets are nineteen capacities. Through the idea of EI and leadership, this course provides students a framework, a toolbox, and a guide for seeing the unique capacity in themselves to make a difference in the lives of others.		
AREA II		
Nuclear Pharmacy	**Course Code: EC7021**	**Credit Hours: 2+0**
Nuclear pharmacy is a specialty area of pharmacy practice dedicated to the compounding and dispensing of radioactive materials for use in nuclear medicine procedures. This course covers basic concepts involved with radioactivity, different types of radiations, radiation dose, nuclear medicines, and diagnostic & therapeutic applications of nuclear medicines and safety measures in nuclear pharmacy practice.		
Pharmacognosy and Phytochemistry	**Course Code: EC7022**	**Credit Hours: 2+0**
Pharmacognosy & Phytochemistry course introduces the pharmacy students to the concept of the drugs derived from natural resources according to their biosynthetic origin as well to impart an understanding of natural product structures and the way they are put together in living organisms. The student should be aware with different methods of extraction, isolation/identification as well as with the biological activities of the plant constituents of the acetate-malonate and shikimic acid pathways and the drugs containing these constituents.		
AREA III		
Regulatory Affairs	**Course Code: EC7031**	**Credit Hours: 2+0**
This course introduces students to various aspects of Regulatory affairs. It covers the knowledge of the regulations and guidelines related to health care products (pharmaceuticals, medical devices and cosmetics) and the related component authorities/ agencies in Europe, USA and GCC countries. This course will offer the B. Pharm graduate to work as Regulatory affairs specialist in health care entities.		
Pharmaceutical GMP	**Course Code: EC7032**	**Credit Hours: 2+0**
This course provides a comprehensive overview on the Good Manufacturing Practice (GMP) in manufacturing process and quality control testing of the pharmaceutical products. It covers various aspects of quality control and quality assurance as well as industry standards in the areas of contamination control and microbiology in the workplace, warehousing, production, packaging cleaning and sanitation, documentation and records archiving. Students will also be introduced to GMP audit plan and techniques in addition to the key concepts, facilities and requirements to Good Laboratory Practice (GLP). The instructor will deliver the course contents by multiple learning activities such as didactic lectures, self-learning, class discussion and tutorials. While students' performance will be evaluated via different assessment instruments including class activity, quizzes and written exams.		
Area IV		
Nutrition and Health	**Course Code: EC7041**	**Credit Hours: 2+0**
Nutrition and Health course provides the pharmacy students basics of nutrition by discussing the nutrients, their function in the human body and their sources in the diet. This course gives the students an understanding of the causes behind health issue related to nutrition. The course makes the students aware about what to eat and how to choose healthy foods. The course also makes the students to solve nutrition-related problems and make healthy food and nutrition decisions.		
Bioassay and Screening in Drug Development	**Course Code: EC7042**	**Credit Hours: 2+0**
The course provides basics of tests applied in screening and bioassay of new substances for the drug discovery and development. It also focuses on clarification of the basic concepts of biological assay of drugs based on their pharmacological classification. Experiments applied to		

assess many drug classes like autonomic-acting agents, anti-inflammatory, analgesics, Cardiac glycosides, antihypertensive agents are fully discussed. In vivo and invitro antitumor assay (cell-based assay MTT and SRB assay), flow cytometry, high throughput screening, cardiovascular risk assessment in modern drug development, preclinical safety and toxicity testing of drugs in addition to target identification, validation and biological evaluation will be covered.

23 . BACHELOR OF SCIENCE IN NURSING (BSN): PROGRAM DETAILS

Program Overview

The Bachelor of Science in Nursing (BSN) program at the College of Nursing spans four years, embodying the college's vision and philosophy. It integrates core courses, prerequisites, and clinical rotations essential for students to develop comprehensive knowledge and skills as professional nurses. The program aims to enhance societal health by preparing nurses to deliver evidence-based, holistic care to individuals, families, and communities in the UAE. Emphasizing UAE's healthcare priorities, the program seeks to prepare graduates to provide safe and effective nursing care across diverse healthcare settings. It also equips nurses with cultural sensitivity and ethical practices to deliver patient-centered care and improve healthcare outcomes, while promoting health and well-being through comprehensive nursing practices focused on individuals and families. The program aims to foster leadership, scholarship, and lifelong learning among nurses to meet evolving healthcare demands and address dynamic societal healthcare needs at local, national, and global levels. Aligned with UAE's healthcare vision, the BSN program aims to produce competent nurses capable of contributing significantly to healthcare delivery and community welfare.

Program Structure

The Bachelor of Science in Nursing (BSN) program is designed to prepare students for a career in nursing. CON program will consist of the following:

1. **General Education Requirements:** The BSN program usually has a series of courses. These courses cover English, Arabic, UAE society, Technology in Health and E-Health, and Communication Skills. General education provides a well-rounded educational foundation. The General Education was created to meet national and international standards while ensuring the Program's ongoing development. The GE is a 20-credit program with specific credit hours allotted to each course.

2. **General Health Care:** Before entering the core nursing courses, students will need to complete specific prerequisite courses in subjects such as anatomy, physiology, biochemistry, microbiology, pathophysiology, and pharmacology. These courses provide essential background knowledge for nursing practice.

3. **Nursing Core Courses (NUR Core):** The core of the BSN program consists of nursing-specific coursework.

4. **Nursing Clinical Courses (NUR Clinical):** Hands-on clinical experience is crucial to a BSN program. Students typically spend significant time in healthcare settings, applying the knowledge and skills they have learned in the classroom. Clinical rotations may occur in hospitals, clinics, long-term care facilities, and other healthcare settings.

5. Research Courses (RR): There are four research courses.

6. Electives: The CON BSN program will offer various elective courses or specialization options, allowing students to explore specific areas of interest within the healthcare field. There are 2 electives. One is a research elective. The other is clinical elective. Clinical electives are directed to specialty training for student based on student inclinations and interests.

After completing a BSN program, graduates are eligible to take the Nursing license examination and become registered nurses. They can pursue various nursing career paths, including hospital roles, clinics, schools, public health agencies, research institutions, and more. Some graduates pursue advanced nursing degrees, such as a Master of Science in Nursing (MSN) or a Doctor of Nursing Practice (DNP).

Program Learning Outcomes

PLO1: Assessing health status, identifying nursing problems, planning, implementing, and evaluating holistic nursing care contributes to the health of individuals, families, and communities.
PLO2: Integrate knowledge, values, and nursing abilities to demonstrate competency sciences that integrate physical, biological, and behavioural sciences concepts and principles.
PLO3: Deliver culturally appropriate preventive, therapeutic, curative, and rehabilitative treatment as part of the health team in all contexts.
PLO4: Provide morally, ethically, and legally sound nursing care to demonstrate accountability.
PLO5: Exhibit proficiency in therapeutic relationships, interprofessional communication, and fostering a positive work environment.
PLO6: Demonstrate proficiency in risk assessment and clinical judgment, ensuring safety and quality of care.
PLO7: Conduct research and utilize research findings to provide evidence-based support nursing profession.
PLO8: Exhibit independence and leadership in problem-solving and decision-making
PLO9: Demonstrate management skills in delegating and utilizing resources in both routine and emergencies.
PLO10: Engage in lifelong learning for professional development and innovation promotion.
PLO11: Develop expertise in Health Information Management systems and technology-driven care delivery.

Mapping of PLOs-Competencies aligned with the QF*Emirates*

QF Emirates Domains	Level 6	PLOs										
	Descriptors	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
Knowledge	specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a		X									

QF Emirates Domains	Level 6	PLOs										
	Descriptors	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts											
	an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions	X	X									
	understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources	X	X									
	a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques							X				
	familiarity with sources of current and new research and knowledge with integration of concepts from outside fields							X				
Skills	technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a		X							X		

QF Emirates Domains	Level 6	PLOs										
	Descriptors	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	field of work or discipline											
	evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions	X										
	evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline							X				
	highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters											X
Aspects of competence	can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning.						X		X			
	can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts.									X		

QF Emirates Domains	Level 6	PLOs										
	Descriptors	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities			X	X	X						
	can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships								X			
	can function with full autonomy in technical and supervisory contexts and adopt paraprofessional roles with little guidance								X			
	can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline can participate in peer relationships with qualified practitioners and lead multiple, complex groups					X						
	can take responsibility for managing the professional development and direct mentoring of individuals and groups										X	
	can self-evaluate and take responsibility for contributing to professional practice, and										X	

QF Emirates Domains	Level 6	PLOs										
	Descriptors	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	undertake regular professional development and/ or further learning											
	can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts										X	
	can contribute to and observe ethical standard				X							

Program Learning Outcomes mapped to Course Learning Outcomes.

The course syllabus of each course contains a mapping of the course learning outcomes to the program learning outcomes. Each course is mapped with the PLO.

#	Code	PLOs										
		1	2	3	4	5	6	7	8	9	10	11
1.	IHB111	✓	✓									
2.	GER01										✓	
3.	CIP112										✓	
4.	GER02										✓	
5.	GER04										✓	
6.	GER08										✓	
7.	APN121	✓	✓									
8.	BIO122	✓	✓									
9.	MIC123	✓	✓			✓	✓					
10.	GER03										✓	
11.	GER06										✓	
12.	RSE1							✓				
13.	NUR211		✓	✓	✓	✓						
14.	PPN212	✓	✓									
15.	NUR213		✓	✓	✓	✓						
16.	BIO214							✓				
17.	GER05										✓	
18.	NUR221		✓	✓	✓	✓		✓				
19.	NUR222			✓	✓	✓			✓			
20.	CPN223					✓						
21.	RKT224							✓				
22.	NUR311			✓	✓	✓						
23.	NUR312		✓	✓	✓	✓						
24.	NUR313								✓	✓		
25.	NUR314			✓	✓	✓						
26.	NUR315			✓	✓	✓						✓
27.	NUR321			✓	✓	✓						
28.	NUR322			✓	✓	✓						
29.	NUR323			✓	✓	✓	✓					
30.	NUR324			✓	✓	✓		✓				
31.	EBN325							✓				
32.	CSE1	✓			✓	✓		✓				
33.	NUR411			✓	✓	✓			✓			
34.	NUR412			✓	✓	✓		✓	✓			✓
35.	NUR413			✓	✓	✓	✓		✓			
36.	NUR414			✓	✓	✓	✓		✓			
37.	EPN415				✓	✓			✓		✓	
38.	RKT416							✓				
39.	NUR421			✓	✓	✓	✓		✓			

Study Plan

Year	Semester	Course Code	Course Name	Credit Hours	T	C	SL & L	Pre-requisites	Co-requisites	Domain
Year One	Semester 1	IHB111	Introduction to Human Biology	3	2	0	1	-	-	**GHC**
		GER01N / GER01NN	Arabic Studies (Native) / Arabic Studies (Non-Native)	2	1	0	1	-	-	**GE**
		CIP112	Communication Skills for Interprofessional (Practice)	2	1	0	1	-	-	**GE**
		GER02	English for Medical Sciences	2	1	0	1	-	-	**GE**
		GER04	UAE Society	3	2	0	1	-	-	**GE**
		GER08	Introduction to Psychology	2	2	0	0	-	-	**GE**
			Semester Credit Hours	**14**	**10**	**0**	**6**			
	Semester 2	APN121	Anatomy and Physiology for Nursing	3	2	0	1	IHB111	-	**GHC**
		BIO122	Biochemistry for Nursing	3	2	0	1	IHB111	-	**GHC**
		MIC123	Microbiology for Nursing	3	2	0	1	IHB111	-	**GHC**
		GER03	Islamic Culture	2	1	0	1	-	-	**GE**
		GER06	Technology in Health and E-Health	2	1	0	1	-	-	**GE**
			Semester Credit Hours	**13**	**8**	**0**	**5**	**Total Year One =27**		
	Semester 3	**RSE1**	**Research summer elective**	**1**	**0.5**	**0**	**0.5**			
Year Two	Semester 1	NUR211	Fundamentals of Nursing (Theory+ Lab)	3	2	0	1	CIP112 APN121	-	**NUR (Core)**
		PPN212	Pathophysiology for Nursing	3	2	0	1	APN121	-	**GHC**
		NUR213	Comprehensive Health Assessment (Theory+ Lab)	4	2	0	2	APN121	-	**NUR (Core)**
		BIO214	Biostatistics	2	1	0	1	RKT1	-	**RR**
		GER05	Creativity, Innovation, and Entrepreneurship	3	2	0	1	-	-	**GE**
			Semester Credit Hours	**15**	**8**	**0**	**7**			
	Semester 2	NUR221	Adult Health Nursing I (Theory + Lab)	4	3	0	1	NUR213 PPN212 MIC123	-	**NUR (Core)**
		NUR222	Adult Health Nursing I (Practice)	4	0	4	0	-	NUR221	**NUR (Clinical)**
		CPN223	Clinical Pharmacology	3	2	0	1	PPN212	-	**GHC**

			for Nursing							
		RKT224	Research and knowledge translation 1	2	1	0	1	RSE1	-	**RR**
			Semester Credit Hours	**13**	**6**	**4**	**3**	**Total Year Two=28**		
Year Three	**Semester 1**	NUR311	Adult Health Nursing II (Theory + Lab)	4	3	0	1	NUR221	-	**NUR (Core)**
		NUR312	Adult Health Nursing II (Practice)	4	0	4	0	-	NUR311	**NUR (Clinical)**
		NUR313	Leadership and Quality Management in Nursing	2	1	0	1	NUR211	-	**NUR (Core)**
		NUR314	Child and Adolescent Health Nursing (Theory + Lab)	3	2	0	1	NUR213	-	**NUR (Core)**
		NUR315	Child and Adolescent Health Nursing (Practice)	4	0	4	0	-	NUR314	**NUR (Clinical)**
			Semester Credit Hours	**17**	**6**	**8**	**3**			
	Semester 2	NUR321	Mental Health Nursing (Theory)	3	3	0	0	NUR213 NUR214 CIP112	-	**NUR (Core)**
		NUR322	Mental Health Nursing (Practice)	3	0	3	0	-	NUR321	**NUR (Clinical)**
		NUR323	Maternal Health Nursing and Care of the Newborn (Theory + Lab)	3	2	0	1	NUR311	-	**NUR (Core)**
		NUR324	Maternal Health Nursing and Care of the Newborn (Practice)	4	0	4	0	Valid BLS Certificate (AHA)	NUR323	**NUR (Clinical)**
		EBN325	Evidence-Based Practice for Nursing	2	2	0	0	BIO214 RKT224	-	**RR**
			Semester Credit Hours & Weeks	**15**	**7**	**7**	**1**	**Total Year Three =32**		
	Semester 3	**CSE1**	**Clinical summer elective**	**1**	**0**	**1**	**0**			
Year Four	**Semester 1**	NUR411	Community Health Nursing (Theory)	3	3	0	0	NUR211 NUR212	-	**NUR (Core)**
		NUR412	Community Health Nursing (Practice)	3	0	3	0	-	NUR411	**NUR (Clinical))**
		NUR413	Critical Care Nursing (Theory + Lab)	3	2	0	1	NUR311	-	**NUR (Core)**
		NUR414	Critical Care Nursing (Practice)	4	0	4	0	-	NUR413	**NUR (Clinical)**
		EPN415	Ethical and Professional Nursing (Practice)	2	2	0	0	-	-	**GE**

		RKT416	Research and knowledge translation 2	2	1	0	1	RKT224		**RR**
			Semester Credit Hours	**17**	**8**	**7**	**2**			
	Semester 2	NUR421	Intensive Clinical Training	14	0	14	0	NUR313 NUR222 NUR312 NUR414	-	**NUR (Clinical)**
			Semester Credit Hours	**14**	**0**	**14**	**0**	**Total Year Four =31**		

Domain	No of Courses	Total Credit Hours	Total Lab Credit Hours
General Education (GE)	**9**	**20**	**8**
General Health Core (GHC)	**6**	**18**	**6**
Nursing Core (NUR Core) Nursing Lab (NUR Lab)	**10**	**32**	**10**
Nursing Clinical (NUR Clinical)	**8**	**40**	**0**
Research (RR)	**4**	**8**	**3**
Electives (E)	**2**	**2**	**0**
Total Courses	**39**	**120**	**27**

T: Theory
C: Clinical Rotation
SL & L: Simulated Lab and Lab
1 Clinical Credit hour = 40 contact hours/week

Completion Requirements

The BSN undergraduate will be awarded the BSN degree after fulfilling the following requirements:

1. Completing successfully the required credit hours (120 credit hours) as described in the study plan.
2. Completion of all nursing practical and clinical training as specified in the study plan.
3. A CGPA of at least 2.0.
4. Finalizing two elective courses
5. Finalizing 1600 hours of clinical training

Course Descriptions (all courses):

Year 1 in Semester 1 students over 15 weeks		
Introduction to Human Biology	**IHB111**	**3 credit hours**
The course "Introduction to Human Biology" is delivered to Year 1 in Semester 1 over 15 weeks with 3 credit hours weightage. In this course, students will learn the biochemistry, cell biology and organ systems of human body. This course covers fundamentals of the forces affecting molecular interactions, the structure-function relationships of proteins and carbohydrates, kinetics and catalysis, structure and function of subcellular organelles, and the foundations of some specialized cells – blood and lymphoid cells, muscle cells, and nerve cells; which will be needed as students' progress through future modules.		

This course serves as an integrated course encompassing the structural (macroscopic and microscopic) organization of the human body and an appreciation for how the structural organization relates to function.

This course is designed to ease clinical applications with basic science concepts in the future. It takes a systemic rather than regional approach to the anatomy, physiology, and biochemistry. The course adopts conventional teaching methodology in the form of lectures (L) and tutorials (TUT) along with student-centered strategies like Student independent learning (SDL), and practical labs (PR) with integrated Continuous and summative assessment throughout the semester.

Communication skills for interprofessional practice	**CIP112**	**2 credit hours**

The course "Communication Skills for Interprofessional Practice" is delivered to students in Year 1, semester 1 over 15 weeks with 2 credit hours weightage (1 credit hour Theory, and 1 credit hour Lab). The course is designed to develop skills of Interprofessional collaborative practice, essential for providing safe, high-quality patient-centered care. The idea of interprofessional collaborative practice and the body of evidence supporting it will be introduced to learners by elaborating on the roles of various healthcare providers, their scope of practice, and the environments in which they work. The course will emphasize communication strategies and resources for productive interprofessional teamwork, and students will engage in practice exercises to improve their interprofessional communication, conflict resolution, and negotiating skills. In the course's last segment, the concepts of leadership and membership will be covered, along with various leadership and membership tactics for fostering productive interprofessional teamwork. The teaching methodology will include lectures (L), tutorial (TUT), Role Play and student led seminars (SLS). Students will be assessed formatively and summatively through assignment submission, case study presentation, mid and final written examination, and final objective structured practical examination (OSPE).

Introduction to Psychology	**GER08**	**2 credit hours**

The course 'Introduction to Psychology' is offered to undergraduate students in the BSN Program year 1 Semester 1. This course has been allotted 2 credit hours which is to be covered over 15 weeks to cover psychology. This course covers a broad array of methods and principles of scientific psychology as they apply to the study and comprehension of human thoughts, emotions, and behaviors. It also encompasses psychological science, the biological foundations of behavior, learning and memory, motivation and emotions, personality, stress and adaptation, intelligence and language, lifespan development, and psychological disorders and treatment approaches. Further, students will learn psychosocial assessment and treatment of health problems. The course teaching methodology will include lectures (L), case-based learning (CBL), case study (CP), Roleplay (RP), and Small group discussion (SGD). The assessment modalities assignments and written exam.

Year 1 In Semester 2 students over 15 weeks

Anatomy and Physiology for Nursing	**APN121**	**3 credit hours**

The course "Anatomy and Physiology for Nursing" is delivered to students in Year 1, semester 2 over 15 weeks with 3 credit hours weightage. Anatomy and Physiology for Nursing is an integrative course that brings together aspects of cell biology, histology and anatomy to explain the functions of the major human organ systems. The major organ systems that are explored include the skeletal, nervous, muscular, digestive, excretory, cardiovascular, respiratory and reproductive systems.

Biochemistry for Nursing	**BIO122**	**3 credit hours**

The Biochemistry course is offered to undergraduate students in the Nursing Program in Year 1 Semester 2. The course has been allotted 3 credit hours which will be covered over 15 weeks. Before starting this course, the student must know basic Human Biology and Chemistry. The course is designed to provide students with the knowledge of the structural, functional basis, and

digestion of biomolecules forming the living organisms, including amino acids, proteins, lipids, carbohydrates, and micronutrients. It also explains the structural-functional relationship of different complex biomolecules, such as hemoglobin, immunoglobulins, enzymes, enzyme kinetics, regulation, and emphasizes on their diagnostic and therapeutic uses. The basic concepts of bioenergetics, the sequence of reactions and inhibitors of oxidative phosphorylation are discussed indicating the main sources of energy generation and regulation. The sessions will be covered by interactive lectures (L), Tutorials (TUT), Case based Learning (CBL), Student independent learning (SDL) and practical sessions (PR). Moreover, basic laboratory instruments, experimental approach of physical chemistry, molecular purification techniques will be covered in practical sessions. The students are assessed by continuous assessment and final written examination.

Microbiology for Nursing	**MIC123**	**3 credit hours**

The course "Microbiology for Nursing" is delivered to students in Year 1, semester 2 over 15 weeks with 3 credit hours weightage. This course is designed to enable students to acquire an understanding of fundamentals of microbiology and the identification of various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

Research Summer Elective	**RSE 1**	**1 Credit hours**

The course "Research Summer Elective" is offered to BSN program in year 1 students in semester 3. It is a one-credit hour course which will be covered over 6 weeks. This course is designed to equip undergraduate nursing students with essential skills and knowledge to engage in research within the medical field. Through a series of interactive sessions, students will explore their research interests, learn about various aspects of research methodology, and receive guidance on publishing their work. The course also aims to foster critical thinking and provide practical insights into the research process. Additionally, students will have opportunities to interact with faculty members, visit research labs, and attend guest lectures to gain a comprehensive understanding of research in the medical field. The formal teaching modalities include lectures (L), tutorials (T), Case presentation (CP), Student Led Seminar (SLS) and case study-small group discussion (SGD). Assessment will be based on students' in- class assessment, Quizzes, written exams, and final case presentation that demonstrates their ability to integrate theoretical knowledge into research context.

Year 2 In Semester 1 over 15 weeks

Fundamentals of Nursing (Theory + Lab)	**NUR211**	**3 credit hours**

The course "Fundamentals of Nursing (Theory +Lab)" is delivered to students in Year 2, semester 1 over 15 weeks with 3 credit hours weightage (1 theory credit hours, and 2 lab credit hour). The course introduces students to foundation of nursing clinical skills utilizing the nursing process including patient safety and quality, infection prevention and control, vital sign, medication administration. Students also will learn skills in physiological basis for nursing practice including activity and exercise, immobility, hygiene, fluid, electrolyte, and acid-base balance, sleep, pain management, nutrition, elimination, and perioperative nursing care. The course is divided into theoretical and laboratory sessions. Students are required to demonstrate the skills in the clinical skills laboratory under direct supervision by faculty and clinical tutor. Students are expected to engage in simulation clinical experiences in which they practice safe, ethical and quality nursing care.

Pathophysiology for Nursing	**PPN212**	**3 credit hours**

The course "Pathophysiology for Nursing" is delivered to students in Year 2, semester 1 over 15 weeks with 3 credit hours weightage. This course introduces the students to the study of causes and mechanisms of diseases. The responses to injury are dealt first at the cellular level followed by changes at the level of tissues and organs. The topics include cellular pathology, inflammation and tissue repair, hemodynamic, genetic and immune disorders, neoplasia, disorders of nutrition and environmental pathology. The students then learn to apply the concepts of disease

mechanisms in the setting of each organ system. The underlying pathologic basis of systemic diseases will be dealt with extensively.		
Comprehensive Health Assessment (Theory + Lab)	**NUR213**	**4 credit hours**
The course "Comprehensive Health Assessment (Theory + Lab)" is delivered to students in Year 2, semester 1 over 15 weeks with 4 credit hours weightage. This course introduces nursing students to concepts and principles of physical examination, history taking and health assessment. Emphasis will be placed on interviewing skills, health histories, and the physical and psychological findings in the well person. Students will develop communication, assessment and critical thinking skills over time. With the established database from history, physical, and psychological assessments, students will be able to formulate initial nursing plans. The students apply the learned theoretical content and principles in the LAB setting. Students learn how to assess and evaluate the health status of healthy and ill individuals. Students have the opportunity to use effective communication and psychomotor skills in taking health history and performing comprehensive physical examinations. Emphasis is placed on accurate documentation and maintaining confidentiality and ethical principles in interacting with clients.		
Biostatistics	**BIO214**	**2 credit hours**
The Biostatistics course is offered to the undergraduate students in Nursing program in year 2 Semester 1. The course has been allotted 2-credit hours which is to be covered over 15 weeks. The course provides students with an understanding of the principles of biostatistics related to medical sciences. The course will cover descriptive and inferential statistics, including confidence intervals, basic probability, continuous data distributions, t-tests, analysis of variance (ANOVA), correlation, regression, chi-square test and Fisher's exact test. It also gives the student an idea about sampling methods, sample size calculation, and the concept of hypothesis testing. Students will also learn to use statistical software (SPSS) to perform data visualization and analysis. The course teaching modalities include interactive lectures(L), computer labs, and tutorials (TUT). The assessment modalities include continuous and summative exams in mid-course and final.		
Year 2 In Semester 2 students over 15 weeks		
Adult Health Nursing I (Theory + Lab)	**NUR221**	**4 credit hours**
The course "Adult Health Nursing I (Theory + Lab)" is delivered to students in Year 2, semester 2 over 15 weeks with 4 credit hours weightage (3 theory credit hours, and 1 lab credit hour). This course will help students develop a theoretical foundation for nursing practice & introduce the nursing process as a framework for professional nursing practice. Concepts from the humanities, social, behavioral & natural sciences are examined for their applicability to nursing. The nursing process is applied to the care of clients who are either at risk for or are experiencing common disruptions of health. Selected alterations in health experienced by the adult client (i.e., perioperative management of surgical patient; fluid – electrolyte & Acid-Base imbalances; cardiovascular; circulatory; haematology; oncology; respiratory; & gastrointestinal). Critical thinking & problem-solving approaches are utilized to be frameworks for nursing management of patients with these alterations.		
Adult Health Nursing I (Practice)	**NUR222**	**4 credit hours**
The course "Adult Health Nursing I-Practice" is delivered to students in Year 2, semester 2 over 15 weeks with 4 credit hours weightage (1 credit hour = 40 contact hours). The clinical course for adult health nursing is offered in two semesters. NUR222 is the first part of this course. The objectives of both parts are to enhance students' cognitive, psychomotor, & communicative skills. The nursing process will be used to explore the role of the professional nurse in assisting clients to meet their bio-physiological & psychosocial needs in different clinical settings. Communication skills, critical thinking, decision-making, psychomotor skills, teaching-learning principles, keeping updated with current literature, & moral principles are emphasized in dealing with		

selected clients in clinical settings. A clinical rotation in a variance clinical care setting will provide practical application of this course content.		
Clinical Pharmacology for Nursing	**CPN223**	**3 credit hours**
This course" Clinical Pharmacology for Nursing" is delivered in year 2 Semester 2 with 3 credit hours. The course focuses on providing nursing students with an overview of pharmacological principles and concepts. As part of the undergraduate nursing program, students gain knowledge in pharmacology. A pharmacotherapeutic approach is used to promote health and treat disease. Through the study of pharmacodynamics, the dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, the interrelationships of nursing and drug therapy will be explored, as well as factors affecting drug therapy, patient response, and nursing care. A holistic approach helps nurses in general practice deliver safe, effective nursing care in a clinical setting using this knowledge.		
Research and knowledge translation 1	**RKT224**	**2 credit hours**
The Research and Knowledge Translation - I, this course is offered to students in Year 2, Semester 2. The course has been allotted 2 credit hours, which are to be covered over 15 weeks. This course introduces students to the fundamental concepts and principles of the research process and knowledge transfer. Emphasis is placed on steps in the process, including formulation of research problem/ hypothesis/ question, literature search, study design, sampling and data collection methods, research ethics, different data analytical frameworks, interpretation of findings, and implications. Potential application of the research process will be demonstrated through critical appraisal of a published research study based on students' scores. The course will be taught using different teaching modalities such as Lectures (L), Tutorials (TUT), Case based learning (CBL), Student led seminar (SLS) and Practical sessions (PR). The course will be assessed using both formative and summative assessment methods, such as in-class assessments, student participation, student assignments, student project and MCQ based written exams.		
Year 3 In Semester 1 over 15 weeks		
Adult Health Nursing II (Theory + Lab)	**NUR311**	**4 credit hours**
The course "Adult Health Nursing II (Theory + Lab)" is delivered to students in Year 3, semester 1 over 15 weeks with 4 credit hours weightage (3 theory credit hours, and 1 lab credit hour). This course helps students develop a theoretical foundation for nursing practice & introduces the nursing process as a framework for professional nursing practice. Concepts from the humanities, social, behavioural, & natural sciences are examined for their applicability to nursing. The nursing process is applied to the care of clients who are either at risk for, or are experiencing common disruptions of health. Selected alterations in health experienced by the adult client (e.g. alterations in metabolic, endocrine, & renal systems etc.) & current nursing management approaches are taught.		
Adult Health Nursing II (Practice)	**NUR312**	**4 credit hours**
The course "Adult Health Nursing II (Practice)" is delivered to students in Year 3, semester 1 15 weeks with 4 credit hours weightage (1 credit hour = 40 contact hours). The clinical course for adult care nursing is offered in two semesters. Adult Health Nursing II (Practice) is the second part. NUR222 is the first part of this course. The objectives of both parts are to expand students' cognitive, psychomotor, and communicative skills. The students are guided to build on their experience in the care of adult clients who are experiencing alterations in (metabolic, endocrine, renal, musculoskeletal, infectious diseases, nervous, immunology system, special senses & dermatology. The nursing process will be used to explore the role of the professional nurse in assisting clients to meet the biophysiological and psychosocial needs in different clinical settings. Communication skills, critical thinking, decision-making, psychomotor skills, teaching-learning principles, keeping updated with current literature, and moral principles are emphasized		

in dealing with selected clients in clinical settings. A clinical rotation in a variance clinical care setting will provide practical application of this course content.		
Leadership and Quality Management in Nursing	**NUR313**	**2 credit hours**
The course "Leadership and Quality Management in Nursing" is delivered to students in Year 3, semester 1 over 15 weeks with 2 credit hours' weights (1 credit hour Theory, and 1 credit hour Lab). This introductory course in management & leadership provides students with knowledge of management principles, theories & related managerial functions needed by nurse managers to provide high-quality care. Additionally, the course focuses on the development of management & leadership skills needed by nurses including communication skills, conflict management, delegation, leadership, quality management, staffing & scheduling, & recruiting. The course integrates sustainability in healthcare, focusing on sustainable practices, waste management, and eco-friendly quality improvement. Students will explore current and future strategies for sustainable healthcare regulation in the UAE and learn how to optimize resource management. A student-led sustainability project allows practical application of these concepts. The teaching methodology will include lectures (L), Tutorial (TUT), and student-led seminars (SLS). Students will be assessed formatively and summatively through project submission, written examination, quizzes, and final objective structured practical examination (OSPE).		
Child and Adolescent Health Nursing (Theory + Lab)	**NUR314**	**3 credit hours**
The course "Child and Adolescent Health Nursing (Theory + Lab)" is delivered to students in Year 3, semester 1 over 15 weeks with 3 credit hours weightage (2 theory credit hours, and 1 lab credit hour). The purpose of this course is to introduce the students to appropriate scientific knowledge which enables them to develop their own unique clinical & educational approach to the care of children & their families. The course moves from simple to complex issues; starting with concepts of normal growth & development, health promotion & maintenance, & the prevention of illnesses & accidents & then to selected health problems (chronic & common health problems, & communicable diseases). This is being achieved by utilizing the nursing process, developmental theories, new trends & the latest approaches in the management & caring of children. The course encourages students to utilize knowledge synthesis, problem-solving techniques, critical thinking, & a family-centered approach in the provision of empowered care.		
Child and Adolescent Health Nursing (Practice)	**NUR315**	**4 credit hours**
The course "Child and Adolescent Health Nursing (Practice)" is delivered to Year 3 students in semester 1, over 15 weeks with 4 credit hours weightage (1 credit hour = 40 contact hours). This course integrates knowledge acquired from NUR311 and Pharmacology for nursing in meeting the needs of the child from infancy through adolescence & their families in health & illness. Students will apply concepts related to growth & development, research, leadership & nursing process in planning comprehensive plans of care for healthy children & their families or children whom are experiencing alterations in any body system. This course will introduce students to different clinical settings such as hospitals & Health centres, which enable student to achieve a holistic approach to nursing care through primary prevention, health promotion & health maintenance.		
Year 3 In Semester 2 students over 15 weeks		
Mental Health Nursing (Theory)	**NUR321**	**3 credit hours**
The course "Mental Health Nursing (Theory)" is delivered to students in Year 3, semester 2 over 15 weeks with 3 credit hours' weightages. The focus of this course is on the biological, psychological, & social/learned basis of psychiatric disorders. This course builds on the concepts from basic psychology & physiology to the study of the pathology of mental illness. The course		

explores nursing interventions including the use of the Nurse-Patient Relationship, the use of medications & managing the patient's environment & social milieu. Recovery concepts are incorporated as are the issues of stigma. Legal & ethical issues frequently encountered in the area of psych/mental health nursing are addressed. Self-awareness, personal growth, & professional development are vital components of the course. Contemporary mental health issues are addressed as well as their application on patients who suffer from physical illness.		
Mental Health Nursing (Practice)	**NUR322**	**3 credit hours**
The course "Mental Health Nursing (Practice)" is delivered to students in Year 3, semester 2 over 15 weeks with 3 credit hours weightage (1 Credit Hour = 40 contact hours). This course provides nursing students with the essential knowledge & skills in providing nursing care for patients with psychological, emotional, social, & behavioral disturbances. This course introduces the principles & basic concepts of psychiatric mental health nursing & its applications. The course is based on a holistic & humanistic framework, emphasizing critical thinking, caring, & nursing practice. Nursing process forms the foundation of clinical decision making & encompasses all significant actions taken by nurses in providing relevant mental health care to all clients & across the life span.		
Maternal Health Nursing and Care of the Newborn (Theory + Lab)	**NUR323**	**3 credit hours**
The course "Maternal Health Nursing and Care of the Newborn (Theory + Lab)" is delivered to students in Year 3, semester 2 over 15 weeks with 3 credit hours weightage (2 theory credit hours, and 1 lab credit hour). This theory course integrates the basic knowledge from the biophysical sciences, humanities & growth & development to provide nursing care of childbearing women & their families through all stages of pregnancy & childbirth. Emphasizing caring, communication, professionalism, & critical thinking, the nursing process is used with emphasis on the theoretical & empirical basis of practice.		
Maternal Health Nursing and Care of the Newborn (Practice)	**NUR324**	**4 credit hours**
The course "Maternal Health Nursing and Care of the Newborn (Practice)" is delivered to students in Year 3, semester 2 over 15 weeks with 4 credit hours weightage (1 credit hour = 40 contact hours). This course integrates knowledge from the accompanying maternal health theory course & the basic sciences to attain a high level of reproductive health & safe motherhood. The student will apply the nursing process, psychomotor skills, & simulation lab skills, USAID guidelines regarding reproductive health & family planning subjects, & problem-solving techniques to promote physical, emotional, & social health & to manage ethical problems in the areas of reproductive health, safe motherhood & gynaecology.		
Evidenced-Based Practice for nursing	**EBN325**	**2 credit hours**
The course "Evidenced-Based Practice for Nursing" is delivered to students in Year 3, semester 2 over 15 weeks with 2 credit hours weightage. The course equips students with the knowledge and skills necessary to incorporate the best available evidence into their nursing practice. Students learn about the research process, including the identification of research questions, study design, data collection, and analysis. They also explore different types of evidence, such as quantitative and qualitative research, systematic reviews, and clinical practice guidelines. This course teaches students how to integrate the best available evidence into their nursing practice. The course covers research processes, study design, data analysis, and different types of evidence. Students develop critical appraisal skills to evaluate research literature and apply evidence-based interventions in their practice. By the end of the course, students will be equipped to incorporate research findings into their decision-making and improve patient outcome.		
Clinical Summer Elective	**CSE1**	**1 Credit Hour**

The course "Clinical Summer Elective" is offered to BSN program in year 3 students in semester 3. It is a one-credit hour course which will be covered over 6 weeks. The Clinical Summer Elective (CSE1) course is designed to provide hands-on experience in clinical settings, enabling nursing undergraduates to enhance their practical skills and knowledge across various nursing specialties. These electives can be completed in local healthcare facilities or international institutions.

Elective training should have three main components: hospital rotations (3 week), simulation (2 week) sessions, and didactic teaching (1 Week). Each component should aim to provide students with a comprehensive understanding of specialty nursing care.

Students are encouraged to be creative and proactive in choosing their clinical electives. They should select specialties that complement their primary areas of interest to broaden their understanding and skills. Some suggested specialties include:

- Palliative and End-of-Life Care (Hospice)
- Pediatric Nursing
- Mental Health and Psychiatric Nursing
- Emergency and Trauma Nursing
- Community and Public Health Nursing
- Geriatric Nursing
- Oncology Nursing
- Critical Care Nursing
- Infection Control and Prevention
- Cardiovascular Nursing

The teaching methodology will include lectures (L), tutorials (T), simulation, role play, and bed side teaching which will be assessed formatively and summatively to demonstrate their ability to integrate theoretical knowledge with practical experience through case presentation, direct observation of procedural skills (DOPs) and supervised clinical practice including daily logs, nursing care plan and case discussion.

Year 4 In Semester 1 student over 15 weeks		
Community Health Nursing (Theory)	**NUR411**	**3 credit hours**

The course "Community Health Nursing (Theory)" is delivered to students in Year 4, semester 1 over 15 weeks with 3 credit hours weightage. This course provides nursing students with the essential knowledge & skills in providing nursing care to all clients across the lifespan in the community setting: individuals, families, groups, communities, & populations. Emphasis will be placed on the studying & application of all nursing roles including leadership, case management, & interdisciplinary collaboration to the components of community health practice, including health promotion & disease prevention. Nursing students will be directed toward studying the nursing process by applying primary, secondary, & tertiary prevention of disease for clients in different community settings. This course also provides students with essential knowledge in epidemiology & environmental health & nurse's role in those aspects of community health.

Community Health Nursing (Practice)	**NUR412**	**3 credit hours**

The course "Community Health Nursing (Practice)" is delivered to students in Year 4, semester 1 over 15 weeks with 3 credit hours weightage (1 Credit Hour= 40 contact hours) The course provides practice essential to the assessment, planning, implementation & evaluation of clients across the lifespan in the community individuals, families, groups, & the community itself. Emphasis is on the study & application of nursing role components inherent in community health for health promotion, & disease prevention based on the concepts of primary health care, self-care, & home health care. Clinical practice is designed to provide the student with the opportunity to observe, participate & function independently, to explore nursing skills & techniques related to health promotion, health maintenance, & health restoration & disease prevention among the

target aggregates in primary healthcare settings (clinics, homes, & schools). Students are directed toward the application of the nursing process through applying primary, secondary, and tertiary prevention of disease for clients in a community setting.

Critical Care Nursing (Theory + Lab)	**NUR413**	**3 credit hours**

The course "Critical Care Nursing (Theory + Lab)" is delivered to students in Year 4, semester 1 over 15 weeks with 3 credit hours weightage (2 theory credit hours, and 1 lab credit hour). This course focuses on the process of decision making in managing the care of adult clients experiencing critical conditions that are life threatening &/or involve multiple body systems. Complex medical-surgical conditions in adults are discussed in terms of pathophysiology, etiology, diagnosis, & treatments that are based on current research. A collaborative care approach will be stressed to meet the critically ill client & his family`s physiological, psychological, & developmental needs taking into consideration the client & his family`s sociocultural context. Students will use critical thinking & problem-solving skills to integrate knowledge acquired in class into the nursing process while caring for clients & their families.

Critical Care Nursing (Practice)	**NUR414**	**4 credit hours**

The course "Critical Care Nursing (Practice)" is delivered to students in Year 4, semester 1 over 15 weeks with 4 credit hours weightage (1 credit hour = 40 contact hours). This course is the clinical component to NUR413 & is taken concurrently. It explores the needs of individuals & families experiencing acute health conditions using the nursing process. The focus of the course is illness intervention & health management with individuals experiencing acute medical/surgical problems, considering current research findings & standards of care. Emphasis is placed on developing clinical reasoning, knowledge integration skills, & reflective judgment. Students use critical thinking & communication skills to implement therapeutic nursing interventions in clients with acute medical & surgical conditions. Students will be able to integrate scientific data, advanced technology & resources in the hospital setting, & research findings into the nursing process while caring for clients & their families. A clinical rotation in variance acute care units will provide practical application of this course content.

Ethical and Professional Nursing (Practice)	**EPN415**	**2 credit hours**

The course "Ethical and professional Nursing Practice" is delivered to students in Year 4, semester 1 over 15 weeks with 2 credit hours weightage (2 credit hours Theory). The course highlights ethical issues of importance to nursing students. It includes many case scenarios that expose nursing students to different dimensions in their clinical practice. The course starts with philosophical & theoretical assumptions behind ethical decision-making & then applies this knowledge to situations about nursing care, professional issues, practice issues, technology, scholarship, & social issues. The teaching methodology will include lectures (L), Tutorial (TUT), and student-led seminars (SLS). Students will be assessed formatively and summatively through CBD-Case study Presentation, written examination, and quizzes assessment.

Research and Knowledge Translation 2	**RKT416**	**2 credit hours**

The Research and Knowledge Translation - II this course is offered to the students in Year 4, Semester 1. The course has been allotted 2 credit hours, which are to be covered over a period of 15 weeks. This course provides an overview of the whole health research process, including research methods, data collection instruments, and measurements used in different study designs. The course is planned to be applied for and will enable students to write a scientific health research proposal. The course will cover special topics related to the health research process that were not addressed in Research Knowledge and Translation - I, such as teaching students skills of ethics, references, and publications. In addition, the course will enable students to gain skills in performing data analysis using SPSS. The course will cover knowledge translation, theories and models, and knowledge dissemination in addition to an exchange of knowledge. The

teaching modalities in this course will be delivered via interactive lectures(L), tutorials (TUT), Student led seminar (SLS), Project work (PW) and practical sessions (PR). Students will be assessed, through formative and summative assessments throughout the course via in-class assessments, student participation, student assignments, student project and MCQ based written exams.

Year 4 In Semester 2 students over 15 weeks		
Intensive Clinical Training	**NUR421**	**14 credit hours**
The course "Intensive Clinical Training" is delivered to students in Year 4, semester 2 over 15 weeks with 14 credit hours weightage (1 credit hour = 40 contact hours). As an exit course in the nursing curriculum, the clinical training course is designed as a comprehensive course to enhance student achievement of the end of program student learning outcomes. Student synthesizes previous knowledge & experience in the acquisition of the role of the professional nurse. Thus, to ensure nursing students are fit to practice. Students in this exit course are expected to be independent, active & responsible learners who can work effectively with others.		

24. DMU GRADING SYSTEM

Grading System

Students will be assigned grades (letters) for each course in which they have enrolled. The letter reflects the student's achievement in the course. The minimum grade for passing a course is a letter (C) and grades are written in letters according to the following table:

Course Grade Scaling system

Range of Marks	Grade	Grade Symbol	Pharmacy & Nursing	Medicine
			Merit	Merit
95 – 100	4.00	A+	Outstanding	Outstanding
90 – 94.99	3.75	A	Excellent	Excellent
85 – 89.99	3.50	B+	Very Good	Very Good
80 – 84.99	3.00	B	Very Good	Very Good
75 – 79.99	2.50	C+	Good	Good
70 – 74.99	2.00	C	Satisfactory	Satisfactory
65 – 69.99	1.50	D+	Unsatisfactory	Failed
60 – 64.99	1.00	D	Unsatisfactory	Failed
Below 60	0.00	F	Failed	Failed
Administrative Codes				
-	-	P	Pass (non-credit)	Pass (non-credit)
-	-	IP	In Progress	In Progress
-	-	I	Incomplete	Incomplete
-	-	T	Transferred & equated	Transferred & equated
-	-	AU	Audit Transfer	Audit Transfer
-	-	W	Withdraw	Withdraw
-	-	AW	Administrative Withdrawal	Administrative Withdrawal

Grade Point Average

Grade point average "GPA" reflects student's achievements in one semester, while cumulative point average "CGPA" reflects student's achievements in all semesters. GPA and CGPA are

calculated as follows:

The GPA is calculated by multiplying the grade of each course by the number of credit hours and dividing the total by the number of total credit hours taken in the semester.

The CGPA is calculated by multiplying the grade of each course by the number of credit hours and dividing the total of all courses by the number of total credit hours taken for all semesters.

GPA =Total (credit hours per course x grades received per course) for all courses taken in one semester

Total credit hours for all courses taken in one semester.

CGPA =Total (credit hours per course x grades received per course) for all the courses in all semesters

Total credit hours for all the courses taken in all semesters.

CGPA are evaluated as follows:

CGPA	Pharmacy & Nursing		Medicine	
	Grade Symbol	Merit	Grade Symbol	Merit
3.75 - 4.00	A+	Outstanding	A+	Outstanding
3.60 - 3.74	A	Excellent	A	Excellent
3.00 - 3.59	B	Very Good	B	Very Good
2.50 - 2.99	C+	Good	C	Satisfactory
2.00 - 2.49	C	Satisfactory	F	Fail
Less than 2.00	F	Fail		

The grading system is effective for newly admitted students for the academic year 2024-2025 and after.

Definitions:

P: Pass (noncredit) = satisfactory completion of noncredit of course/internship/clerkship (this grade is not computed in the students GPA but determines the student's progress towards completion of degree requirements).

IP: in progress = the IP grade is awarded when certain course related activities such as internship and projects require a longer time to be completed than the deadline for grade submission. This grade is not computed in the students GPA determine student's progress towards completion of degree requirements. The IP grade must be resolved within one month from the time the IP is given.

I: Incomplete = the student is unable to complete the course requirements for a reason deemed legitimate by the Student Affairs.

T: transfer = a transfer of credit for an equivalent undergraduate course taken at another accredited academic institution with a minimum grade of C. This grade is not computed in the student's GPA and passed the credit hours.

AU: Audit Transfer = a transfer of credit for an equivalent undergraduate course taken at

another accredited academic institution with a minimum grade of C but student is required to attend. This grade is not computed in the student's GPA and passed the credit hours.

W: withdrawal from the course = reflects the students voluntary withdraw before Thursday of the 10th week of the semester this grade is not computed in the students GPA but determines student's progress towards completion of degree requirements.

AW: Administrative Withdrawal = AW grade reflects the administrative withdrawal of student from the course for violation of DMU policies that necessitate student withdrawal. This grade is not computed in the student's GPA but determines student's progress towards completion of degree requirements.

25. DMU SENIOR ADMINISTRATION

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26. DMU FACULTY & ADMINISTRATIVE STAFF

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27. CONTACT INFORMATION AND LOCATION MAP

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DMU Timings

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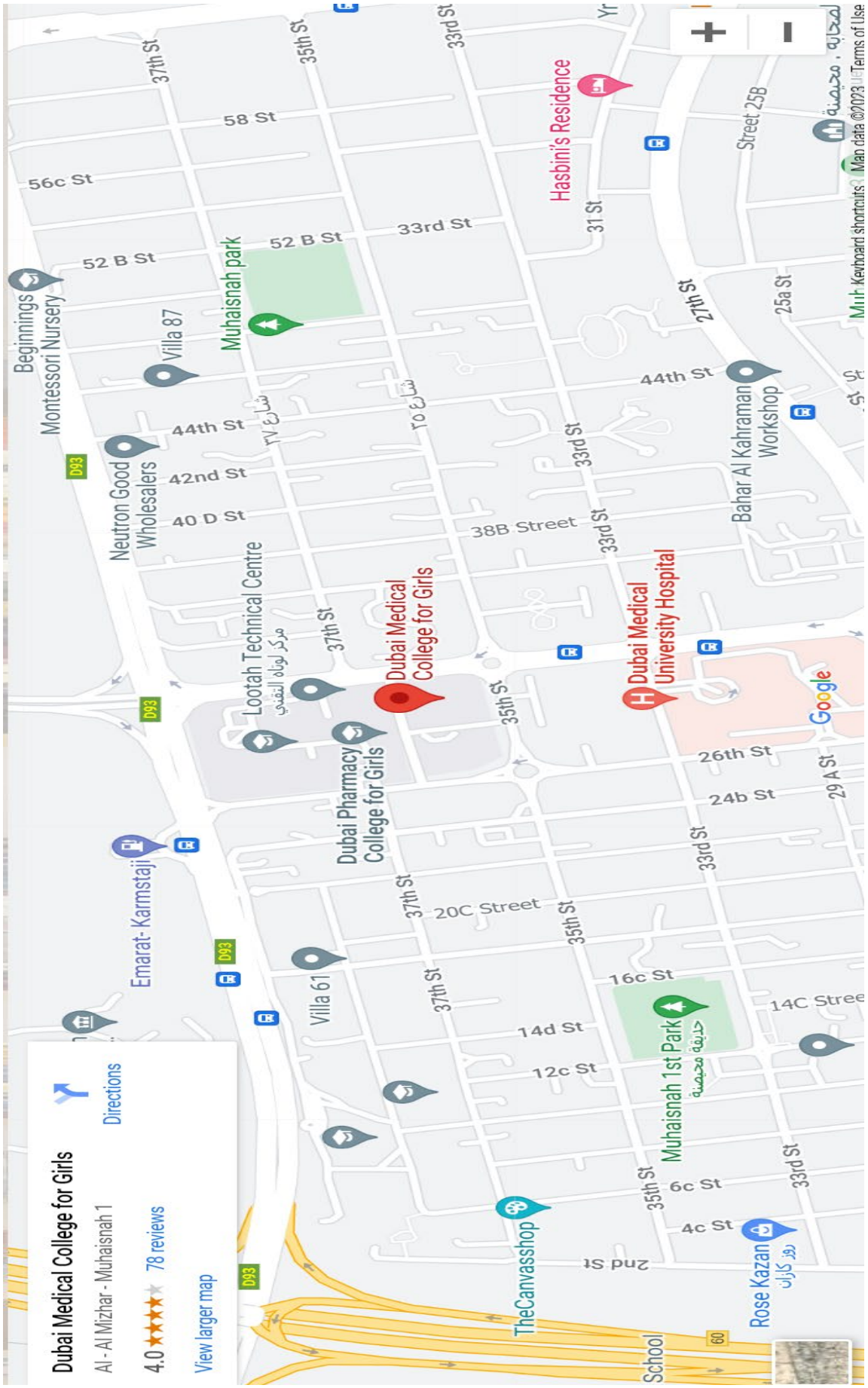
Location map:

https://goo.gl/maps/un81ZaKhppVZPkWC6


Dubai Medical College for Girls
Al - Al Mizhar - Muhaisnah 1
4.0 ★★★★☆ 78 reviews
Directions
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Hasbini's Residence
Muhaisnah park
Villa 87
Beginnings Montessori Nursery
Neutron Good Wholesalers
Lootah Technical Centre
مركز لوتاه التقني
Dubai Medical College for Girls
Dubai Pharmacy College for Girls
Dubai Medical University Hospital
Bahar Al Kahraman Workshop
Emarat- Karmstaji
Villa 61
Muhaisnah 1st Park
حديقة محمية
TheCanvasshop
Rose Kazan
روز كازان
School
Google
58 St
56c St
52 B St
44th St
42nd St
40 D St
38B Street
37th St
35th St
33rd St
31 St
27th St
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24b St
20C Street
16c St
14d St
12c St
6c St
4c St
2nd St
Street 25B
25a St
29 A St
14C Stree
D93
60

28. APPENDICES

Appendix 1: MBBCH PROGRAM

Appendix 2: BPharm Program

Document History

Version	Date	Updated Information	Author/ Reviewer
V 1.0	Oct 2023	Document Created	QAIE Unit
V1.1	June 2024	Complete revision to align with CAA standards 2019 and DMU policies.	QAIE Department
V1.2	Jan 2025	Updated DMU Policies link and Revised Organization charts.	QAIE Department