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Introduction

MBBS Student Handbook is meant to provide information and guidelines on the various services and the MBBS program offered by the College of Medicine (CoM) at GMU. It contains sections covering the admission procedure, general rules and regulations, student support services, plan of study, course descriptions, details of grading, assessment & progression policies. Each section has been listed in the contents so that you can refer quickly to the areas of particular interest to you. Please note that attendance in various courses offered by the college is mandatory and this has been repeatedly emphasized in the handbook. Every effort has been made to provide accurate and up to date information. Additional information useful to students will be regularly displayed on the college notice board. Students are also advised to get in touch with course instructors on any academic issues.

We hope that the handbook will help and guide you during the new academic year at CoM.
**GMU Vision**

The Vision of the Gulf Medical University is to be a leading contributor to the continuous improvement of the nation’s health care delivery system through the pursuit of excellence in medical education, biomedical research and health care services.

The University aspires to provide a unique learning experience of high quality to our students and produce graduates whose competence will help them to make a significant contribution to the health of the community through pursuit of academia, research and health care.

The University aspires to attract the best of students by offering a variety of excellent programs supported by quality administration and student support services.

The University aspires to be known for excellence and impact of its research on the educational milieu of the nation and the outcomes of clinical care.

The University aspires to be an integral part of the community through transfer of knowledge, continuous dialogue with the country’s health care planners and enhanced community service.

**GMU Mission**

It is the Mission of the Gulf Medical University to strengthen and promote excellence in medical education, biomedical research and patient care.

GMU is committed to prepare a highly skilled health workforce made up of health care professionals, health management and support workers and health science investigators in order to meet the health care needs of the nation and the region.

GMU will strive to produce health care professionals who will integrate the advances in research with the best clinical practices.

GMU will promote health services, which incorporate the latest advances in scientific knowledge in a manner that supports education and research for the benefit of the community.
From the President’s Desk

Dear Students,

We are happy to welcome you to the portals of the Gulf Medical University where students from over 75 nations and faculty and staff from over 22 nations imprint their presence.

The Gulf Medical University is now one among the region’s leading private universities. GMU offers undergraduate, post graduate and a plethora of short courses for which you have chosen to create for yourself an education that is right for you.

As you begin this journey that will stretch your mind and shape of who you will become, we encourage you to go forth in a spirit of exploration. This is your chance to utilize and make use of the rich variety of GMU’s intellectual opportunities available to you.

I am grateful to the Almighty Allah for the remarkable development the Gulf Medical University has undergone in the last 18 years, wherein the University has been able to make its mark in Medical Education, Healthcare and Research. We aspire to be among the best in the region, and we're making it happen right now. We have embarked on a journey of transforming GMU to a research based University in the coming years.

The Gulf Medical University has currently undertaken a major exercise to modernize its facilities to keep itself abreast in the field of Medical Education by its innovative approach to medical education, use of latest IT infrastructure and advance research facilities.

The THUMBAY Network of Teaching Hospitals is one among the Clinical Training sites for the students of the Gulf Medical University and is now expanding rapidly with new hospitals in Ajman, Sharjah and Qatar being added to enhance the clinical training facilities available to students of the Gulf Medical University. The Center for Advanced Biomedical Research and Innovation (CABRI) and the Center for Advanced Simulation in Healthcare (CASH) under the Gulf Medical University have now become centers of excellence in a short span of time.

The coming years will be an exciting time of phenomenal intellectual, and personal growth and development for you and I now end by taking this opportunity to wish you a very fruitful and fulfilling journey of intellectual discovery and innovation accompanied with true growth in moral and intellectual faculties, refined social and personal conduct.

Thumbay Moideen
Founder President - GMU Board of Governors
Welcome Note from the Provost

Dear Students,

I welcome you all once again to our growing community of learners made up of future Physicians, Dentists, Pharmacists, Physiotherapists, Nurses, Laboratory, Radiology and Anesthesia & Surgical Technologists, and Biomedical Scientists!

Do not forget as you complete your studies you will be joining a global health workforce that will be required to deliver optimal health services in the workplace. Today, it is not enough to know your own responsibilities and roles but also that of each member of your healthcare delivery team.

Interprofessional education uses a collaborative approach to develop the healthcare students as future interprofessional teams. This year your Colleges are making a concerted effort to increase opportunities for inter-professional education and collaborative practice readiness.

You will not only develop clinical skills in your own professional area but also values, ethics, and interpersonal communication skills that will help you to respect the roles of each health professional as you learn with, from, and about each other.

Remember effective teamwork facilitates collective learning!! You are also laying down a shared foundation for education and clinical practice that will go a long way to strengthen the health systems of the nations and improve the health outcomes of the community that you will be serving!!!

Prof. Gita Ashok Raj, MBBS, MD, MNAMS
Provost, Gulf Medical University
Greetings from College of Medicine, GMU!

College of Medicine has remained undiminished in its endeavor to impart quality education for the last 18 years of its existence and is all set to grow exponentially in order to meet the ever increasing needs of the students and community.

College of Medicine now offers two Bachelor Level programs which is aligned to Level 7 of the National Qualification Framework. In addition to our signature MBBS program, we also offer the Bachelor of Biomedical Sciences which is in its third year of existence. This is a 4-year credit-bearing program with the graduates trained to become biomedical laboratory scientists.

The programs have been benchmarked with international standards and the curricula is student-centered with incorporation of adult-learning principles and innovative trends in health professions education which encourages deep learning. We also train our students on evidence-based approach to decision making, professionalism and ethics, communication skills, leadership and teamwork, and encourage them to participate in research activities and community services. They, thus become self-learners and life-long learners in order to adapt to the ever-changing advances in the biomedical and clinical field and be socially accountable.

The medical students receive clinical exposure to a large number and a wide variety of clinical cases as they are posted in affiliated Hospitals under Ministry of Health and Al Mafraq Hospital, Abu Dhabi under SEHA in addition to the Thumbay Hospital at Ajman for their clerkships in order to become safe practitioners of the future. The biomedical science students would receive hands-on practical training in the well-equipped student laboratories and experiential learning at the Center for Advanced Biomedical Research and Innovation located at GMU.

The multi-national and multi-cultural mix of student diaspora is encouraged to participate in a wide variety of extra-curricular activities like Annual GMU Global Day celebrations, debate and sports competitions.

I thank our Founder President, Mr. Thumbay Moideen for his constant guidance and support. I also thank Thumbay Hospitals, Ministry of Health and SEHA Hospitals, the Center for Advanced Simulation in Healthcare and the Center for Advanced Biomedical Research and Innovation for offering quality training to our students.

Dear students, welcome to the College of Medicine, GMU for a promising and glorious future.

Dr. Manda Venkatramana
Dean, College of Medicine
About the Student Handbook

This handbook is a source of important information regarding Gulf Medical University (GMU) policies, regulations, rules, procedures and facilities which will be very useful to MBBS students during their studies. The material contained herein is a supplement to the Catalog and other information distributed to the MBBS students by GMU.

Every effort has been made to provide students with complete and accurate information. The University reserves the right to change program requirements and to modify, amend or revoke any rule/s, regulation/s and / or financial schedules. However, the information published in this handbook shall be valid for the academic year for which it is published.
ACADEMIC CALENDAR
## 1.0 Academic Calendar

<table>
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<tr>
<th>2016</th>
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<th>Events</th>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
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<tr>
<td>Jul 24</td>
<td>Sun</td>
<td>Last day for payment of tuition and all other fees for all returning students</td>
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</table>
| Aug 24 & Aug 25 | Wed & Thu | Fall Semester begins  
Orientation to New Students  
Reopening for returning 4th Year MBBS (Phase III Year 1) students  
Reopening for returning 5th Year MBBS (Phase III Year 2) students |
| Aug 28 | Sun | Reopening for returning 2nd Year MBBS (Phase II Year 1) students  
Reopening for returning 3rd Year MBBS (Phase II Year 2) students |
| Sep 10 | Sat | Arafa Day Holiday |
| Sep 11 & 12 | Sun & Mon | *Eid Al Adha Holidays |
| Sep 15 | Thu | End of Add or Drop Period |
| Sep 29 | Thu | White Coat Ceremony |
| Oct 02 | Sun | *Islamic New Year Holiday |
| Nov 09 & 10 | Wed & Thu | GMU Annual Scientific Meeting |
| Nov 30 | Wed | Martyr’s Day Holiday |
| Dec 02 | Fri | National Day Holiday |
| Dec 11 | Sun | *Al Moulid Al Nabawi Holiday |
| Dec 11 – 29 | Sun – Thu | Fall Semester Break for the 1st, 2nd, 3rd & 4th Year MBBS Students |
| **2017** | | |
| Jan 01 | Sun | New Year Holiday |
| Jan 02 | Mon | Phase III Year 1 Semester 7 Examination begins  
Phase II Year 2 Semester 5 Examination begins |
| Jan 08 | Sun | Phase II Year 1 Semester 3 Examination begins |
| Jan 14 | Sat | Phase III Year 2 Semester 9 Examination begins |
| **SPRING SEMESTER** | | |
| Jan 29 | Sun | Spring Semester begins  
Phase III Professional Re-sit Examination begins |
<p>| Feb 05 | Sun | Phase I Semester 1 Examination begins |
| Feb 16 | Thu | End of Add or Drop Period |</p>
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<tr>
<th>Date</th>
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<th>Event</th>
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<tr>
<td>Feb 20</td>
<td>Mon</td>
<td>Announcement of Results for the Phase III Professional Re-sit Examination</td>
</tr>
<tr>
<td>Mar 02</td>
<td>Thu</td>
<td>Annual Sports Day</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Fri</td>
<td>GMU Global Day</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Sat</td>
<td>GMU Literary Day</td>
</tr>
<tr>
<td>Mar 26 – Apr 06</td>
<td>Sun – Thu</td>
<td>Spring Semester Break for the 1st, 2nd, 3rd &amp; 4th Year MBBS Students</td>
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<tr>
<td>Apr 24</td>
<td>Mon</td>
<td>*Israa Al Mihraj Holiday</td>
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<td>May 21</td>
<td>Sun</td>
<td>Phase II Year 2 Semester 6 Examination begins</td>
</tr>
<tr>
<td>May 27</td>
<td>Sat</td>
<td>*Holy month of Ramadan Starts</td>
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<tr>
<td>Jun 11</td>
<td>Sun</td>
<td>Phase II Professional Examination begins</td>
</tr>
<tr>
<td>Jun 17</td>
<td>Sat</td>
<td>Phase III Year 2 Semester 10 Examination begins</td>
</tr>
<tr>
<td>Jun 18</td>
<td>Sun</td>
<td>Phase I Semester 2 Examination begins</td>
</tr>
<tr>
<td>Jun 25 – 27</td>
<td>Sun – Tue</td>
<td>*Eid Al Fitr Holiday</td>
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<tr>
<td>Jun 29</td>
<td>Thu</td>
<td>Announcement of Results for the Phase II Professional Examination</td>
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<td>July 06</td>
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<td>July 09</td>
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<td>Phase I Professional Examination begins</td>
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<td>July 15</td>
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<td>July 23</td>
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<tr>
<td>July 25</td>
<td>Tue</td>
<td>Announcement of Results for the Phase III Professional Examination</td>
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<tr>
<td>July 27</td>
<td>Thu</td>
<td>Announcement of Results for the Phase I Professional Examination</td>
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<tr>
<td>July 31</td>
<td>Mon</td>
<td>Last working day for the Academic Year 2016 – 17</td>
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<tr>
<td>Aug 01 – Sep 03</td>
<td>Tue – Sun</td>
<td>Summer Vacation &amp; Eid Al Adha Holidays</td>
</tr>
<tr>
<td>Aug 04</td>
<td>Sun</td>
<td>Phase II Professional Re-sit Examination begins</td>
</tr>
<tr>
<td>Sep 04</td>
<td>Mon</td>
<td>First working day for the Academic Year 2017 – 18</td>
</tr>
<tr>
<td>Sep 06 &amp; 07</td>
<td>Wed &amp; Thu</td>
<td>Orientation to New Students</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Sun</td>
<td>Fall Semester begins for the Academic Year 2017 - 18</td>
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* Islamic holidays are determined after sighting the moon. Thus actual dates of holidays may not coincide with the dates in this calendar.

**All tuition and other fees are subject to revision by Gulf Medical University’s Board of Governors in accordance with University requirements. Every year, fees are reviewed and subject to revision. As and when fees are revised, the new fees will be applicable to all enrolled and new students. The amount shown in this document represent fees as currently approved.
UNIVERSITY DIVISIONS & ACADEMIC PROGRAMS
2.0 University Divisions and Academic Programs

The University has six academic divisions offering following degree and non-degree programs in the current academic year.

**College of Medicine (CoM)**
- Bachelor of Medicine & Bachelor of Surgery [MBBS]
- Bachelor of Biomedical Sciences [BBMS]

**College of Pharmacy (CoP)**
- Doctor of Pharmacy [Pharm D]

**College of Dentistry (CoD)**
- Doctor of Dental Medicine [DMD]

**College of Allied Health Sciences (CoAHS)**
- Bachelor of Physiotherapy [BPT]
- Bachelor of Health Sciences – Medical Laboratory Sciences [BHS–MLS]
- Bachelor of Health Sciences – Medical Imaging Sciences [BHS–MIS]
- Bachelor of Health Sciences – Anesthesia & Surgical Technology [BHS–AST]
- Bachelor of Health Sciences – Nursing Sciences [BHS–NS]

**College of Graduate Studies (CoGS)**
- Master of Science in Clinical Pathology [MS CP]
- Master in Public Health [MPH]
- Master in Toxicology [M Tox]
- Diploma in Toxicology [Dip Tox]
- Masters in Human Reproductive Biology [MHRB]
- Master of Physical Therapy [MPT]

**Center for Continuing Education and Community Outreach (CCE&CO)**
- Non degree programs*

* Refer GMU website [www.gmu.ac.ae](http://www.gmu.ac.ae)
LICENSE & RECOGNITION
### 3.0 License & Recognition

Gulf Medical University is a Commission for Academic Accreditation (CAA) licensed; Private, Higher Education Institute located in Ajman the Northern Emirates of UAE offering Bachelor and Master level programs in Medicine and Allied Health Sciences. All programs offered by the Gulf Medical University have received initial accreditation from the Commission for Academic Accreditation, Ministry of Higher Education & Scientific Research (CAA, MOHE&SR), Abu Dhabi, UAE.

<table>
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<th>Program</th>
<th>Date of Initial Accreditation (DD/MM/YY)</th>
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<tbody>
<tr>
<td>1</td>
<td>Bachelor of Medicine &amp; Bachelor of Surgery (MBBS)</td>
<td>20/06/2004, 2008</td>
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<tr>
<td>2</td>
<td>Bachelor of Physiotherapy (BPT)</td>
<td>14/06/2005, 2010</td>
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<tr>
<td>3</td>
<td>Doctor of Pharmacy (PharmD)</td>
<td>01/08/2008</td>
</tr>
<tr>
<td>4</td>
<td>Doctor of Dental Medicine (DMD)</td>
<td>01/09/2008, 2014</td>
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<tr>
<td>5</td>
<td>Master of Science in Clinical Pathology (MS CP)</td>
<td>01/01/2009</td>
</tr>
<tr>
<td>6</td>
<td>Master in Public Health (MPH)</td>
<td>01/07/2010</td>
</tr>
<tr>
<td>7</td>
<td>Master in Toxicology (M Tox)</td>
<td>01/07/2010</td>
</tr>
<tr>
<td>8</td>
<td>Diploma in Toxicology (Dip Tox)</td>
<td>01/07/2010</td>
</tr>
<tr>
<td>9</td>
<td>Masters in Human Reproductive Biology (MHRB)</td>
<td>01/12/2012</td>
</tr>
<tr>
<td>10</td>
<td>Master of Physical Therapy (MPT)</td>
<td>01/03/2013</td>
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<td>11</td>
<td>Bachelor of Biomedical Sciences (BBMS)</td>
<td>01/10/2013</td>
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<tr>
<td>12</td>
<td>Bachelor of Health Sciences – Medical Laboratory Sciences (BHS – MLS)</td>
<td>01/06/2014</td>
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<tr>
<td>13</td>
<td>Bachelor of Health Sciences – Medical Imaging Sciences (BHS – MIS)</td>
<td>01/06/2014</td>
</tr>
<tr>
<td>14</td>
<td>Bachelor of Health Sciences – Anesthesia &amp; Surgical Technology (BHS – AST)</td>
<td>01/06/2014</td>
</tr>
<tr>
<td>15</td>
<td>Bachelor of Health Sciences – Nursing Sciences (BHS – NS)</td>
<td>01/06/2014</td>
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</tbody>
</table>

Gulf Medical University is listed in the WHO World Directory of Medical Schools and in the Health Professions Education Directory, Eastern Mediterranean Regional Office (EMRO), WHO website http://www.emro.who.int/hped.

Gulf Medical University is listed as an accredited / recognized medical school in the International Medical Education Directory (IMED) published by Foundation of Advancement of International Medical Education and Research (FAIMER) at the website. http://imed.ecfmg.org.
4.0 The Campus

The Gulf Medical University is located in the Al Jurf area in the Northern Emirate of Ajman on a vast stretch of land extending up to a 100,000 sq.mtrs and a built area of 200,000 sq.fts. It has laboratories, classrooms and administration buildings, a stand-alone building that houses the Library and the modern Multimedia centers, Coffee Shoppe – Blends & Brews, The Terrace - Multi-cuisine Restaurant and a Sports Complex with courts for Lawn Tennis, Basketball, Volleyball, Badminton, Squash, Table Tennis and lush green ground for Cricket and Football. The vacant grounds have been earmarked for the future multispecialty hospital, the residence halls for students and living quarters for the staff and faculty members.

The GMU Campus has modern facilities including classrooms equipped with audio visual aids, laboratories with modern equipment embracing advanced technologies and a learning center that is appropriately equipped with up-to-date instructional and educational aids. GMU encourages social, cultural, other extra-curricular activities and sports to enhance a comprehensive personality development. The spacious campus spotted with greenery contains student rest rooms, prayer halls, indoor and outdoor sports facilities, first aid clinic, Mosque and students’ car parking. The facilities are well connected with each other making it easy for students to move from one area to another.

The Center for Advanced Biomedical Research and Innovation (CABRI) has been established to organize, coordinate and enhance ongoing research activities at the Gulf Medical University. The primary objective of the Centre is to plan, promote, support and conduct short and long-term collaborative intramural and extramural research projects of relevance to the UAE in focused areas in medicine and allied health sciences.

A new Innovation Center scheduled to open in the Fall 2016 as part of CABRI is being developed at the Gulf Medical University to enhance a culture that will encourage innovation and serve a point of contact for scientists, faculty and students interested in medical research besides launching innovative product services. The center aims to offer a platform for healthcare researchers, biomedical innovators and medical scientists in the region. It will be the first of its kind in the region and will have dedicated state-of-the-art laboratories for Gene Editing, Next Generation Sequencing (NGS), 3D Printing, Pharma Product Development (PDLs), Bio Innovation Incubators, Health Robotics and Artificial Intelligence. The Innovation Center will enhance research in the strategic areas of Research, Education and Service at the Gulf Medical University.

The Center for Advanced Simulation in Healthcare (CASH) is a multidisciplinary educational facility that provides a high-tech simulated and virtually created hospital set-up for clinical and communication skills teaching and training for all healthcare professionals with an emphasis on developing individual and teamwork skills and professional behaviors in an active learning environment using standardized real life scenarios.
The Thumbay Hospital, Ajman – A GMU Teaching Hospital is located a few miles away on the side of a main arterial road entering Ajman from the neighboring Emirate of Sharjah and currently serves as the teaching hospital for GMU. The affiliated hospitals are located in the different Emirates: Mafraq Hospital in Abu Dhabi (HAAD), Sheikh Khalifa Hospital in Ajman, UAQ Hospital in Umm Al Quwain and Ajman Municipality Public Health Clinics.

Dental clinical training sites include the Super Specialty Dental Center, Thumbay Hospital, Ajman; Thumbay Medical and Dental Specialty Center, Sharjah and the Dental Hospital, Thumbay Hospital, Dubai. The Thumbay Hospital, Fujairah offers a clinical training site for Community Pharmacy.
LOCATION MAP
5.0 Location Map
MBBS ADMISSION POLICY, REQUIREMENTS AND PROCEDURES
6.0 MBBS Admission Policy, Requirements and Procedures

6.1 Policy Statement

Gulf Medical University admits students irrespective of their nationality, gender, or religion, to all the activities and programs offered by the university.

The University stands for the highest moral, ethical and academic standards consistent with the heritage and cultural background of the United Arab Emirates and aspires for national and international recognition of its programs and degrees.

The University sets high standards for previous academic performance to attract students of high caliber to meet and exceed the standards of high retention and low attrition and outstanding academic performance required to fulfill the accreditation standards for every program offered by the University.

6.2 MBBS Admission Requirements

1. Applicants shall meet all admission criteria for entry into the respective programs offered by the University, as laid down in the Standards (2011) published by the Commission for Academic Accreditation (CAA), Ministry of Higher Education & Scientific Research (MOHE&SR), UAE.

2. The applicant must have completed a minimum of 12 years of education in school and passed subjects in Physics, Chemistry and Biology in the Higher Secondary examination.

3. The applicants from UAE educational system must have secured an aggregate of 90% or above marks as per UAE Secondary School Education Standards.

4. The applicants from Non-UAE educational systems must have secured an aggregate equivalent to UAE 90% or above [as per International Grade Conversion Table published by WES].

5. Applicants from the Indian sub-continent (India, Pakistan, Sri Lanka & Bangladesh) educational system must have secured an aggregate minimum of 75% or above [First Division] in the Higher Secondary School Examination.

6. Students who have pursued their Higher / Senior Secondary School Education as per UK system must have passed at least two of the three science subjects (Physics, Chemistry, Biology) in ‘AS’ or ‘A’ levels provided they have passed in all the three subjects in their ‘O’ level. The minimum grade requirement is two C in ‘AS’ or ‘A’ level.

7. Applicants from the International Baccalaureate (IB) educational system must have a score of 28 points or above provided they have passed all the three science subjects in Grade 10 and advised to take SAT Physics with a minimum score of 550.

8. Applicants with an American Diploma must have a score of 85% or above provided they have scored a minimum of 550 in Biology Molecular (Biology-M), Physics and Mathematics in the SAT II examination.
9. All UAE Nationals who are graduates of the National Service Program shall be treated equal to the High School Graduates in the year in which they have graduated the National Service Program.

10. All applicants must complete 17 years of age on or before the 31st of December in the year of admission and shall not be more than 28 years of age.

11. The applicant must have proficiency in spoken and written English. The applicant must have passed the English language proficiency test such as TOEFL, IELTS, PTE Academic or Cambridge ESOL. A minimum score of 550 TOEFL (CBT 210, iBT 78), IELTS Academic 6.0, PTE A (36-44), Cambridge ESOL (41) or any other standardized internationally recognized test approved by the Commission for Academic Accreditation (CAA), Ministry of Higher Education & Scientific Research (MOHE&SR), UAE.

12. The applicants from Arabic educational system must have completed a Medical Terminology course before they enter into any Undergraduate program offered by GMU.

13. The applicant will be required to appear for a written Multiple Choice Questions (MCQs) test followed by a personal interview before the GMU Admissions Committee.

14. The Admissions Committee shall evaluate all applicants for both cognitive and non-cognitive traits demonstrating their aptitude for the chosen area of study.

6.2.1 Documents Required at the Time of Submitting Application for MBBS Admission

- Application Form duly filled by the applicant.
- Attested copy of Higher Secondary / Senior Secondary School transcripts (students who studied in UAE must submit Grade 10, 11 & 12 transcripts).
- Original Score card / Report of English Language Proficiency Test of not more than two years (TOEFL / IELTS Academic / PTE A / Cambridge ESOL) validity.
- Applicant from the United Arab Emirates shall submit a copy of the Emirates ID.
- Applicant shall submit a copy of the Equivalency Certificate of Higher Secondary school (Applicant who have passed Grade 12 from the UAE Educational System are exempted and are not required to submit the equivalency certificate). Applicants from outside UAE are required to obtain Equivalency Certificate of Higher Secondary school from the Ministry of Education, UAE.
- Applicant shall submit a copy of a Good Conduct Certificate.
- A True copy of the applicant’s passport with 6 months or more validity.
- Fifteen recent passport-size [35 mm wide by 45 mm high] colour photographs of self.
- All applicants from Iraq shall submit a letter from Iraqi Embassy, UAE certifying the authenticity of the Iraqi curriculum studied.
- In addition, the transfer students shall submit the following documents:

  1. True copy of transcripts from the institution/ s, university / ies that the student previously attended.
2. Detailed Course Curricula including course learning objectives and course learning outcomes, credits, duration, semester, contact hours & credit hours for all courses of the program.

6.2.2 Documents Required After Admission

- Every student is required to submit a self–attested photocopy of a valid passport and page showing a valid visa (GCC nationals are exempted from submitting copy of the stamped visa page. However, they shall submit self–attested copy of their National ID).
- Every student is required to submit all academic documents and official transcripts / credits / grades / marks duly attested by the Ministry of Education, UAE and Ministry of Foreign Affairs, UAE or UAE Embassy in their country on admission into the program.
- Every student is required to submit a self – attested photocopy of the Emirates ID within 2 months from the date of admission.
- Every student of Indian nationality are required to submit an “Eligibility Certificate” from the Dental Council of India, New Delhi within 2 months from the date of admission.
- Every student is required to submit a Medical Fitness Certificate issued from Thumbay Hospital, Ajman - UAE within two weeks from the date of admission.
- Every student is required to submit a written pledge agreeing to comply with all University rules and regulations as amended from time to time.

Non submission of the above mentioned document/s shall be treated as incomplete (conditional) admission and hence the progression of such students may be withheld.

6.3 Admission Process

This is carried out in several stages:

1) **Advertisement in the Media:** Information in the media shall include details of the colleges of the university programs, admission criteria and the link to the online registration form.
2) **Scrutiny of Information:** The Admissions Committee scrutinizes the credentials of the applicant with reference to the high school education: courses, grades in the qualifying examination and the overall suitability of the applicant for admission into the program. The committee shall also inform the applicant regarding the need for any additional documents that may be required.
3) **Short Listing:** Applicants whose credentials have been accepted as adequate by the Admissions Committee are informed about the date and time for a personal interview that would be conducted in Gulf Medical University, Ajman. GMU provides necessary help concerning visa applications for students residing outside UAE.
4) **Personal Interview:** The Admissions Committee of GMU shall conduct the personal interview. The committee follows a standard protocol for the interview that will last approximately 45 minutes. The conversation during the interview will be conducted in English. This will be in an informal atmosphere and the applicant will be given ample opportunity to respond to the questions in a relaxed manner. After the personal interview, the Admissions Committee will submit its recommendations to the Provost concerning the suitability of the candidate for admission.

5) **Provost Approval:** The Provost of GMU will finalize admissions after studying the recommendations of the Admissions Committee. The decision of the Provost on matters concerning admissions shall be final.

6) **Academic Advising:** GMU is committed to provide academic advising in order to advise students in selection and pursuit of academic programs consistent with their life goals and the available opportunities at the university.

7) **Medical Fitness:** Students admitted to GMU are required to submit a Medical Fitness certificate soon after they have registered and enrolled. The Medical Examination for fitness in this connection will be carried out in Thumbay Hospital, Ajman. Testing for antibody titres to infectious diseases is included as part of this process.

8) **Enrollment:** Candidates who are finally selected for admission are required (within the time announced on notification of their selection) to submit a letter of acceptance to the Provost, along with the fee in cash or by demand draft in favor of Gulf Medical University, Ajman payable at Ajman, UAE. Failure to comply with this requirement will result in cancellation of the admission.

### 6.4 Transfer Admissions Policy and Procedures

Students shall be considered for transfer only as per the following Transfer Admissions Policy of the University:

- Only students from a federal or licensed institution in the UAE or a recognized Foreign Institution of higher learning shall be eligible for admission by transfer.
- All transfer students shall meet the English Language proficiency requirements of the program to which they are transferred.
- All transfer students shall submit official transcripts to Admission Department before admission to the Program to which they are transferred.
- All transfer students shall submit official transcripts of credit/s earned from all institution/s of higher education previously attended before admission to the Undergraduate programs applied.
- Only students who are in good academic standing (a minimum cumulative grade point average of 2.0 on a 4.0. scale, or equivalent) for transfer to an Undergraduate program of study similar to that from which the student is transferring shall be considered for admission.
• Students who are not in good standing shall be transferred only to a program in a field different from the one from which the student is transferring.

• The University shall transfer Undergraduate program credits only for courses relevant to the degree that provide equivalent learning outcomes and in which the student earned a grade of B (2.0 on a 4.0 scale) or more.

• The University shall inform applicants for transfer admissions or re-admission of the transfer of credits earned for previous courses.

• The University shall limit transferred credits to less than 50% of the total credits required for the completion of the program.

• The University shall not grant credit(s) twice for substantially the same course taken at two different institutions.

• The University shall allow the transfer of credits for clinical training only when done in the UAE; in exceptional circumstances, in which case, waiver of this condition shall be sought from the CAA, MoHE&SR before admission.

6.5 Transfer within GMU

The students' wishes are taken into consideration when applying to the programs of Gulf Medical University. However, they will be allowed to transfer to one of the other programs available in the university according to established rules based on the recommendations of the Admissions Committee.

6.6 Re-admission

Students who are on leave for a period of one year or more must apply for re-admission to the program through the Admissions Office.

• **Students in Good Standing:** Students who are absent or on approved leaves, must apply for re-admission before they will be permitted to register for the current semester.

• **Students Suspended for Misconduct:** Students who have been rusticated from the university and under probation must apply for readmission and may be readmitted after serving the suspension period.

• **Students on academic probation:** Students who fail to meet the minimum GPA requirement but have satisfied all the other requirements may be allowed to register as a non-matriculate student for a probationary period. Non-matriculated students who achieve a minimum GPA of 2.0 can be readmitted, provided they meet all the other requirements.

6.7 Recognition of Prior Learning (RPL) Policy

This policy shall apply to all GMU qualifications including those on the National Qualifications Framework. Recognition of Prior Learning (RPL) is a method of arrangements [leading to award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit of knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Also, Recognition of Prior
Learning is the acknowledgement of a person’s competencies gained through any or combination of formal or informal training and education, work experience, general life experience.

GMU shall recognize that applicants come to training programs with varying amounts of knowledge, skill and experience that requires to be taken into account when considering how much ‘advance standing’ Recognition of Prior Learning a person has towards a particular qualification at the time of enrolment. However, relevant and sufficient evidence must be submitted before the RPL process is initiated. The following guidelines must be met before submitting an application for RPL: (1) The candidate must read and understand the course/unit learning outcomes; assess one’s existing knowledge and skills for the course/unit to ensure that only relevant and sufficient evidence for each competency is gathered before submission. (2) The evidence will be evaluated on the basis of quality not quantity.

Policy

The RPL process will be made known to all course participants prior to commencement of a course available in the handbook. The RPL process shall be available for all course participants who wish to apply for the same. This shall be a formal assessment process and a charge shall be levied for the assessment of all RPL portfolios.

Procedure

1. During the enrolment process GMU shall advise all applicants that RPL is available
   a. Provide information on the RPL process to all applicants [RPL Handbook].
   b. Provide self-assessment forms if required. Forms shall be made available indicating types of evidence needed for an RPL assessment. All evidence provided is to be certified.

2. An assessor shall conduct the assessment using the completed self-assessment forms and enclosed portfolio of documents.
   a. An interview with the applicant is conducted if required. In addition to the document portfolio, assessment of an individual’s competence may also include professional conversations; observation and questioning; supplementary assessment tasks; assessment without training; work samples; and documents to show and support skill.
   b. The assessor shall verify the evidence available before making a judgment.

3. The applicant shall be notified of the results of RPL by letter or email using a standard RPL Outcome Template.
4. The assessor must evaluate all documents and pass them to the Admissions Office to record details in the college database.
5. Certification of units granted RPL should be listed on the applicant’s Record of Result.

The Provost, Dean of the respective academic unit and the Office of Admissions and Registers shall be made aware of the responsibilities for the consistent implementation of this policy/procedure and this policy shall be monitored and reviewed regularly.
7.0. Student Services

7.1 Office of Student Affairs

The Office of Student Affairs supports and complements the mission of the University and its academic programs by creating a comfortable, safe and secure environment that contributes to the success of the students’ educational mission and personal growth. It helps to involve students in the university community by providing appropriate student organizations, activities, publications and opportunities for interaction with faculty, staff and peers outside the classroom.

Office of Student Affairs coordinates all matters concerning Undergraduate Student Council, Student Welfare, Career Guidance, Alumni Affairs, Student Health, Placement, Student Discipline, Residential Halls, Transportation, Student Publication, Student Activities and Sports. Student may approach the Dean / Associate Dean – Student Affairs to resolve issues regarding student affairs and student support services.

7.2 Counseling Services

7.2.1 Student Counseling Policy

All counseling sessions are conducted with the utmost regard to confidentiality and all records kept by the Counselor are treated as confidential.

Information shared with a counselor is not released to anyone outside the Counseling Services office. Information may be released under the following exceptions, if,

- The student gives written permission to disclose information (In that instance, the student determines what information is to be released and to whom) or
- Student’s meeting with a counselor shall be encouraged to discuss any concerns that they have about confidentiality of personal information.

7.2.2 Academic Counseling Policy

Student advising is part of the academic duties of every faculty member. The Dean or Chair of the Academic Unit assigns faculty advisors so that the number of advisees per faculty advisor is as small as possible.

Each student shall have an appointed full-time faculty advisor. This does not preclude informal advising with a student regarding progress in the courses being taught.

Student advising is not limited to registering students, but encompasses all aspects of academic advising, including selection of electives, counseling on any academic difficulty/ies or problem/s encountered, and monitoring the academic progress of advisees.

An academic advising guide has been prepared by the Provost’s office and is distributed to all academic advisors.
Students shall receive notification of their faculty advisor and a listing of all students and
advisors shall be made available in the Office of Academic Advising and Counseling
Center in the Office of Student Affairs. Prior to actual course registration, faculty
members shall be available to advisees during their scheduled office hours to discuss
academic programs and issues related to vocational, career and educational goals. A
record shall be kept of the advisory meetings. Faculty advisors assigned to the Office of
Advising and Counseling Center shall coordinate further referrals.

Adjunct faculty is not to be responsible for the academic advisement of their students.

7.2.3 Career Service Policy

The Career Counselor shall be available during office hours on all working days
throughout the year; Students are encouraged to meet the Career Counselor and discuss
their career plans.

All students are encouraged to avail of clinical training at sites available in the country
and abroad during the summer break.

The students are encouraged to seek help in preparing their curriculum vitae.

Students shall also be helped in filling application forms for taking various licensing
examinations being held in the country and abroad.

The Career Counselor collects and disseminates information about the various hospitals,
institutions and universities offering internship and residency programs in the country
and abroad.

The Career Counselor shall encourage students to keep in touch with the alma mater
through the University’s website, correspondence and telephone.

The Career Counselor maintains a register of GMU Alumni. The Career Office also keeps a
record of employment of all Alumni and seeks evaluation of the GMU graduate as an
employee.

The Career Counselor shall submit reports periodically to update the Alumni records in
the Institutional Research Unit (IRU).

7.2.4 Personal Counseling Policy

Professional counseling is available for personal problems (i.e. financial, career, home,
health etc.) especially if students have;

- Physical complaints when no medical causes can be found.
- Excessive anxiety for examinations / accommodation / or home sickness.
• Lack of interest in daily activities.
• An unusual amount of irritability or fear to mingle with friends.
• Not being able to cope with studies.
• Inability to concentrate on daily activities.
• Personality changes such as sudden shifts in mood / behavior that can’t be explained.

Referrals are made to the Office of Admission & Registers regarding regulations concerning questions of transfer; to the Accounts Office regarding financial aid issues; to the Career Counselor’s Office regarding career or job placement issues, by the Dean, Student Affairs who attends to all student activities, discipline issues, university policy etc.

7.3 Student Activities Policy
The Office of Student Affairs offers comprehensive programs and services that foster an educational environment conducive to the overall development of students.

The Office of the Dean - Student Affairs oversees all departments catering to various student services and serves as an advocate for students in the development of University policy. The Office is also responsible for administering the University code of conduct (Judicial Policies).

Information on specific program/s and service/s particularly athletic, cultural and literary like GMU Global day celebrations, Intercollegiate Sports meet, debates, presentations at scientific meetings, health exhibitions shall be published in the Student Handbook, Undergraduate Catalog and displayed prominently on Student Notice Boards, the University Website and MYGMU e-platform to encourage participation by all students in these events.


7.4 GMU Undergraduate Student Council

7.4.1 Composition
The Student Council generally consists of students duly elected as representatives for each Undergraduate and Graduate Programs offered by the College (College of Medicine, College of Dentistry, College of Pharmacy, and College of Allied Health & Sciences & College of Graduate Studies). More specifically, class representatives elected in the various years of different Programs constitute members of the Student Council.
The Representatives will be elected following an approved election procedure which consists of the following stages.

- Nominations of the candidates are submitted to the Dean of Student Affairs.
- The Dean of Student Affairs will supervise the voting and declare the results of the election.
- The names of the elected class representatives will be announced to the University.
- Elected student representatives will be invited to the Office of the Dean, Student Affairs where they will sign a formal document accepting their duties and responsibilities as elected members of the student council.
- The University reserves the right to remove student representatives from their office on disciplinary grounds and/or inadequate performance.

The responsibilities of members of Student Council include

- Identify personal problems of students
- Bring forth grievances
- Recommend effective measures for well being
- Constitute GMU-Literary & Oratory Club
- Motivate Student Publications

From among the members of Student Council, through a process of fair election, the Executive Board is constituted. The below mentioned treatise spells out the personnel and their responsibilities

7.4.2 The Executive Board Members and Responsibilities

**General Secretary**
The General Secretary shall serve as Chair of the Undergraduate Student Council and shall preside at all of its meetings. He or she shall sit as a member of the Committee on Undergraduate Education. He or she shall serve as the official representative of the Council, and shall have ultimate responsibility for the proper observance of all responsibilities delegated to members of the Undergraduate Student Council or of any committee thereof.

**Joint Secretary**
The Joint Secretary shall serve as acting chair of the Undergraduate Student Council in the absence of the General Secretary, and during such time assume all the duties of that office. He or she shall assist the General Secretary in the proper observance of all responsibilities delegated to the members of the Undergraduate Student Council or any committee thereof.

**Communication Officer**
The Coordinator shall keep a record of the proceeding of all meetings of the Council, and shall distribute copies of that record to all representatives before the next meeting of the Council. He or she shall be responsible for all other correspondence of the Council. He or she shall maintain a current file of all minutes of the meetings of
the council, together with any additional documentation of interest to the Council. The Coordinator shall keep a current list of the membership of the Graduate Student Council and its representatives to all internal and external committees, and shall inform the chairs of such bodies following selection of those representatives. Along with the Joint Secretary, the Coordinator also co-chairs the committees for conference and summer research grants.

**Treasurer**
The Treasurer shall serve as Chair of the Budget and Funding Committee. He or she shall keep a full account of money expended and received, and shall make a report of such account at such time as the Council may desire. He or she will coordinate University-administered receipts and all expenditures and financial responsibilities of the Council. He or she shall have charge of all accounts managed by the Council.

**Event Coordinator (EC)**
The Event Coordinator shall serve a 1 year term from the date of one election to the date of the next election. He or she will be responsible for hosting all extra-curricular events hosted by GMU. He or she will be responsible for allocating responsibilities to different members of the council for each event. The Event Coordinator must plan and execute the following events in conjunction with at least one staff member for each event (National Day, Global Day, etc.) and may suggest plans for any activity.

**Representation**
GMU Student Council, through the General Secretary, shall have representation in faculty committees such as Academic Council, College Council, Student Affairs Committee, Curriculum Development Committee, Library Council, Sports, Culture & Literary Committee, Campus Health, Safety & Security Committee and Planning & Budgeting Committee.

**7.4.3 Student Publications**
Students write, edit and publish a newsletter (Previously ‘GMU Pulse’, under name change at present), which is an essential feature that chronicles student life at GMU. The students’ newsletter expresses their sense of commitment and degree of participation as well as their awareness of the educational and social issues that affect life in GMU. The newsletter reflects the composition of GMU and it appears in two languages - Arabic and English.

**7.4.4 Student Behavior**
- All students are expected to maintain decorum and decency in conducting themselves in the Campus.
- Men and women students should not be seen lingering together anywhere in the campus including the central hall, corridors, learning center or Coffee shop. Faculty members have been requested to be on the vigil about this and have been authorized to censure any student violating this regulation.
7.5 Student Academic Services

7.5.1 The Dean’s Office

The Dean’s office oversees all departments catering to various student academic services.

7.5.2 Career Service Office

The University has a full time Career Counselor.

7.5.3 Financial Aid Office

Information on financial aid may be obtained from the Chief Accounts Officer of the Gulf Medical University.

Refer to Section 11.14 under Financial Aid and Scholarships in this document for further details.

7.6 Student Records Policy

- The University shall maintain confidentiality of student records. The student records shall be stored in safe custody and only authorized personnel shall have access to them.
- Transcripts shall be issued only upon the signed request of the student or his / her parent. Under no circumstances shall the student records be released to any third party without the knowledge of the student or the student’s parent.
- All official records shall be signed by the Provost of the University whose signatures only shall be recognized outside the bounds of GMU.
- A progress report shall be sent regularly to the contact address to inform the parents / guardians about their ward’s progress.
- The records policy shall be published in the Student Handbook for information. The Office of the Dean, Admissions & Registers shall maintain the student’s permanent academic record and requests to view the individual’s record must be made to the Office of the Dean, Admissions & Registers.
- The program office of the academic program in which a student is enrolled also maintains student files that are considered non-permanent. Students have the right to access their program file except documents where access has been waived (e.g. recommendation forms).
- A student must submit an application to the Dean, Admissions & Registers office to obtain access to his/her program academic record.

The Office of the Dean, Admissions & Registers shall ensure:

- The continuous maintenance and back up of student records with one set stored in a secure location, preferably off-site, in a vault or fireproof cabinet.
- Special security measures to protect and back up computer-generated and stored records.
- Confidentiality of records.
• A definition of what constitutes the permanent record of each student; the right of access to student records, including students’ access to their own records.
• The authority to manage and update student records.
• The appropriate retention and disposal of records.

7.7 Information Release Policy

• The University shall neither deny nor effectively prevent current or former students of the University the right to inspect and review their educational records.
• Students shall be granted access to their records within a reasonable period of time after filing a request. Students have the right to request the amendment of their education records to ensure that the records are not inaccurate, misleading or otherwise in violation of their privacy or other rights.
• The University shall not release or provide access to education records, except “directory” information, without the written consent of the student to any individual, agency or organization.
• The University is, however, authorized to provide access to student records to Campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the academic, administrative, or service functions of the university and who have reason for using student records connected with their academic or other university responsibilities. Disclosure may also be made to other persons, Ministry and Government officials or organizations under certain conditions (e.g. as part of an accreditation or program evaluation; in response to a court order, audit in connection with financial aid; or to institutions to which the student is transferring).
• The University shall designate the following items as “directory” information: student name, addresses, telephone numbers, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The University may disclose any of those items without prior written consent, unless notified in writing on the form available from the Dean, Admissions & Registers.
• Confidentiality of information shall be highly respected at GMU. If students wish that any of their education record shall be available to anyone, a consent form shall be available in the Office of Registers & Records. If there is no consent form, information will not be disclosed except to the appropriate person(s) in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
• Under no circumstances shall the student records be released to any third party without the prior knowledge of the student or the student’s parent.
7.8 Plagiarism and Copyright Policy

Plagiarism is defined as “a piece of writing that has been copied from someone else and is presented as being your own work”. The student should cite the sources if they use someone else’s ideas. If the student includes copyrighted material in their thesis, they are responsible for obtaining written permission from the copyright holder. The Gulf Medical University takes no responsibility in this regard. To avoid plagiarism, student must mention the sources properly using footnotes, endnotes or references, inclusion of illustrative graphs, charts etc. which are copyrighted sources, permission letter should be included.

Copyright is legal protection of intellectual property. As a thesis is legally classified as publication and an intellectual property of the student, during the preparation of the thesis, the student should comply with the copyright laws regarding the protection of original work. Copyright ownership means that the student has the exclusive right to print, reprint, copy, sell, and prepare derivative works based on their own work.

7.9 Class Room & Laboratory Protocol

Separate entrances are designated for men and women students in the Lecture Halls and Laboratories. Students are strictly advised to follow these.

• Attendance will not be granted to late comers to lectures and laboratories.
• Students are not allowed to bring food and drinks into the lecture rooms and laboratories.
• Lab coats must be worn only during laboratory work, ambulatory and bedside teaching activities.
• Students should use equipment and property of the institution with care and should not indulge in destruction or damage to any of the equipment & property. If a student is found to be responsible for any such damage, the repair / replacement cost for the same shall be recovered from the student.
• Students who require audio visual equipment for presentations should organize this with the help of the Administrative Assistant for Student Affairs. Students should fill in the request form for this and hand over the same at least 3 days before their presentation.
• Visitors are not permitted to attend lectures and enter laboratories except with the prior written approval of the Dean of the College.
• Students should leave the lecture halls as soon as the lectures are over. Lingering on in the hall alone or in groups is not permitted. Lecture halls will be locked soon after the lectures are over and will be opened only 15 minutes before the commencement of the lectures.
7.10 Health Services

A Campus Medical Center is available in the GMU campus. The aim of the Campus Medical Center is to complement the academic mission of GMU and to provide educational, supportive and first aid health care to the GMU campus community, which includes students, staff, and faculty members. Great emphasis is exercised to make the campus a healthy and safe place to study, work and live.

With two full time nurses having MOH License, the Center provides Short-term emergency care for acute & chronic illnesses, for accidents within campus, and ambulance services: emergency services to Thumbay Hospital, Ajman / a local hospital as per need.

The Center is adequately equipped and has wheel chairs, stretchers, and first aid kits.

Students will be referred to the concerned specialist or to the emergency department in accordance with the nature of illness.

The Coordinator designated for each year of the different programs, will be informed about student’s adverse health effects for relating the illness to any academic absence.

7.10.1 Health Services Policy

In order to streamline the health care needs of GMU students, a Campus Medical Center has been established. This will provide care in the following areas:

- First Aid Service at GMU
- Referral to Thumbay Hospital, Ajman
- Coordination between GMU and Thumbay Hospital, Ajman
- Blood collection for medical fitness tests on admission and before posting to clinical training sites.

The Student Management System has been linked with Information System of the hospital for easy identification of students for treatment.

As part of the registration procedures, every student must be covered for health services under one of the two following plans. Plan – I is compulsory for all GMU sponsored students. This provides medical benefits under the Thumbay Health Card. Plan II is compulsory for others who are officially enrolled in health insurance plans with their families.

Students shall be required to present the Student ID as identification document on registering for medical treatment.

The Office of the Academic Affairs at Thumbay Hospital, Ajman shall make arrangements for access to health care facilities at the hospital and to encourage students to undergo vaccination.

It is compulsory for all GMU students to have a valid Third Party Liability (TPL) Insurance from beginning till successful completion of the program.
Students shall be informed regarding the benefits of immunization and testing for communicable diseases and encouraged to undertake appropriate immunizations and tests.

7.10.2 Mandatory Testing for Infectious Diseases

All enrolled students on all programs offered by Gulf Medical University are required to undergo a Mandatory Testing for Infectious Diseases before entering the hospital for their clinical training. No student will be permitted to commence their clinical rotations if they pose a health risk to themselves and their patients.

All the following tests shall be conducted in CABRI, GMU. If any test has been previously conducted, students are requested to submit the report to CABRI. Testing is required for Antibody titres for Infectious diseases:

<table>
<thead>
<tr>
<th>a. Protective Ab Panel: (TC:6911)</th>
<th>b. Infectious Screen Panel (TC:6250)</th>
<th>c. Vaccinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anti HBs</td>
<td>• HIV</td>
<td>• BCG, HBV and Tetanus are mandatory</td>
</tr>
<tr>
<td>• Varicella IgG &amp; IgM</td>
<td>• HCV</td>
<td>• Appropriate vaccines recommended by clinicians are mandatory.</td>
</tr>
<tr>
<td>• Rubella IgG &amp; IgM</td>
<td>• HBsAg</td>
<td></td>
</tr>
<tr>
<td>• Mumps IgG &amp; IgM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Measles IgG &amp; IgM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GMU students posted in Hospitals are required to be further certified for Medical Fitness before starting the clinical rotations. Kindly be informed that:

- If the student has a medical issue and he/she did not inform about it during his/her application, the student will be terminated immediately from the program.
- If the student develops a disease during the training, his/her condition will be reviewed by a committee appointed to decide on the possibility of continuation of the program or not. This process will be followed for both communicable and non-communicable diseases.
- If at any time it is discovered that a student has a communicable disease, then the Clinical Training will be suspended immediately till his/her case has been reviewed by the committee appointed for the same.

**Needle Prick**

If a student gets a needle prick, the following procedures shall be taken:

- The needle shall be sent to the laboratory in a closed and sterile container to check for HIV, HCV and HBV.
- The prick site shall be cleaned and dressed.
- A blood sample at zero time shall be taken from the student to check for HIV and HBV and shall be documented in the student file in the college as well as with the Academic Office.
- A second blood sample shall be taken after 30 days of the needle prick to check for HIV and HBV and shall be documented in the student file in the college as well as with the Academic Office.
- A third sample shall be taken after 6 months of the needle prick to check for HIV and HBV and shall be documented in the student file in the college as well as with the Academic Office.
- If at any time the student shows signs of infection with HIV, HBV or HCV he/she shall undergo immediate treatment and his/her training will be suspended till proven free of disease.
- If the needle is found to have traces of HIV or HBV in it (after step 1) then the student’s training will be suspended till proven free of disease.
- If the student does not show any sign of infection after the needle prick, the Clinical Training program can be resumed with a condition to keep him/her under observation for signs of illness. And when the student has to change the rotation as part of the training program, the information of the needle prick shall be handed over to the respective Head of Department.

Note: Requisition forms for mandatory testing with the corresponding fee is available with the respective Colleges and listed among the details of fees under Section 11.10 Fees for other services of this Student Handbook.

7.11 Third Party Liability (TPL) Insurance

As per the Ministry of Health (MoH) guidelines, all students undergoing clinical training at various hospitals are required to have a valid Clinical Training – Third Party Liability (TPL) Insurance. This insurance cover is restricted to training hours only and / or whilst participating in indoor and/or outdoor university activities under university’s expressed authorization including transportation from and to training center by university vehicles.

7.12 Dress Code

7.12.1 Professional Dress

Students should at all times maintain a neat and clean appearance, and dress in attire that is appropriate. When students are functioning as medical / health professionals, either with clinical patients or simulated patients, dress must be appropriate and professional. A professional image increases credibility, patient’s trust, respect, and confidence. In addition, because medical and health sciences students utilize facilities on campus where patients and the public are present, professional dress and appearance are also expected even when students are not engaged in patient care. In addition, most
of the clinical facilities have specific dress code policies that must also be followed. Furthermore, Photo ID badges are to be worn at all times.

Violation of the dress code can have detrimental consequences for patient care and could damage the reputation of the institution. Flagrant and repeated violations of the dress code may be deemed to signify a lack of insight or maturity on the part of the individual student and call for counseling and discipline. The immediate supervisor may choose to discuss initial violations of the dress code directly with the student. Serious or repeated violations may be subject to disciplinary action.

- Students of GMU are expected to maintain decorum in their dress code in accordance with the dignity of the medical profession and of the institution.
- Traditional dresses are allowed only for UAE nationals.
- Students must wear white coats with identity cards / badges on entering the campus / clinical sites and must wear the coats as long as they are inside the campus / clinical sites. The white coat must be clean and well maintained and of acceptable quality. The white coat must be worn fully buttoned.
- The security and duty staff have the right to reject admission to any student into the campus when the student is not dressed properly or when the student is not wearing the white coat.
- White coats are to be worn only inside the college and hospital premises. Students should not wear white coats in public places such as supermarkets.
- Women students must take special care in avoiding skin tight and revealing dress. They must have their hair properly tied up and must not keep the hair loose. All women students must wear dress, which reaches down to the ankle level.
- Students must wear dress that does not hinder practical or clinical work.

7.13 Student Support Services

<table>
<thead>
<tr>
<th>Faculty in-charge/Coordinators</th>
<th>Name</th>
<th>Tel.No: 06-7431333</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hostel</td>
<td>Dr. Joshua Ashok</td>
<td>Ext. 1317</td>
</tr>
<tr>
<td></td>
<td>Mrs. Sherly Ajay</td>
<td>Ext. 1384</td>
</tr>
<tr>
<td></td>
<td>Mr. Subeesh</td>
<td>Ext. 1219</td>
</tr>
<tr>
<td>Sports</td>
<td>Dr. Joshua Ashok</td>
<td>Ext. 1317</td>
</tr>
<tr>
<td>Campus Medical Center</td>
<td>Mrs. Sija Binoy</td>
<td>Ext. 1535</td>
</tr>
<tr>
<td></td>
<td>Ms. Remya Radhakrishnan Pillai</td>
<td>Ext. 1535</td>
</tr>
<tr>
<td>Cultural Activities</td>
<td>Mr. Vignesh Unadkat</td>
<td>Ext. 1240</td>
</tr>
<tr>
<td>Library</td>
<td>Prof. Arun Shirwaikar</td>
<td>Ext. 1301</td>
</tr>
<tr>
<td>Administrative Assistance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts</td>
<td>Mr. Aslam Hameed</td>
<td>Ext. 1300</td>
</tr>
<tr>
<td></td>
<td>Mr. Josy Arackel</td>
<td>Ext. 1414</td>
</tr>
</tbody>
</table>
7.14 GMU Physical Facilities

7.14.1 Class Rooms

The lectures are usually held in the four main lecture halls, Lecture Hall 1 – 4 on either side of the main building. In addition the lecture rooms (5 – 24) are used in teaching classes of smaller size for lectures, group discussions, seminars and tutorials. The graduate students have their classrooms in the GMU Information & Learning Center. Small group learning class rooms (1 – 6) are available in the GMU Information & Learning Center for conducting group based activities like CBL, PBL, Projects and Seminars that encourage collaborative learning among students.

7.14.2 GMU Testing Center

The state-of-the-art GMU testing center is the latest addition to the ever-growing facilities of Gulf Medical University. This unit is capable of accommodating students for regular Mid Semester / End Semester Examination / IELTS examinations administered online.

With a capacity of holding up to 88 participants, the center has all modern facilities. To meet the standards required for international testing regulations, invigilators are supported with adequate number of CCTV cameras in each testing halls. The testing center has a data processing room where post-test analysis of scores is done and the central evaluation room for the examiners to evaluate paper based tests. Access to the center and examination halls is user-friendly to people with special needs (wide elevator and doors).

7.14.3 Common Rooms & Lockers

Separate common rooms with locker facility are available for male and female students. Locker keys may be obtained from the Administrative office. In the event of any damage to the lockers or loss of keys, a fine of AED 100 is levied. Only materials pertaining to academic and learning needs are to be kept in the lockers; strict disciplinary action will be taken if any objectionable material is found in the lockers.
7.14.4 Masjid

Separate entrance for men and women with ablution facilities are provided in the Masjid located in the campus.

7.14.5 Mail Box

All incoming postal mail will be kept in the designated area close to the photocopying section.

7.14.6 GMU Hostel

A. Aim: The Office of Student Affairs supports and complements the mission of the university and its academic programs by creating a comfortable and safe environment that contributes to the success of resident students’ educational progress and personal growth.

The hostel offers a learning environment that fosters self-dependence, respect for social and communal norms, tolerance of cultural diversity and provides opportunities for residents to improve their leadership, communication and social skills, which support their academic development.

These rules have been formulated to help the students study comfortably in the hostel, to ensure their safety and maintain discipline. All the inmates of the hostels are to strictly adhere to these rules.

B. Hostels:

- GMU Women’s Hostel Jurj, Ajman
- GMU Men’s Hostel, Ajman

C. Contact:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Telephone</th>
<th>Mobile</th>
<th>Email ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Joshua Ashok</td>
<td>Dean - Student Affairs</td>
<td>06-7431333</td>
<td>050-7447921</td>
<td><a href="mailto:joshuaashok@gmuc.ac.ae">joshuaashok@gmuc.ac.ae</a></td>
</tr>
<tr>
<td>Mr. Subeesh P</td>
<td>Manager General Services</td>
<td>06-7431333</td>
<td>050-7467555</td>
<td><a href="mailto:subeesh@thumbay.com">subeesh@thumbay.com</a></td>
</tr>
<tr>
<td>Mrs. Sherly Ajay</td>
<td>Ladies Hostel In-Charge</td>
<td>06-7431333</td>
<td>055-1073807</td>
<td><a href="mailto:sherly@gmuc.ac.ae">sherly@gmuc.ac.ae</a></td>
</tr>
<tr>
<td>Mrs. Sowbhagya Ajith</td>
<td>Secretary – Student Affairs</td>
<td>06-7431333</td>
<td>050 - 1650254</td>
<td><a href="mailto:sowbhi@gmuc.ac.ae">sowbhi@gmuc.ac.ae</a></td>
</tr>
<tr>
<td>Mrs. Daisy Thomas</td>
<td>Warden – GMU Girls Hostel</td>
<td>06-7464881</td>
<td>050-5103981</td>
<td><a href="mailto:daisythomas@gmuc.ac.ae">daisythomas@gmuc.ac.ae</a></td>
</tr>
<tr>
<td>Mrs. Zubaida R</td>
<td>Warden, GMU Girls Hostel</td>
<td>06-7464881</td>
<td>050-3649007</td>
<td><a href="mailto:rakefahaneef@gmuc.ac.ae">rakefahaneef@gmuc.ac.ae</a></td>
</tr>
<tr>
<td>Mrs. Rahima</td>
<td>GMU Girls Hostel</td>
<td></td>
<td>055-4226868</td>
<td></td>
</tr>
<tr>
<td>Mr. Moideen</td>
<td>Warden, GMU Boys Hostel</td>
<td></td>
<td>050-8952265</td>
<td></td>
</tr>
</tbody>
</table>
D. Hostel Fees Details:

Security deposit of AED 1000/- is required to be paid by all GMU hostel students (male & female).

Refund of security deposit is made on submitting the clearance of all dues of the hostel facility.

Utility Charge of AED 1100/- per year is required to be paid by all GMU hostel students (male & female)

Flat / Room Charge - GMU Women’s Hostel Jurf, Ajman

<table>
<thead>
<tr>
<th>Studio Flat – Single</th>
<th>AED 28,000/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single – Double bedroom sharing</td>
<td>AED 24,000/-</td>
</tr>
<tr>
<td>Sharing – One bedroom</td>
<td>AED 23,000/-</td>
</tr>
<tr>
<td>Sharing – Double bedroom</td>
<td>AED 19,000/-</td>
</tr>
</tbody>
</table>

GMU Men’s Hostel, Ajman

| Single Room - A | AED 25,000/- |
| Single Room - B | AED 24,000/- |
| Sharing – 1 Bed Room | AED 23,000/- |
| Sharing Room | AED 19,000/- |

E. Facilities:

Women’s Hostel

• Three new buildings (block 3, 4 & 5) are allotted close to the University, with fully central air-conditioned rooms with separate kitchen and bathroom.

• A Cot with mattress and quilt, a fridge, a study table and chair, a wooden cupboard and a micro wave oven.

• Common room facility in Double bedroom flats

• Living room facility in One bedroom flats

• Water coolers on all floors

• Common Washing room

• Full time warden and security

• Cleaning and maintenance support

• Free transportation to the University and monthly visit to malls - Dubai / Sharjah

Men’s Hostel

• Air conditioned room with kitchen and bathroom, Cot with mattress and quilt, a fridge, a study table and chair, a wooden cupboard and a micro wave oven.

• Water cooler
• Common washing facility and computer lab
• Full time warden/security
• Cleaning and maintenance support
• Free transportation to the University and monthly visit to malls - Dubai / Sharjah

Additional facility for AY 2016 - 2017

• **Exercise Facility**: All GMU hostel students shall be provided access to health recreation in Body & Soul, GMU Campus on concessional rate. **The registration fee has been waived off**. Only AED 125/- per month will be charged for GMU Hostel students.

Transport shall be provided for Hostel students to Body & Soul to and fro in morning and evening on a shift basis (6:00 AM – 7:15 AM) and (5:00 PM – 7:00 PM)

• **Mess Facility**
  - Terrace Restaurant shall provide Mess facility to all GMU Hostel students
  - Arabian, Asian and Nigerian meals (Dinner) shall be provided on discounted rates. (**package menus are available on request**)  
  - On request for 50 or more residents, **Buffet** shall be arranged in the hostel premises.
  - Food from outside restaurants shall not be permitted after 10:00 PM.

• **Transportation Facility / Shopping Trip Facility**: Monthly special shopping trips shall be provided to Dubai / Sharjah for GMU Hostel students.

a. Hostel students are provided transport facility to the University.

b. On regular class days University bus has been arranged as per following schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Girls Hostel (Jurj)</th>
<th>Boys Hostel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up to the University</td>
<td>1st trip: 8:15 AM</td>
<td>8:15 AM</td>
</tr>
<tr>
<td></td>
<td>2nd trip: 8:20 AM</td>
<td></td>
</tr>
<tr>
<td>Pick up from the University</td>
<td>3:45 PM</td>
<td>3:45 PM</td>
</tr>
</tbody>
</table>

c. Transport facility is provided for students travelling home for summer holidays and semester break holidays.

d. Transport will be provided only to **Dubai International Airport Terminal 1, 2 & 3 and Sharjah Airport**.

e. Transport is **NOT provided** for weekend travels.

f. Students are required to fill the Transport Request Form signed by the Warden has to be submitted to Mrs. Sowbhagya Ajith (Student Affairs Department) for approval.
• **Cable / TV / Internet / Computer Room**
  
a. Students are allowed to have a Television of their own.
b. Hostel has Wi-Fi connections on all floors and an additional computer room with internet connection is provided for learning purpose.
c. Computer / Internet misuse will be viewed seriously and will entail discontinuing the facility.

• **Laundry facility**
Washers and dryers are located in the hostel. The Laundry room will be closed by 11:00 PM.

• **Storage facility**
Students are provided with cupboards in their respective rooms. Separate Storage rooms are **NOT** available in the hostels.

Students are required to clear their belongings on leaving the hostel. The university will not be responsible for student’s belongings once the student leaves the hostel.

• **Medical facility**
Students should report any injury or illness immediately to the matron/warden without delay so that necessary medical attention can be arranged.

All GMU Hostel students are eligible for medical treatment in Thumbay Hospitals. Students are required to **present the Student ID** as identification document on registering for medical treatment.

• **Security**
To ensure the security of all students, all GMU hostels are protected by security staff / warden for 24 hours throughout the year.

F. **Rules and Regulations**

1. **Right of Occupancy**
   
a. GMU students who have paid or arranged for the payment of their hostel fees, tuition and other college fees have the right to reside.
b. Rent is charged for one academic year extending from the beginning of the academic year to the end.
c. Request for renewal is to be submitted and paid for a month before the next academic year. The room is confirmed only on payment.
d. Students leaving the hostel in the middle of an academic year are not eligible for refund of the rent.
e. Student has the right to report to the Warden, Hostel In-charge or Office of Student Affairs in case of any difficulty faced during her/his stay in the hostel.
f. Students extending the period of stay for more than one month or more is required to pay the full hostel fees for the new Academic Year.

2. Curfew
   a. During **week days** (Sunday, Monday, Tuesday, Wednesday, & Thursday) all resident **female students** are expected to be in their respective rooms by **9:30 pm** and **male students by 10:00 pm**.
   b. During **weekends** (Friday & Saturday) female students must report back before **11:00 pm** and male students must report back latest before **11:30 pm**.
   c. During **Holy month of Ramadan**, female students must report back to hostel before 11:30 pm and male students before 12 midnight.
   d. Daily attendance of hostel students will be conducted and submitted to the Hostel In-charge.
   e. The hostel warden monitors the attendance records regularly for tardiness and absences. Repeated violation of attendance regulations will be reported to the Office of Student Affairs.
   f. Students require prior permission from the warden before leaving the hostel for shopping. Details about their movement in such cases should be entered in a movement register maintained for this purpose.
   g. Hostel doors will be **closed by 11:30 pm**.

**Violation of the curfew timings and hostel regulations may result in the cancellation of the hostel facility.**

3. Weekend / Vacation out-pass policy
   a. Female students who wish to go out to visit their parents or relatives must obtain prior permission from their parents or nominated guardians on each occasion.
   b. A letter must be sent by email well in advance for prior approval to the following contact addresses:
      - Ms. Sherly Ajay, Hostel in-Charge at email: sherly@gmu.ac.ae or Mobile: 055-1073807.
      - Daisy Thomas, Warden at email: daisythomas@gmu.ac.ae or Mobile: 050-5103981.
      - Subaida, Warden at email: rakefahaneef@gmu.ac.ae or Mobile: 050-3649007.
   c. Student should fill out the out-pass form before leaving.

4. Inter-visitation
   a. GMU students who are not residents of the hostel and parents are **not** permitted to stay in the hostel.
   b. In case of an emergency, a one–day stay of non-residents (current GMU student/ GMU student’s sister), the concerned student
requires to take prior approval (at least 3 days before) from the Office of Student Affairs.

**A visitor fee of AED 100/- per day will be charged (Permitted only for a weekend).** Student is requested to submit the receipt of payment on entrance to the hostel. Visitors are required to leave the hostel after the permitted time.

c. Hostel students may be permitted to have visitors / friends in the visiting area and will not be permitted to take them to their rooms. *(GMU students visiting time – 4:00 PM – 8:00 PM only)*

d. On behalf of the visitors, GMU students are required to fill the form and take the approval from the Warden.

e. Outsiders other than parents or nominated guardians are not allowed inside the hostels. Parents are allowed to visit their ward’s room only on the first day of the University or in an emergency situation upon approval.

f. Visitors are required to submit their ID cards.

5. **Smoking / Alcohol / Drugs**

a. Smoking, Shisha and using and / or storing drugs / alcohol are **strictly prohibited** in GMU hostels.

b. If a student is found using drug / alcohol / shisha, he / she will face severe disciplinary consequences.

6. **Littering**

a. The hostels are the residents’ second home; all students are expected to maintain cleanliness inside the halls.

b. Rooms are inspected periodically for cleanliness.

c. Students are also expected to regularly remove the garbage in their rooms.

    d. Cleanliness: Hostel students are responsible for keeping their room clean and tidy at all times. A penalty will be imposed for excessively dirty and unhygienic rooms (after issue of a warning). The hostel management reserves the right to make spot checks. Residents whose standard of housekeeping is not acceptable will be asked to rectify the situation. Should there be no improvement, the room will be tidied by the cleaning staff and the charges will be billed to the students. Housekeeping standard is the prerogative of Warden, whose decision will be final and not open to debate.

7. **Concerning Fire Codes**

a. A fire alarm indicates that an emergency situation has arisen.

b. Students are required to **switch OFF the electrical equipment’s after use. In case any room is found to have the oven, AC or any other electrical equipment switched ON unnecessarily, the office reserves the right to ask the student to pay the excessive electricity charges.**
c. Cooking indoors with charcoal or any open flame device, burning candles is prohibited.
d. In case of any complaint regarding malfunctioning of switches or any other electrical equipment, the same needs to be reported to the Warden immediately or entered in the complaint book for immediate attention for repair.
e. In case of fire / fire alarm, no electrical switches are to be switched on/off and elevators are not to be used.

8. Entering / Transfer of rooms
   a. GMU officials including Hostel In-charge and Warden may enter a student room in an emergency.
   b. Students will be informed in advance in case of maintenance work to be done or entry by officials / authorized vendor.
   c. Male members are not allowed inside the girls’ hostel except male maintenance staff on prior approval who will be accompanied by the Warden.
   d. Request for a transfer to another room is to be forwarded through the Warden to the Hostel In-charge for approval.

9. Furniture
   a. Students are strictly forbidden from removing any furniture from their room.
   b. Hostel students are required to obtain special approval from the hostel in-charge to bring in their own furniture.

G. Hostel student responsibilities

1. Student responsibilities
   a. Students must take care of their personal belongings and the management will not be responsible for any loss or damage. Before leaving the hostel, the student must pay all hostel dues pending in his / her name. On leaving the hostel, the student is required to remove all his / her belongings.
   b. Students must maintain cleanliness and discipline in the hostel. All fixtures and fittings should be handled with care. If a student is found to be responsible for any damages, the cost of repair / replacement will be recovered from the student.
   c. Students are required to abide by the advice and decisions of the matron/warden on all matters pertaining to life in the hostels.
   d. Students are required to abide by any other rules or regulations, which the Dean, the Hostel In-charge or the warden may feel necessary to introduce from time to time.
   e. Students are required to submit the No Objection letter from their parent and fill up the out-pass /clearance form when staying outside or when vacating the hostel.
f. Students are required to submit the clearance form to Hostel In-charge signed by the warden before vacating the room and submit a copy to the accounts department for refund of the deposit.

2. **Actions Prohibited**
   a. Student should **NOT** break the curfew timings.
   b. Student should **NOT** write on walls, lifts, doors of the hostel.
   c. Student should **NOT** bring in any pets (cat, puppy, bird etc.) into the hostel.
   d. Student should **NOT** remove furniture, or install personal door locks in their rooms.
   e. Student should **NOT** insert / fix holes or hooks in walls, floors or ceiling.
   f. Student should **NOT** refuse to follow the instructions of the Matron or security personnel who is only performing his/her duties.
   g. Students are **NOT** allowed to decorate the exterior of rooms, corridors or other common areas.
   h. Student should **NOT** shout or create disturbances in any residential areas.
   i. Student should **NOT** drop or throw any solid object or liquid from the windows.
   j. Student should **NOT** harass or verbally abuse any resident or staff member living in the hostel.
   k. Student should **NOT** host overnight guest/parent without obtaining prior approval from the Office of student affairs/Hostel In-charge.

3. **Following actions are taken for those who break the rules of the hostel**
   i. Letter of first warning will be issued to the student.
   ii. Letters of second and final warning will be issued with a copy to the parents and the Dean of the respective College.
   iii. Third letter to the student, stating penalty / expulsion from the accommodation will be issued.

Any breach of the above rules by the inmates may result in their being deprived of the privilegde of occupying the room besides rendering themselves liable to pay for such damages, as may be claimed by the authorities. Also there will be **NO refund of fees** in the event of denial of hostel accommodation on grounds of misconduct (academic or personal).

**7.15 Dining Services**

GMU provides modern dining services in the campus where meals are served at a reasonable price. The dining facilities are provided at 3 locations in the campus and 2 in the Thumbay Hospital, Ajman. ‘The Terrace’, a multi cuisine restaurant located in the campus serves Arabic, Continental & Asian cuisines.
7.16 Recreational Facilities

State of the art recreational facilities are provided in the Body & Soul Health Club, a gymnastic unit of GMU. Membership is provided to the students at a concessional rate and they can enjoy all facilities including swimming.

World class Basketball court, Volleyball court, Tennis court, Cricket & Football grounds have been located in the campus. Separate indoor Table Tennis, Badminton and Squash facility for male and female students have been provided. The sports committee announces inter-collegiate sports events every year wherein interested students can participate.

7.17 Transportation

Bus facilities, to commute from residence to GMU and other clinical locations, are available to the hostel students free of cost. Day scholars are provided transport on request and on payment of stipulated fees. Students requiring transport facilities should contact the Transport Department for all transport needs.

7.18 Student Identification

- All students are required to submit passport-size colour photos to be affixed on their ID cards.
- The Student ID must be worn at all times and must be presented on demand in the campus, clinical sites and during examinations.
- Loss of ID cards must be reported to the Dean’s office and a replacement card can be obtained after payment of AED 25.

7.19 University Entrance

Separate entrances are designated for men and women students. These should be strictly adhered to. Parents, relatives and friends who drop the students in the University and drive them back are requested to respect this and drop or collect the students only from the designated areas. Students are not allowed to walk through the main foyer doors or sit in the entrance area. This area is meant for guests and visitors to the University.

7.20 Car Parking in the Campus

- Cars should be parked in the allocated positions for men and women students separately in an orderly manner. Only cars belonging to the President, Trustees and other visiting dignitaries are allowed to be parked in the main portico area. The University administration reserves the right to tow away any vehicle, which has been parked in an unauthorized manner or place.
- Dangerous driving practices, creating inconvenience or risk to others and damage to property within the University campus are punishable offences.
Parking is available for students and faculty in the following areas:
- Adjacent to Lecture Hall 1, 2, 3 & 4
- Behind Blends & Brews Coffee Shop

7.21 Information on Safety Issues

GMU adheres to and adopts the guidelines on safety issues, which covers safety aspects related to the Laboratory and handling of chemicals. Excerpts from the University Laboratory Safety Manual are provided.

Laboratory Safety
1. General
1.1 Take care not to run around in the laboratories unless a situation [e.g. Emergency] warrants the same.
1.2 Laboratory dress code:
- Laboratory coat must be worn while pursuing laboratory work but be removed while visiting a non-laboratory environment, e.g. office, canteen, toilet, and computer room.
- Smoking is not permitted at any time in or near the laboratory.
- Long-sleeved laboratory coats must be worn to protect against chemical spills.
- Latex gloves must be worn when handling toxic chemicals and, bacteria. However, do not use such gloves in the course of simple chores like opening doors, answering telephones, at the keyboard, to cite some examples.
- Safety goggles or spectacles must be worn while working with hazardous chemicals or radioactive materials.
- Use the face-mask when using the UV trans-illuminator.
- Mandatory use of close footwear [E.g. No open-toed shoes, sandals and slippers] when working in the laboratory and while handling hazardous chemicals or radioactive materials.
- Long hair or loose clothing must be secured before commencing work to avoid the possibility of their entanglement in equipment, or contact with chemicals or possibility of a fire accident.
- Wearing any head phone while working is prohibited.
1.3 Waste disposal:
- Appropriate bags must be used to dispose hazardous and non-hazardous waste. The specially designed safety bag must only be used for disposal of hazardous waste and not for non-hazardous waste disposal. Non-hazardous waste can be disposed in the general household garbage bag.
- Broken glass and needles must be disposed in a sharps bin or plastic container.
- Acid, organic solvent, and radioactive waste must be disposed in the designated
bottles or containers (see Chemistry and Radiation Safety for detail).

2. Electrical outlet usage:
   - To avoid power overload and outage ideally, one electrical outlet must be connected only to one equipment.
   - If the outlet is used for more than one connection, the adaptor with the Singapore Productivity and Standards Board (PSB) logo (i.e. PSB approved adaptors) must be used.

Chemical Safety
1. General
   - Working alone with hazardous chemicals (particularly after office hours) must be discouraged in all laboratories involved in such experimental work.

2. Chemical Storage
   - The general properties and storage characteristics of each chemical must be indicated by a colored sticker on the chemical containers. The suggested color codes are:
     a. **RED**: Flammable
     b. **WHITE**: Corrosive
     c. **YELLOW**: Reactive
     d. **BLUE**: Health risk (carcinogen, mutagen, etc.)
     e. **GRAY**: General chemical storage
     f. **RED 'S'**: To be stored separately from chemicals of similar code
   - Chemicals must not be stored on the floor or on top shelves. The storage shelf must have rails to prevent any fall off.

Organic and inorganic chemicals must be stored in different cabinets.
   - Organic solvents must be stored in resistant containers, e.g. Glass or Teflon. The cap must be resistant to the solvent and screwed on tight. Solvents are stored primarily in a metal cupboard or sometimes in a fume hood.
   - There must be no open flame near organic solvents, nor must they be kept near a heat source.
   - **Concentrated nitric acid** must be stored in a designated cabinet.
   - **Poisons** must be stored in a designated and locked cabinet.
   - **Corrosive chemicals** must be placed in a location below eye level, e.g. in bottom shelves of a cabinet or under the sink.
   - Cabinet shelves must not be overloaded.
   - Upper shelves must not be heavier than lower shelves.
   - All shelves must be protected with chemical-resistant, non-absorbent, easy-cleaning trays with anti-roll lips.
• All chemicals must be placed on these trays and not directly onto the metal surface of the shelves.
• All cabinets must be kept closed at all times other than during depositing or withdrawal of chemicals.
• All cabinets must be placed on the floor and must be stable.
• Labels indicating the contents of each cabinet must be displayed on the outside panel of the cabinet.
• A fire extinguisher must be located near the exit and not near the chemical cabinets. In the event of an explosion, a fire extinguisher near the explosion area might be rendered inaccessible or damaged.
• The appropriate type of fire extinguisher, i.e. Class B extinguisher such as carbon dioxide or foam, to deal with chemical fire must be used. Everyone in the lab must know how to use the fire extinguisher.
• Spill control kits to handle spillage of flammable chemicals, must be available.
• First aid kits must be available and they must be equipped to deal with accidental ingestion, spillage, etc.
• Periodic checks of containers in the chemical stores must be done in order to ensure that the conditions of the containers are satisfactory. These include but are not restricted to:
  o The physical state of the primary and secondary containers
  o The state of the seals of these containers
  o The cleanliness of the containers (salt deposits indicating leakage, etc.).
  o The presence of moisture in the bottle or any other form of precipitation and / or caking.
• Adequate ventilation must be available.
• Bottles of toxic chemicals, once opened, must be tightly recapped, sealed and placed in a fume hood.
• Chemical bottles / containers in constant use must be placed in chemical-resistant, non-absorbent, easy-cleaning trays.
• Gas cylinders, hoses and regulators must occasionally be checked for wear and tear, leaks and functionality. A simple soap-bubble test can be done to check for leaks.
• All gas cylinders must be secured with chains.
• Empty gas cylinders must not be stored with full cylinders. In the event of a mistake, empty gas cylinders can cause serious-suck back effect when connected to pressurized equipment.

3. Chemical Handling
• All lab workers must be familiar with recommended procedures associated with the chemicals they are dealing with and the relevant hazards. When in doubt
the Material Safety Data Sheet (MSDS) must be referred to, for information.

- All work involving aqueous hazardous chemicals must be done in fume hoods.
- All appropriate protective apparel/s must be worn when working with hazardous chemicals. These include but are not limited to gloves, masks, aprons, lab coats, face shields and goggles.
- Hand towel dispensers must be made available in all labs.
- Appropriate gloves for handling corrosives, hot/cold objects, organic solvents and other specific chemicals must be available.
- When a process is known to result in chemical fumes, wearing appropriate masks must be mandatory. Please note that normal surgical masks and dusk masks are not suitable protection against chemical fumes.
- Spilled mercury (e.g. from broken thermometers) must be picked up using a pipette and stored in a small, tightly sealed and labeled plastic container in the fume hood.
- Standard Operating Procedures (SOPs) to deal with emergency situations arising from radioactive, chemical and bio-hazardous accidents must be clearly displayed in every lab.

Handling of Gases:

- Make sure that you know how to operate the regulator on a gas cylinder before using it.
- Gas cylinders must be replaced before they are completely empty. Some positive pressure must be allowed in the used cylinders.
- Check the gas tubing from time to time.
- Poisonous gases and chemicals that give rise to vapors must be experimented with only in the fume hood.
- Do not light any flame when you smell a gas leak. Beware of flammable gases, e.g. Oxygen and Acetylene.
- If you smell something dangerous, raise the alarm and evacuate the lab immediately. The source must later be traced and action taken by the appropriate safety personnel.

While Handling Liquid Nitrogen:

- Your hands must be protected by a pair of thick heavy duty gloves.
- Lab coat must be worn and legs and feet protected.
- Liquid Nitrogen must be kept and transported in Dewar flasks.
- Liquid Nitrogen splatters easily when pouring, especially if the glassware or plastic ware is not pre-chilled before use. Hence special caution ought to be exercised.
Handling of Phenol:

- Phenol must be handled with appropriate protection and in the chemical fume hood.
- Phenol must be stored in resistant containers made of glass or Teflon.
- If ones' skin comes in contact with Phenol, it must be rinsed immediately with lots of water, followed by washing with soap and water.
- Spills must be attended to immediately and not left to dry unattended.
- Stains left by chemical spills must be cleaned up immediately.
- Hand towel dispensers must be made available in all labs.
- Appropriate gloves for handling corrosives, hot / cold objects, organic solvents and other specific chemicals must be available.
- When a process is known to result in chemical fumes, wearing appropriate masks must be mandatory. Please note that normal surgical masks and dusk masks are not suitable protection against chemical fumes.

4. General Chemical Disposal

Not all chemicals can be thrown into the drain. Ensure that the chemical is safe for discharge into the sewer. If not, store in empty reagent bottles or carboys for processing and disposal by a waste disposal company. As a general guideline, strong flammable and acute toxic chemicals must not be discharged into the sewer.

- Dilute all chemicals that will be thrown into the sewer.
- Acids and bases must be neutralized properly before discharging into the sewerage system.
- All gels (excluding those stained with Ethidium Bromide) must be disposed into special plastic bags. These bags, when full, must be double wrapped, secured properly and thrown with normal rubbish for disposal.
- Co-mingling of chemical waste in waste storage containers must be kept to separate confinement.
- Where the above is not possible, aqueous waste must be segregated into the following groups:
  - Halogenated
  - Flammable
  - Oxygen-Chloroform
- Flammable chemical waste must be stored in well-ventilated areas to reduce accumulation of flammable vapors.
- Solid chemical waste must be securely packaged before disposal into normal trash where they will eventually be incinerated. Exceptions to this are solids that sublime at room temperature and produce toxic gases. In such cases, try to convert the solids to a stable form and chemically inactivate it.
Organic Solvents:
- Solvents are disposed of in specifically-labeled (name of solvent, your name and your supervisor’s name) waste bottles in a fume hood. Do not pour them down the sink. Only very small quantities (< 1 ml) may be flushed down the sink with lots of water.
- Chloroform and acetone must not be poured into the same bottle as they react to form an explosive chemical.
- Chemical containers must be tagged with information including chemical name, description, generator’s name and date of disposal.
- All chemical disposal exercises must be documented.

7.22 Fire Safety Policy

Objectives

GMU Fire Safety Policy is established for the purpose of minimizing the risk of fire and in the event of a fire, to limit its spread, ensuring the safety of all the University personnel and visitors, minimizing the potential of fire from disrupting teaching and research, and lastly minimizing property and environment damage.

Policy Statements

GMU is committed to a high standard of fire safety and will make all reasonable efforts to adopt best practices and compliance with current fire safety legislation and standards.

1. Unobstructed Passage of Escape
The premises on GMU shall have adequate means of escape in case of fire. All means of escape shall be correctly maintained, kept free from obstruction and available for safe and effective use at all times. Means of escape shall have adequate emergency lighting (in case of fire) which will be maintained in efficient working order.

2. Provision of Fire Warning System
All buildings in GMU shall be provided with adequate fire detection and warning system. These shall be maintained in efficient working order.

3. Fire Fighting Equipment
Adequate means for fighting fire shall be provided and these shall be maintained in efficient working order.

4. Training
Appropriate fire training shall be given to all designated staff working in lab-based facilities and/or have an active role in the implementation of fire emergency plan.
5. Fire Safety Inspection
All premises owned and occupied by University shall be subjected to regular fire safety inspection. Where hazards are identified, action is taken to implement appropriate control measures. Measures taken to protect buildings, installations and equipment from fire shall commensurate with the risks and shall be appropriate to the value of teaching, research or commercial importance of those assets.

Roles and Responsibilities
University staff has the following key responsibilities in implementing the fire safety policy.

Deans
Deans are required to ensure that:

- Departments under their charge implement this policy and other appropriate measures to minimize the risk of fire.

Heads of Department
The roles of the Heads of Department are to ensure that:

- Regular fire safety inspections are carried out for their Department;
- Action is taken to minimize the likelihood of fire occurring as a consequence of the Department’s activities;
- Escape routes, that is, entrances/exits, corridors, staircases and stairwells, are kept clear of obstruction and free from storage of combustible materials;
- New members of the Department, including research and undergraduate students, receive the necessary information, instruction and training on fire safety as soon as possible;
- Any contractor(s) employed by the Department and any visitor(s) invited by the Department are aware of the action to be taken in the event of fire; and
- Fire drills are carried out at least annually.

Maintenance Department
The Department shall ensure University premises and service infrastructure are constructed and maintained periodically in compliance with fire safety regulations and building codes.

Administration Department
The department shall ensure:

- Overall institutional compliance with this policy and regulations; and
- Coordinate the implementation of Fire Safety precautions.
Employees’, Students’, Visitors’ and Contractors’ Responsibilities
Employees, Students, Visitors and Contractors are required to:

- Cooperate and comply with this Policy and instructions given to them in regards to fire safety and any other fire procedures;
- Know what to do in the event of a fire, including leaving equipment in a safe position, and be familiar with the escape routes from their location;
- Consider the risk of fire from their activities and reduce or control that risk;
- Not interfere or abuse any equipment provided for fire safety; and
- Report any observed shortcoming in fire precautions to the Administrative Department.

Safety Precautions

- Teach students how to properly notify the fire department.
- Install smoke alarms in corridors, Laboratories, Lecture Halls and Cafeteria.
- Maintain and regularly test smoke alarms and fire alarm systems.
- Regularly inspect rooms and buildings for fire hazards. Ask the local fire department for assistance.
- Inspect exit doors and windows and make sure they are working properly.
- Create and update detailed floor plans of buildings, and make them available to emergency personnel, and students.
- Conduct fire drills and practice escape routes and evacuation plans. Urge students to take each alarm seriously.
- Make sure electrical outlets are not overloaded and extension cords are used properly.
- Learn to properly use and maintain heating and cooking appliances.

7.23 Student Research Policy

7.23.1 Policies and Procedures for Conducting Research in GMU and its Affiliated Hospitals

GMU aspires to be known for the excellence and the impact of its research on the educational milieu of the nation and the outcome of clinical care and is committed to the attainment of its mission to:

- Prepare health science investigators in order to meet the health care needs of the nation and the region.
- Produce health care professionals who will integrate the advances in research with the best clinical practice.
- Promote health services, which incorporate the latest advances in scientific knowledge in a manner that supports education and research for the benefit of the community.
The university policies clearly describe the research activities and the procedures, which have been established to assure continued strong research productivity and require all Chairs of respective departments to ensure that all new academic, research and technical staff and all new research students are informed of the policy and its operation. One or more supervisors will supervise all student research that is conducted as a part of the course/program requirement.

The Research Committee is the principal research body of the Gulf Medical University and the Ethics Committee is the initial approving body for the research and experimental activities to be taken up by the Gulf Medical University and shall be responsible for the following:

- Where animal experiments are involved the globally accepted standards of laboratory animal care shall be followed.
- Carrying out research experiments involving human subjects shall conform to the ethical standards laid down in the Declaration of Helsinki.
- While collecting data from human subjects for research purpose all necessary conventions and formalities shall be adhered to.

7.23.2 Definitions

GMU conducts research of both social / behavioral nature, as well as Biomedical research both in the university, teaching and affiliated hospitals. As such, the organization follows the “Geneva Convention Regulations” regarding human subjects research. The following definitions are used in regard to “research” and “human subjects”:

Research means a systematic investigation*, including research development, testing and evaluation, designed to develop or contribute to generalizable** knowledge. Activities that meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program, which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

*The term systematic investigation refers to a study in which there is a research protocol to be followed in its conduct, specific research questions to be answered, or a hypothesis to be addressed.

**The term generalizable refers to a study designed to draw conclusions beyond the specific instances being studied, inform public policy, or generalize findings.

Human subject means a living individual about whom an investigator (whether professional or student) conducting research obtains (1) Data through intervention or interaction with the individual, or (2) Identifiable private information.

Intervention includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are
performed for research purposes. Interaction includes communication or interpersonal contact between investigator and subject.

Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (i.e., the identity of the subject is or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects.

Human subject means an individual who is or becomes a participant in research, either as a recipient of the test article or as a control. A subject may be either a healthy human or a patient.

7.23.3 Ethics Committee

The Ethics Committee is constituted to review all projects and activities that involve human subjects. The Ethics Committee reviews all research proposals for potential ethical concerns like the following:

- Does the research project involve any foreseeable legal risks, or does it involve any risk of physical, psychological or social distress to participants?
- Does the research project involve the collection or use of body tissues or body fluids (including excreta) from humans or animals?
- Does the research project involve the collection or use of data collected from human or animal participants?
- Does the research project involve the collection of data through the direct observation of human subjects?
- Does the research project involve the collection of data through the indirect observation of human subjects?
- Does the research project involve the administration of any drug, food substance or placebo to human or animal subjects?
- Does the research project involve exposing human or animal participants to any abnormal or painful physical or sensory stimuli (including auditory, visual and olfactory stimuli)?
- Does the research project require human or animal participants to undergo abnormal physical, psychological or emotional stress (including dehydration, exercise, sensory deprivation, confinement or sleeplessness)?
- Does the research project involve exposing staff, students or participants to topics or issues that might cause embarrassment (including exposure to controversial, offensive or illegal ideologies)?
- Does the research project involve withholding information by deceiving participants?
- Does the research project involve participants who are potentially vulnerable or unable to give informed consent (including children under the age of 18, people...
with learning difficulties, people with cognitive disorders and people with debilitating illnesses)?

- Informed Consent Form attached with the proposals are reviewed for the following areas of concern:
  a. Does the methodology protect the rights and welfare of subjects?
  b. Does the risks to the subjects far outweigh the potential benefits to either the subject directly or to scientific understanding in general?

7.23.4 Informed Consent

Whenever any research activity involves human subjects, it is mandatory that the investigator, or his or her duly certified representative, obtain the informed consent of any and all such subjects. The informed-consent procedures and documents employed for this purpose should not contain exculpatory language through which the subject is made to waive, or to appear to waive, any of his or her legal rights, or to release GMU or its representatives from any liability for negligence.

To ensure maximum protection of human subjects and to ensure compliance with GMU and Research Committee regulations, investigators must follow the procedures outlined herein. While writing a detailed protocol for the proposed activity, the protocol should contain copies of informed-consent documents to be used, and a complete explanation of how informed consent will be obtained. Informed-consent documents should be designed to cover the specific study.

The following items ensure that all necessary elements of a Consent Form(s) have been addressed.

- Header contains name of institute/venue of study.
- Identity of the Principal Investigator(s) and contact information.
- Research topic/question, nature of participation, duration, and involved procedures are clearly stated.
- Risks and benefits of participation are clearly stated.
- Provision of feedback to the participants is mentioned.
- Provision for participant’s anonymity has been made.
- Confidentiality of participant’s information has been assured.
- Provision made for withdrawal and refusal to respond.
- Data storage, length of retention, and method of disposal are clearly stated.
- Provision made for distribution of a copy of the consent form to all participants.

[An example of an Informed-Consent document may be obtained from your Supervisor]
STUDENTS’ RIGHTS & RESPONSIBILITIES
8.0 Students’ Rights and Responsibilities

8.1 Students’ Rights

All students must become familiar with the academic policies, curriculum requirements, and associated deadlines as outlined in the University Catalog, student handbook & course syllabi. The academic advisor shall advise the student on all matters related to their program of study and will aid the student in the interpretation of policies whenever necessary.

However, it shall ultimately be the student’s responsibility to meet all stated requirements for the degree and the policies related thereof. It is also the student’s responsibility to actively utilize their campus email and the university web site, observe netiquette, observe the policies on internet use as published and made available in the Student Handbook as it tends to be a major communication resource and is often the primary form of communication between students.

Gulf Medical University shall maintain an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students will enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. The principles found herein are designed to facilitate communication, foster academic integrity, and defend freedom of inquiry, discussion, and expression among members of the university community.

8.1.1 Rights in the Pursuit of Education

Students will have the right:

- To pursue an education free from illegal discrimination and to be judged on the basis of relevant abilities, qualifications, and performance;
- To fair and impartial academic evaluation and a means of recourse through orderly procedures to challenge action contrary to such standard;
- To an academic environment conducive to intellectual freedom; and
- To a fair and orderly disciplinary process.

8.1.2 Right to Access Records and Facilities

Students will have the right:

- To access their own personal and educational records and to have the university maintain and protect the confidential status of such records, as required by appropriate legal authority; and
- To have access to accurate information regarding tuition fees and charges, course availability, general requirements for establishing and maintaining acceptable academic standing, and graduation requirements.
8.1.3 Right to Freedom of Association, Expression, Advocacy & Publication

Students will have the right:

- To free inquiry and expression;
- To organize and join association/s to promote their common and lawful interests; and
- To be able to protest in a manner which does not obstruct or disrupt teaching, research, administration, and/or other activities authorized by the university.

8.1.4 Right to Contribute to University Governance and Curriculum

Students will have the right:

- Through student representatives, to participate in formulating and evaluating institutional policies.

8.2 Students’ Responsibilities

Students shall be expected to balance these rights with the responsibility to respect the learning environment for others and for themselves and to make their best effort to meet academic challenges undertaken. Students will be responsible for compliance with the University Code of Conduct.

The standards of professional behavior in the educational setting are related to three domains:

1. Individual Performance;
2. Relationships with students, faculty members, staff members, patients, community and others; and
3. Support of the ethical principles of the medical profession.

Individual performance:

- Demonstrates educational experiences (i.e., exams, clinics, rounds, small group sessions, appointments at the clinical skills center).
- Adheres to dress code consistent with institutional standards.
- Maintains appropriate relationships with students, faculty members, staff members, patients and community.
- Establishes effective rapport.
- Establishes and maintains appropriate professional/personal boundaries in all learning situations.
- Is respectful at all times to all parties involved.
- Demonstrates humanism in all interactions.
- Respects the diversity of race, gender, religion, sexual orientation, age, disability and socio-economic status in all interactions.
- Resolves conflict in a manner that respects the dignity of every person involved.
- Uses professional language being mindful of the environment.


- Maintains awareness and adapts to differences in individual patients including those related to culture and medical literacy.
- Supports ethical principles of the medical profession.
- Maintains honesty in all personal and professional dealings.
- Contributes to an atmosphere conducive to learning and is committed to advance scientific knowledge.
- Protects patients’ confidentiality, while handling health information.

8.3 GMU Honor Code

The students of Gulf Medical University Ajman, must recognize that they form an essential part of the medical profession and society. The ‘Honor Code’ lays emphasis on student’s behavior to meet the expectation of their profession, family and general public. The Honor Code is administered at the White Coat Ceremony. Students are required to read the pledge and sign an undertaking to observe all the rules as specified in the code.

8.4 Salient Features of the Honor Code

The code strives to emphasize the importance of ethical behavior and compassion in patient care. It helps a professional to understand the importance of the power of healing when all health care professionals work together as a team. It guides students to interact among their fellow colleagues and mentors. The honor code formally acknowledges a sense of trust, responsibility and professional behavior among students, staff and faculty members.

8.5 Breach of Honor Code

The following acts are considered as violation of the honor code:

1. Illegal, unethical and inappropriate academic conduct or professional behavior with colleagues and mentors either in college, hospital campus or in any professional gathering.
2. Failure to maintain confidentiality of a patient’s health data.
3. Failure to provide the highest level of patient care.
4. Failure to report any situation where the ‘honor code’ has not been followed or failure to take appropriate action when the ‘honor code’ has been violated.

8.6 Effects of Committing an ‘Honor Offence’

When a student, member of the administrative staff or faculty commits an offense against the rules of the honor code, it becomes violation of the ‘code’ and is termed as an Honor Offense. The matter must be reported to the Dean of GMU. The report would be taken to a committee formed by student and faculty representatives. Once the person is proved guilty, the Committee will initiate appropriate action depending on the degree of the offense.
9.0 University Resources & Services

9.1 Introduction
The GMU Information and Learning Centre provides year-round reference and information services and assists students in the development of effective search strategies. Staff members at the Learning Centre assist students in identifying new and additional resources, confirming citations and providing instructions on how to use online databases and search engines.

9.2 Vision
To achieve its vision, the library shall acquire, manage and link information resources both physical and virtual and provide quality instruction to empower users to benefit from the full potential of the universe of knowledge. The information technology professionals and library staff shall together ensure that the GMU library shall meet the complex information needs of the 21st century for life-long learners to achieve excellence in undergraduate, graduate and professional studies.

9.3 Mission
The mission of the GMU Information & Learning Centre is to provide resources and instructional material to support the delivery of the curriculum. It also encourages appropriate practices in accessing and using information consistent with the GMU policies. The GMU Learning Centre is committed to maintaining the state-of-the-art information technology infrastructure to meet the current and changing information needs of the GMU community.

9.4 Library
The library at the GMU campus is a modern facility strategically located on the first floor of the Information and Learning Center. Library resources are accessed by faculty members, staff members and the students for stipulated periods according to the circulation policy.

9.4.1 Timings:
The library remains open from Sunday through Thursday between 8:00 AM to 10:00 PM and on Saturday between 8:30 AM to 6:00 PM (Except on official holidays). The official timings are further extended during study periods and examinations at the request of the students.

9.4.2 Library Resources
- Books
- E-Books (Access Medicine)
- Journals (Online)
- Journals (Hard copy)
- CDs
- Video Tapes
• Online Databases:
  Proquest, Access Medicine, Cochrane, UpToDate, USMLEasy, Micromedex

9.4.3 Library Orientation
During the Library Orientation Program at the beginning of each academic year, the library staff member/s provide orientation and bibliographic instructions to the library users on the following topics:
  • Issue of official username and passwords
  • Use of various electronic resources
  • Availability of resources in particular subjects / areas of interest
  • Library rules and regulations and library services.

9.4.4 Audio Visual Equipment
The library has the facility for viewing medical video tapes and CD ROMs. A collection of VHS tapes and CDs on latest medical topics are available.

9.4.5 Scanning and Printing
Scanning and printing of learning materials without infringing the copyright laws are provided in the library.

9.4.6 Photocopy
Photocopy services are provided at a nominal charge of one dirham per 10 pages. The Information and Learning Center abides by existing national and international copyright laws.

9.4.7 Journal Article Request Service
The GMU users can get copies of Journal articles from the library on request. For getting a copy of the article, users have to submit a Journal Article request to the library in the prescribed form. The request form is available on the GMU library website. The applicant shall get a copy of the article within three working days, if it is available in the GMU library.

9.4.8 Cataloguing
The GMU library follows the Anglo-American Cataloguing Rules (AACR 2) for Cataloguing and the National Library of Medicine USA coding for its classification system. The GMU library is using “AutoLib System Software”.

9.4.9 Online Public Access Catalogue (OPAC)
The GMU Library provides Online Public Access Catalogue (OPAC) through the library website (www.gmu.ac.ae/library). The user can search the catalogue by author, Course Title, subject, ISBN or a key word.

9.4.10 Security Gates
GMU central library has two security gates (3M library security system) for the protection of the library resources.
3M Library Security System: The 3M Library Security System consists of several components including 3M Tattle-Tape, circulation accessories, and a detection system. The key to the effectiveness of the system is protecting the library resources with 3M Tattle-Tape security strips. The security systems set off an alarm when any book is removed from the library without issuing it.

9.5 Library Policy and Procedures

- Adequate library and learning resources are essential to teaching and learning. The purpose of the library is to support the academic, research, health services and continuing education programs of the university by providing students, faculty and staff members with the information resources and IT services they need to achieve their educational objectives.

- The library staff members work closely with the Head of respective Departments, faculty members, students and community patrons in determining their needs in terms of additional resources and services.

- Gulf Medical University maintains an adequate level of professional librarians and support staff at the Gulf Medical University Campus and Thumbay Hospital, Ajman (A GMU Teaching Hospital) and the affiliated hospitals.

- The Gulf Medical University selects and purchases the required print and non-print materials in adequate quantity, including the lease of information databases suitable for the instructional needs of the university with the goal of providing access to the maximum amount of relevant information available within the constraints of the libraries' budget.

- Gulf Medical University provides automated systems in the following areas: online public access catalog, circulation, cataloging and acquisitions.

- Gulf Medical University provides bibliographic instruction to the university community and interested groups, including orientation programs, personal assistance, computer-assisted instruction and printed information in the form of flyers.

- Gulf Medical University provides regular and extended hours of service to suit the needs of its learning community.

- Gulf Medical University maintains and continues to improve the facilities and equipment for housing and using the print / non-print materials.

- Gulf Medical University evaluates the resources and services annually via student surveys, reviews of holdings by library staff and faculty members, comparison with similar institutions, and direct feedback from all users.

9.6 Library Rules and Regulations:

Students are required to abide by the following code of conduct while using library resources.
• Separate areas have been designated in the library for men and women students. The reading rooms and computer facilities have been arranged accordingly.
• Students are expected to use the designated reading rooms and computer areas separately marked for men and women in the library.
• Students who are seen in areas other than those specifically designated for their use are liable to face disciplinary action. Video library facilities shall be arranged on separate days for men and women students.
• Students are not allowed to sit on the steps or passages near the library or in other vacant parts of the University.
• Students are reminded that defacing or stealing library material is classified as personal misconduct and is liable to invite censure.
• Personal laptops are allowed into the library; however, other personal items and handbags may be deposited in the area provided before entering the library. No foods and drinks are allowed inside the library.
• The students are requested to carry Identity Cards at all times. These are coded and are required to issue books.
• Books may be issued from the GMU campus only. Books may be reserved using online services. Books may be issued for limited periods up to 2 weeks at a time. The library in Thumbay Hospital, Ajman and other affiliated hospitals do not issue books. Instructions on how to access subscribed online text books and databases are prominently displayed.
• The library staff is available at all times for locating books, CDs, Videos, Journals and any other library services (such as inter-library loan, accessing electronic resources, other cooperative arrangements, orientation, training).
• Photocopying class handouts is permitted. However, international laws regarding image reproduction and copyright laws shall be strictly followed.

9.7 Circulation Policy and Procedures

GMU circulation policies are designed to permit prompt and equitable access to library materials. The staff at the circulation service desk is focused on meeting the needs of the library users.

1. Circulation privileges are accorded to those holding valid GMU identification cards. The ID must be presented on request in order to use the library facilities and services. Cards are not transferable.
2. Two books will be issued for a maximum period of two weeks. This can be renewed once as long as there is no holding request for the same book.
3. Short loan for reference books will be allowed ranging from one hour to a maximum of three days.
4. A fine of AED 1.00 per day will be levied for over-due books. If the fine is more than the cost of latest edition of the book, the user has to pay the cost of the
latest edition of the book including procuring expenses equivalent to 10% of cost of book. Users cannot borrow further books until due items are returned and penalties paid.

5. The users are not allowed to make any marking / underlining / highlighting in the library books and journals. They should not indulge in any act that may damage the books / journals. If any page is torn away or damage is caused to any book or journal, the borrower will be asked to pay the penalty one and half times the cost of the book / journal and also be referred to the disciplinary committee for further action.

6. In case of loss, users have to replace the latest edition of the new book or pay the cost of the latest edition of the book including procuring expenses equivalent to 10% of cost of the book.

7. Reservation may be placed for loaned item.

8. The Library will not issue a “No Dues Certificate” until all books are returned and fines are paid.

9. Students are encouraged to take the responsibility of returning the books on time. Accumulation of fines and non-payment may result in non-issue of Admit cards before examinations.

9.8 Multimedia Labs

The Computer Center located on the ground floor of the Information and Learning Center of Gulf Medical University shall provide a basic technological infrastructure for all academic activities.

The Multimedia Lab includes the provision for networks, intra-GMU links and appropriate hardware and software for administration and academic needs. The Multimedia Lab shall ensure support of a full time IT instructor so that the technological infrastructure is used effectively. For this purpose, among others, the Center assumes a significant role in user support and training.

9.9 Smart Classroom

Our smart classrooms are equipped to provide two-way communication between 70 inch 4K display and user smartphones or tablets. Work live annotating over and collaborating with any application program, in 42 language, plus live voice and video recording.

It also provides users with a thoroughbred polling solution and offers a high level of collaboration and annotation functionality on mobile devices. Follow presentations in real time, annotate, collaborate, share, send and save on iOS, Windows or Android devices.

9.10 Network Infrastructure

The Local Area Network (LAN) Infrastructure encompasses all academic offices, lecture halls, laboratories, administrative & faculty offices. The network provides high
bandwidth servicing data, voice & video accessories, and is connected to the Internet through two DSL lines, which is protected behind a secured firewall & monitored 24 X 7.

The Multimedia Lab is a state-of-the-art data center, which houses the GMU servers, and the backbone network switches and houses the data and software required for administrative packages as well as fulfilling other faculty, staff and student uses.

All GMU students shall be provided individual accounts so that they can access the system to obtain current information on all academic matters, access online learning materials and tools, use discussion forums and interact with faculty members. Users can also use the Web mail to access their e-mail through the Internet. The video conferencing facilities enable video meetings and distance learning.

9.11 Wi-Fi Network

All wireless access to university networks shall be authenticated by Information Technology Security (ITS) approved methods. Faculty / staff members, students and visitors at the university can only access the wireless network using this encrypted network.

9.12 Online Resources

GMU has an online e-learning facility to enhance the learning process and help students improve their knowledge by offering additional instructional material/s. It allows students to access the facility from the campus as well as hostels and residences. The Center focuses on the creation of an environment where all students will have easy access to information resources by providing innovative technologies and learning resources.

9.13 Servers & Supports

All the computers within the campus are connected to high end rack servers which itself is supported by a power back up of 3 hours and monitored round the clock. The servers are installed with antivirus software, which is updated regularly, and entry is restricted to authorized members only.

9.14 IT Training

Appropriate training sessions are being conducted for all students at regular intervals around the year to update them with the use of the latest software and learning tools in the field of Information Technology.

9.15 Internet Services

The GMU Information and Learning Center provides Internet facilities for all students, faculty and staff members. Search can be carried out freely by individual users or with
the help of the librarian. Users can print their search results or directly send the documents by e-mail to any registered e-mail accounts.

9.16 Technology Support for Learning

All the class rooms are equipped with adequate technology support comprising computers, projectors to learning, meet the needs of the University community with local access port for both faculty members and students. A protected Wi-Fi is available to facilitate usage of portable IT gadgets among the students and faculty / staff members within the campus.

9.17 IT Support Team

The Gulf Medical University IT Support Desk (Help Desk) is manned by a technical support team that provides prompt, knowledgeable, courteous computing support services through the phone, in person and email. The Help Desk is available to everyone who uses the GMU Computing Service and is the first point of contact for any technical queries.

One of the tasks of the Help Desk is to help members of the GMU to be more productive through the use of the available IT facilities.

GMU IT Support Team constantly collects valuable feedback about the services and its quality in a bid to improve what they offer. The GMU IT Support Team was set up to handle users' initial calls for technical assistance.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Telephone</th>
<th>Mobile</th>
<th>Email ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Glen Francis</td>
<td>IT Support Engineer</td>
<td>06-7431333 Ext: 1222</td>
<td>056 2296745</td>
<td><a href="mailto:glen@it.thumbay.com">glen@it.thumbay.com</a></td>
</tr>
<tr>
<td>Mr. Rakesh</td>
<td>Desktop Support Technician</td>
<td>06-7431333 Ext: 1222</td>
<td>055 7902143</td>
<td><a href="mailto:rakesh@it.thumbay.com">rakesh@it.thumbay.com</a></td>
</tr>
<tr>
<td>Maruthiyottu</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mr. Seyed</td>
<td>Desktop Support Technician</td>
<td>06-7431333 Ext: 1222</td>
<td>055 3081014</td>
<td><a href="mailto:zunaid@gmu.ac.ae">zunaid@gmu.ac.ae</a></td>
</tr>
<tr>
<td>Zunaid Ahamed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Shaiju A K</td>
<td>Network Administrator</td>
<td>06-7431333 Ext: 1392</td>
<td>055 7067041</td>
<td><a href="mailto:shaiju@it.thumbay.com">shaiju@it.thumbay.com</a></td>
</tr>
</tbody>
</table>

9.18 User accesses and Security

Access to operating systems is controlled by a secure login process which ensures:

- No display of any previous login information e.g. username.
- Limiting the number of unsuccessful attempts and locking of the account if exceeding the limit.
- The hiding of password characters by symbols.
- Display of a general warning notice that only authorized users are allowed.
- All access to operating systems is via a unique login id that will be audited and can be traced back to each individual user.
• All University systems, vulnerable to attack by malware shall be protected by antivirus software wherever possible unless a specific exclusion has been granted and alternative measures have been taken to provide the same degree of protection.

• Centrally Managed Kaspersky Antivirus 8.0 using Kaspersky Security Center protects client systems running under Microsoft Windows XP, Vista 7, Windows 7, Windows 8 and server systems running under Windows Server 2003, 2008 R2 from all types of malicious programs. The product is designed specifically for high-performance corporate servers that experience heavy loads.

9.19 E-Learning at GMU

The GMU e-learning has an effective system that caters to a self-paced personal learning through resources available over the Internet.

The Gulf Medical University uses Moodle as an open source e-learning platform. Students can access the e-learning system from any location of their choice, since the system is completely online. The University has campus-wide Wi-Fi services to facilitate e-learning practices. Computers with Internet access have been provided in addition at all clinical training sites, in the library, student common rooms and residence halls.

Students are provided instructions on the proper use of the e-learning medium. Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses and unethical use of GMU access is prohibited.

To be granted the use of a computer account, users have to agree to abide by universal guidelines on use of the computing and Internet services.

Access to the use of computer facilities is permitted only through authorized computer accounts. A computer account consists of a unique login ID and a password. Students are requested to keep their password secret. To activate the GMU account, the user shall be instructed to go to the GMU website and follow the instructions.

9.20 Student IT Support Policy

The IT Support Policy provides guidelines on IT support to all its stakeholders including faculty & staff members, students and various other relevant stakeholders. This policy encompasses IT support (Hardware / Software / Allied Services) for IT resources and infrastructure owned and managed by Gulf Medical University. IT policies also cover faculty owned and student owned hardware and Software.

9.21 Electronic Recording Policy

Electronic Recording Policy provides guidelines regarding digital archiving of the processes that are recorded as per the university policy. This helps in providing archives of various academic and extra-curricular activities. This policy applies to all electronic
recording equipment that monitors or record processes / facilities of Gulf Medical University.

Gulf Medical University has installed electronic recording equipment’s like Video cameras and / Microphone/s, CCTV cameras, Web cameras etc. for digital archiving, as required of academic, examination, non-academic processes and / or other extracurricular activities in the University in compliance with university policy and other federal laws.

9.22 Procedures for IT Support for faculty-owned and student-owned hardware and software.

- IT Department shall provide limited hardware and software support for faculty-owned and student-owned hardware and software.
- IT Department shall also assist in recommending required compatible hardware and software for meeting the academic / research / other scholarly activities for its registered users.
- IT Department shall provide support to configure the student-owned and faculty-owned hardware to access the University Network.
- IT Department shall provide assistance in installing or upgrading of licensed software owned by the student / faculty / staff members in their own IT devices.
- IT Department shall provide assistance in downloading and installing open source software/ free downloadable software’s in faculty-owned and student-owned devices in compliance with existing local and international laws as amended from time to time.
- IT Department shall not provide support in any case that leads to violation and infringement of the terms and conditions of warranty of the faculty-owned or student-owned hardware/software.
- IT Department shall endeavor to guide the students / faculty / staff members regarding methods to avail the required support service/s from the nearest authorized service provider with ease and to their satisfaction.
- The IT personnel providing hardware / software support shall also guide the concerned stakeholder/s to facilitate the backup of data in storage device(s), if required before seeking the resolution of hardware or software services/support from an authorized vendor.
- The IT personnel shall provide assistance in resolution of problems related to networking, internet, email accounts, network operating system accounts, browsers, and access to Learning Management System of the University.
- The IT personnel shall provide onsite-service to student-owned and faculty-owned devices only in the IT support office/s designated for the purpose.
THUMBAY HOSPITAL, AJMAN
[A Gulf Medical University Teaching Hospital]
10.0 Thumbay Hospital, Ajman

The Thumbay Hospital, Ajman (A Gulf Medical University Teaching Hospital), the first teaching hospital under the private sector in UAE, became operational in October 2002 by the Thumbay Group. With its unique approach to healthcare, bringing together the best professional expertise and infrastructure at affordable prices, the hospital constantly strives to fulfill its motto of "Healing through knowledge and wisdom”.

10.1 Vision

The vision of the hospital is to be recognized as a leading Academic Healthcare Centre providing high quality patient centric specialty healthcare services to the community integrated with medical research and clinical training.

10.2 Mission

The mission of the hospital is to provide ethical patient care focused on patient safety, high quality care and cost effective services. The Thumbay Hospital is committed to integrate the latest trends in education to produce competent healthcare professionals who are sensitive to the cultural values of the clients they serve.

The Thumbay Hospital continues to strive to attain the highest quality and accreditation standards.

The Thumbay Hospital is committed to promote ethical clinical research that will enhance the outcomes of clinical care.

10.3 Clinical Departments and Services

The Thumbay Hospital is the first JCI accredited hospital in Ajman. Being a multi-specialty hospital, it houses the Departments of Anesthesiology, Accident & Emergency, Internal Medicine including Cardiology, Dermatology & Venereology, Gastroenterology, Neurology, Nephrology, Pulmonology, Psychiatry, Family Medicine; General Surgery including Orthopedics, Urology, ENT, Ophthalmology, Pediatric Surgery, Plastic Surgery; Obstetrics & Gynecology, Pediatrics & Neonatology, Clinical Nutrition, Physical Therapy, Radiology and Critical Care Units (ICU, CCU and NICU), Cath Lab and Dialysis Unit, Dentistry with General Dentistry, Prosthodontics, Endodontics, Orthodontics, Pedodontics and Periodontics.

Specialized services include a medical imaging department with state of the art equipment like spiral CT scan, BMD, MRI, Mammography, Ultrasound, Color Doppler, Ultrasound and Radiography. An advanced laboratory caters to the requirements of all the clinical departments and is equipped for routine and advanced investigations in Biochemistry, Clinical Pathology, Serology and Hormone Studies.

With the establishment of the Center for Advanced Biomedical Research and Innovation [CABRI], the diagnostic laboratory services today caters to the needs of patient care supported by evidence of clinical research.

A Student posted in the Thumbay Hospitals for clinical training is required to obey the following “Do’s” and “Don’ts”:

- Do use appropriate medical equipment and devices.
- Do maintain a clean and safe environment.
- Do treat all patients with respect and dignity.
- Do report any equipment malfunctions immediately.
- Do follow all hospital protocols and guidelines.
- Do communicate effectively with the healthcare team.

- Don’t make assumptions about patient conditions.
- Don’t neglect personal hygiene or仪习惯.
- Don’t use equipment without proper training.
- Don’t interfere with other healthcare providers.
- Don’t discard any medical waste improperly.
- Don’t disclose patient information without consent.

These guidelines ensure a safe and effective learning environment for all hospital staff and patients.
10.3.1 Do's

- Procure the Thumbay Hospital Student Guide Book.*
- Wear the student ID badge at all times in the hospital.
- Follow the dress code as stated in the handbook. *(refer section: 9.1 - dress code)*
- Maintain punctuality, professional and ethical behavior at all times when posted in the hospital.
- Attend the Orientation program of the hospital and comply with the Infection control & Fire safety guidelines.
- Complete the vaccination / screening record for Hepatitis B & C Virus and other infectious diseases.
- Complete the Basic Life Support (BLS) Certification requirement. *(preferable)*
- Complete Arabic Language Certification requirement. *(for non-Arab students preferable)*
- Complete Patient safety Self-assessment Form at the end of each clinical rotation.
- Maintain 80% attendance in the clinics, lectures, Case based discussions / CBL.
- Attend all the CME/CPD programs conducted at the hospital.
- Follow all the hospital rules and regulations to safeguard patient safety and patient care.
- Be responsible for one’s personal belongings, and be committed when posted in the clinics and wards.
- Report to the Office of Academic Affairs for any clarifications towards one’s learning when faced with a problem.

10.3.2 Don’ts

- DO NOT involve in activities that endanger patient care and safety.
- DO NOT use mobile phones in the clinics and wards.
- DO NOT access the patient information without prior approval. No entries are to be made in the patient’s file.
- DO NOT take history or examine a patient without taking prior consent and approval of the patient and the directions from the supervising faculty.
- DO NOT prescribe medications.
- DO NOT show favors to any patient against the rules of the hospital.
- DO NOT discuss the patient information in public places or outside the classroom.
- DO NOT try to complete on your own any clinical rotation that was missed without approval of the Academic Affairs’ Office.
- DO NOT loiter in the hospital during the nights and other timings after scheduled training hours.
- DO NOT violate any rules of the hospital.

10.3.3 Violation Warning

- First violation will lead to an oral warning.
- Second violation will lead to a written warning.
- Third violation will be discussed in the Students Welfare Committee for disciplinary action which may lead to suspension / discontinuation of the training.
*Note: All students posted in Thumbay Hospitals are required to procure the Thumbay Hospital Student Guide Book which states the rules and regulations of the hospital in detail. Students are required to submit the signed disclaimer form to the Academic Affairs' office after reading the Guide Book.

10.4 Student Research

A student who is conducting a research study as part of the course requirement is required to submit a letter from the Provost seeking permission from the Hospital Director, for conducting his / her research work before starting the project.

10.5 Office of Academic Affairs

<table>
<thead>
<tr>
<th>Dr. Meenu Cherian</th>
<th>Mrs. Aruna Haridas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director – Academic Affairs</td>
<td>Academic Coordinator</td>
</tr>
<tr>
<td>Telephone No.: 06-746 3333; Ext. 2275, Speed Dial: 2054</td>
<td>Tel: 06 7431333; Ext. 1306</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mr. Celso Viernes</th>
<th>Ms. Mikaela Ledesma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Secretary</td>
<td>Academic Secretary</td>
</tr>
<tr>
<td>SKH Hospital (Clinical Site)</td>
<td>Umm Al Quwain Hospital (Clinical Site)</td>
</tr>
<tr>
<td>Telephone No.: 06-746 3333; Ext. 2181, Speed Dial: 2089</td>
<td>Telephone No.: 06-746 3333; Ext. 2181, Speed Dial: 2159</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Ms. Rita Lorly Azarce</th>
<th>Ms. Manjusha Latheesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Secretary</td>
<td>Academic Secretary</td>
</tr>
<tr>
<td>MBBS Program</td>
<td>BPT &amp; Pharm D &amp; Master programs</td>
</tr>
<tr>
<td>Telephone No.: 06-746 3333; Ext. 2181</td>
<td>Telephone No.: 06-746 3333; Ext. 2181</td>
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<table>
<thead>
<tr>
<th>Ms. Jean Latoza Gandeza</th>
<th>Mr. Abdul Razak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Secretary</td>
<td>Office Assistant, Academic Affairs</td>
</tr>
<tr>
<td>DMD &amp; BHS Program</td>
<td></td>
</tr>
<tr>
<td>Telephone No.: 06-746 3333; Ext. 2181</td>
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10.6 Clinical Training Coordinators

<table>
<thead>
<tr>
<th>Program</th>
<th>Clinical Training Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td></td>
</tr>
<tr>
<td>Dr. Ishwar Chandra Premsagar</td>
<td>Associate Dean – Clinical</td>
</tr>
<tr>
<td></td>
<td>Department of Neurosurgery, Thumbay Hospital, Ajman</td>
</tr>
<tr>
<td></td>
<td>Telephone No.: 06-746 3333; Ext. 2311, Speed Dial: 2139</td>
</tr>
<tr>
<td>Dr. Pankaj Lamba</td>
<td>MBBS Phase III Coordinator</td>
</tr>
<tr>
<td></td>
<td>Department of Ophthalmology, Thumbay Hospital, Ajman</td>
</tr>
<tr>
<td></td>
<td>Telephone No.: 06-746 3333; Ext. 2384, Speed Dial: 2085</td>
</tr>
<tr>
<td>Dr. Lubna Ahmed</td>
<td>Clinical Site Coordinator, Thumbay Hospital, Ajman</td>
</tr>
<tr>
<td></td>
<td>Telephone No.: 06-746 3333; Ext. 2274</td>
</tr>
<tr>
<td>Program</td>
<td>Coordinator/Coordinator Name</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>BPT</td>
<td>Ms. Annamma Mathew</td>
</tr>
<tr>
<td>DMD</td>
<td>Dr. Hossam Abdelatty Eid Abdelmagyd</td>
</tr>
<tr>
<td></td>
<td>Dr. Praveen Kumar Shetty Bolar</td>
</tr>
<tr>
<td>Pharm D</td>
<td>Dr. Shahbaz Mohiuddin Ghulam</td>
</tr>
<tr>
<td>BHS – MLS</td>
<td>Mr. Kiran S Gopinath</td>
</tr>
<tr>
<td>BHS - MIS</td>
<td>Mr. Albin Babu M Wilson</td>
</tr>
<tr>
<td>BHS - AST</td>
<td>Ms. Sija Binoy</td>
</tr>
<tr>
<td>BHS - NS</td>
<td>Ms. Remya Radhakrishnan Pillai</td>
</tr>
</tbody>
</table>
STUDENT FINANCE
11.0. Student Finance

11.1 Student Finance Policy

The University publishes in the Undergraduate Catalog, the Student Handbook and other publications the university’s financial policy towards tuition fees and other payments for student services provided.

All tuition fees shall be deposited before completing the registration process either in cash or by Demand Draft / Cheque payable to GMU due on the date of registration for new admissions. Students in the University rolls must pay all fees before commencement of the academic year.

Students who are unable to pay the full tuition fees for registration may pay the tuition fee in two installments after obtaining approval from the management. The first installment shall be payable on the date of completion of registration (dated current) and the second installment shall be paid by a postdated cheque due four months after the first payment. A penalty shall be levied on all returned cheques. The hostel fees along with a security deposit shall be paid in full before occupying the room in the hostel.

Payment for other student services shall be levied in addition to tuition fee towards provision of visa, conduct of examinations, issue of ID and library cards and reissue of a lost ID or library card, lab coat, convocation, issue of certificates verifying bonafides of the student, issue of duplicate academic transcripts / course certificate / duplicate hall ticket; replacement of a lost hostel key and annual rent for lockers provided.

Two or more children of the same family shall be enCourse Titled each to a 5% sibling scholarship in the tuition fees provided they are registered in the same academic year. The request shall be supported by the following documents; an application in person, a copy of the schedules of the course being attended and a copy of their student ID. Other details shall be provided by the Office of Accounts.

The University shall arrange scholarship for students who have secured more than 95% marks in their final higher secondary examinations and if approved by the sponsoring agencies.

11.2 Tuition Fees* [Academic Year 2016 – 2017]

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Fee if Paid Yearly</th>
<th>Tuition Fee if Paid in Two Installments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS Phase – I [1st Year]</td>
<td>AED 120,000</td>
<td>AED 61,500</td>
</tr>
<tr>
<td>MBBS Phase – II Year 1 [2nd Year]</td>
<td>AED 120,000</td>
<td>AED 61,500</td>
</tr>
<tr>
<td>MBBS Phase – II Year 2 [3rd Year]</td>
<td>AED 115,000</td>
<td>AED 59,000</td>
</tr>
<tr>
<td>MBBS Phase – III Year 1 [4th Year]</td>
<td>AED 115,000</td>
<td>AED 59,000</td>
</tr>
<tr>
<td>MBBS Phase – III Year 2 [5th Year]</td>
<td>AED 114,000</td>
<td>AED 58,500</td>
</tr>
</tbody>
</table>
* All tuition and other fees are subject to revision by the Gulf Medical University’s Board of Governors in accordance with University requirements. Every year, fees are reviewed and subject to revision. However the amount shall not exceed 15%. As and when fees are revised, the new fees will be applicable to all existing and new students. The amounts shown in this document represent fees as currently approved.

### 11.3 Hostel Fees
#### 11.3.1 Women’s Hostel (Ajman)

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room - Studio</td>
<td>AED 28,000 per year + AED 1000/- Security deposit</td>
</tr>
<tr>
<td>Single – 2 Bed Room</td>
<td>AED 24,000 per year + AED 1000/- Security deposit</td>
</tr>
<tr>
<td>Sharing – 1 Bed Room</td>
<td>AED 23,000 per year + AED 1000/- Security deposit</td>
</tr>
<tr>
<td>Sharing – 2 Bed Room</td>
<td>AED 19,000 per year + AED 1000/- Security deposit</td>
</tr>
</tbody>
</table>

#### 11.3.2 Men’s Hostel (Ajman)

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room - A</td>
<td>AED 25,000 per year + AED 1000/- Security deposit</td>
</tr>
<tr>
<td>Single Room - B</td>
<td>AED 24,000 per year + AED 1000/- Security deposit</td>
</tr>
<tr>
<td>Sharing – 1 Bed Room</td>
<td>AED 23,000 per year + AED 1000/- Security deposit</td>
</tr>
<tr>
<td>Sharing Room</td>
<td>AED 19,000 per year + AED 1000/- Security deposit</td>
</tr>
</tbody>
</table>

### 11.4 Utility Charges

<table>
<thead>
<tr>
<th>Utility Charges</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AED 1,100 (AED 100 per month for 11 months)</td>
</tr>
</tbody>
</table>

### 11.5 Evaluation Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>AED 2,000</td>
</tr>
</tbody>
</table>

### 11.6 Examination Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Professional Examination</th>
<th>Re-sit Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS Phase - I</td>
<td>AED 1,500</td>
<td>AED 1,500</td>
</tr>
<tr>
<td>MBBS Phase - II</td>
<td>AED 3,000*</td>
<td>AED 3,000*</td>
</tr>
<tr>
<td>MBBS Phase - III</td>
<td>AED 4,000*</td>
<td>AED 4,000*</td>
</tr>
</tbody>
</table>

*Includes IFOM Examination fees

### 11.7 Visa Charges

<table>
<thead>
<tr>
<th>Visa Fee</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Visa Fee – Normal Visa Stamping</td>
<td>AED 2,300</td>
</tr>
<tr>
<td>Visa Renewal Fee</td>
<td>AED 1,400</td>
</tr>
<tr>
<td>Visa Cancellation Fee – Student Outside UAE</td>
<td>AED 300</td>
</tr>
<tr>
<td>Visa Cancellation Fee – Student in UAE</td>
<td>AED 100</td>
</tr>
<tr>
<td>Urgent Visa Processing fee</td>
<td>AED 100</td>
</tr>
<tr>
<td>Emirates ID Fee</td>
<td>AED 170</td>
</tr>
</tbody>
</table>

### 11.8 Caution Deposit

<table>
<thead>
<tr>
<th>Caution Deposit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AED 1,500 (Refundable)</td>
</tr>
</tbody>
</table>
11.9 Living Expense for International Students

| Living Expense for International Students | AED 5,500 |

Living expense required for the purpose of meeting miscellaneous expenses towards cost of transportation, groceries, clothing & shoes, sports & leisure and other personal expenses.

Students living on their own in rented apartments may add cost of rent per month / annum and utilities and local travel. Those using their own vehicles will be required to factor in oil prices.

11.10 Fees for other Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Fee</td>
<td>AED 1,500</td>
</tr>
<tr>
<td>Third Party Liability (TPL) Insurance</td>
<td>AED 200 per year</td>
</tr>
<tr>
<td>Online Examination</td>
<td>AED 200 per year</td>
</tr>
<tr>
<td>Compensatory / Remedial Clinical Posting</td>
<td>AED 250 per session</td>
</tr>
<tr>
<td>Protective Antibody Panel Test</td>
<td>AED 800</td>
</tr>
<tr>
<td>Infection Screen Panel Test</td>
<td>AED 135</td>
</tr>
<tr>
<td>Application for Initial Registration</td>
<td>AED 150</td>
</tr>
<tr>
<td>Bonafide Letter (Certificate of true facts)</td>
<td>AED 100</td>
</tr>
<tr>
<td>Duplicate copy of Academic Transcript (Mark list)</td>
<td>AED 100</td>
</tr>
<tr>
<td>Replacement of lost hostel key / locker key</td>
<td>AED 100</td>
</tr>
<tr>
<td>Fee levied for damage to Locker</td>
<td>AED 100</td>
</tr>
<tr>
<td>Locker Annual Rent</td>
<td>AED 30</td>
</tr>
<tr>
<td>ID Card / Library Card</td>
<td>AED 25</td>
</tr>
<tr>
<td>Replacement of lost ID / Library Card</td>
<td>AED 25</td>
</tr>
<tr>
<td>Duplicate copy of hall ticket in place of original</td>
<td>AED 25</td>
</tr>
</tbody>
</table>

11.11 Transportation Fees

<table>
<thead>
<tr>
<th>Destination</th>
<th>One Year</th>
<th>Six Months</th>
<th>One Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ajman</td>
<td>AED 3,850</td>
<td>AED 2,400</td>
<td>AED 450</td>
</tr>
<tr>
<td>Sharjah</td>
<td>AED 4,950</td>
<td>AED 3,000</td>
<td>AED 550</td>
</tr>
<tr>
<td>Dubai</td>
<td>AED 6,050</td>
<td>AED 3,600</td>
<td>AED 650</td>
</tr>
</tbody>
</table>

11.12 Payment of Fees

Fees must be paid in full before completing the enrollment process either in cash or by Demand Draft / Cheque payable to GMU due on the date of registration for new admissions. Students on GMU rolls must pay all fees before commencement of each semester. However, for those unable to pay the tuition fees in full upon registration, fees may be paid in two installments after approval from the management: the first half to be paid on the date of completing the registration and the second half by postdated cheque due four months after the first payment. Any further delay in payment will attract an additional penalty of a late payment fees. Hostel fees must be paid in full prior to occupying the hostel.
11.13 Late Fees and Fines
The name of student shall not be entered into the class register until all dues are paid. Late payment of fees shall invite a penalty of AED 75 per day up to the Add or Drop period for the credit bearing programs / 3 weeks for the non-credit bearing programs. The University shall not be responsible for the attendance deficits of students who fail to complete the payment on time. Any further delay in payment will attract an additional penalty of a late payment fees.

Please note that a penalty of AED 500 is imposed on returned cheques and the returned cheque will not be handed over to the student unless the penalty is paid in cash.

11.14 Financial Aid and Scholarships
Two or more children of the same family are entitled each to a 5% sibling scholarship in the fees, when they are registered for the same or different programs in GMU in the same academic year. Students are requested to apply in person with the supporting documents. GMU will assist in obtaining financial aid from charitable agencies or commercial banks for needy students. Further details in this regard may be obtained from the Office of the Accounts Department.

11.14.1 Care & Share - Sponsor a Medical or an Allied Health Professional Program
At GMU, it is believed that health is the harbinger of prosperity for the present and future generations. However, it is GMU’s experience that many societies worldwide are under serviced in terms of their health parameters owing to an acute shortage of a skilled health workforce. There are many meritorious students who wish to pursue education in the health sector, but are not able to do so because of financial constraints. GMU proposes to make a small contribution in setting this imbalance right through its Care & Share – Sponsor a Medical or an Allied Health Professional Program. This program enables corporate bodies, philanthropists, NGOs, health care providers and agencies to sponsor a student for an internationally recognized medical or other allied health education programs offered by GMU. Through a Care & Share Program, GMU would like to give an opportunity for the economically weak but academically bright students to enroll in any one of its academic programs.

11.15 Refund of Fees
In the event of a student formally withdrawing from the university, the following refund schedule will apply:

<table>
<thead>
<tr>
<th>Withdrawal from the University</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week before the first day of classes</td>
<td>100% refund</td>
</tr>
<tr>
<td>Before the end of the first week of classes</td>
<td>100% refund</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>50% refund</td>
</tr>
</tbody>
</table>
A Student withdrawing from the program after being admitted to GMU on having completed the registration process by paying the tuition fees will not be refunded the fees amount paid by the enrolled student under any circumstances during or after fourth week of the Academic Year. The above refunds are subject to a deduction of actual bank charges incurred to the university.

### 11.16 Revision of Tuition and other Fees

All tuition and other fees are subject to revision by Board of Governors in accordance with University requirements.

Every year, fees are reviewed and subject to revision. However the amount shall not exceed 15%. As and when fees are revised, the new fees will be applicable to all enrolled and new students. The amounts shown in this document represent fees as currently approved.

If a student discontinues the academic program for any reason and rejoins / gets re-admission in the program after one year or more shall be governed by the tuition and other fees as applicable at the time of his / her re-admission to the program.
ACADEMIC POLICIES
12.0 Academic Policies

12.1 Program Completion Policy

All students are expected to study and complete successfully the courses listed in the Plan of Study. The Course Description of the respective courses as mentioned in course syllabi has been provided in the Student Handbook and the Undergraduate University Catalog. For any one degree, all requirements under the terms of any catalog in effect at or after their admission must be met. Candidates must satisfy all university requirements and all requirements established by the faculty members of the program. The individual programs may have higher standards and / or more restrictive requirements as compared to the university minimum requirements.

The university mandates the following general degree completion requirements in order for students to receive their degrees. Each Undergraduate student must:

- Be continuously enrolled in the program from admission to graduation.
- Have satisfied all conditions of his or her admission, such as provisional admission.
- Successfully complete a comprehensive examination or equivalent as determined by the individual degree program.
- Complete the program with an overall score of 70% or higher.
- Submit a thesis or research project, if required by the academic program, to the University that meets the format requirements set forth in the Thesis Manual.

The students shall fulfill the requirements of each course as prescribed, published and made available to the students. The student shall be responsible for attending all the classes and completing the requirements of the chosen program of study. The course completion and degree requirements of each program are published in the respective sections of the Undergraduate Catalog and available online on My GMU student portal at www.gmu.ac.ae.

12.2 Academic Progress Policy

Students are expected to attend all classes as per the schedule notified by their college. The schedules are available online in the respective courses listed under each course semester wise at My GMU. Classroom activities are essential to learning and to the application of knowledge. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation as indicated by the course instructor. The schedules shall be published and prominently displayed on the notice boards in the department and the general notice board of their college and university. It shall also be uploaded and made available on the e-platform MYGMU and the LAN available in the multimedia labs.

The responsibility for making up work missed during an absence rests with the student. Students are encouraged to initiate negotiations with the instructor regarding missed
work as early as possible. If a student is unable to attend class on an exam day, the instructor is to be notified in advance.

Students must complete all clinical requirements. If a student is unable to attend a scheduled rotation, the student must notify the instructor prior to the rotation period or at the earliest possible time. Students are responsible for contacting the instructors for make-up work. All leaves must be approved by the Dean for further consideration.

**All leave applications** must be approved by Dean for attendance consideration. The Office of the Dean reserves the right to accept or reject medical certificates after scrutiny of its authenticity.

It is the responsibility of the students to interact with the concerned department to verify and ensure about their attendance records from time to time. The compiled attendance records are downloaded each week and scrutinized for attendance deficits.

In the case of **Clinical rotation/s**, a minimum aggregate of 100% attendance is mandatory for the student to permit them to appear for the professional examination. Even when the reason for absence constitutes approved leave, the minimum aggregate of 80% must be satisfied by attending compensatory postings.

Attendance shall be entered daily by the department in the Student Management System. The comprehensive attendance shall be downloaded and displayed prominently each month and forwarded to the Office of the Dean for information and necessary action.

**Deficits in attendance**, if any shall be noted and brought to the notice of the students / guardians to enable the student to improve the situation. Academic advising shall be offered by the faculty and course coordinators to delineate the cause of the learning deficit and help the students to overcome the contributing problems, if any.

The performance at the class tests / quizzes and mid semester examinations shall be closely monitored to identify students with learning difficulties. Academic advising by the faculty and the course coordinators shall be available at all times to resolve the problem.

The attendance deficits and unsatisfactory performance in the Continuous Assessments held by the departments and the college shall be used as parameters to identify students who are not progressing in the courses.

Students should be regular and punctual at lectures, demonstrations, seminars, practical, fieldwork and other academic activities. They are required to attend all the scheduled classes in each of the prescribed courses.
Leave on medical grounds shall be considered only on the recommendation of the Medical Board constituted by the University for a maximum period of 15 days. The Leave application must be supported by a Medical Certificate issued by a licensed physician preferably from any of the GMU affiliated teaching hospitals. A maximum of 15 days leave on medical grounds may be approved for compensating attendance deficits at the end of a course.

A maximum of 10 days Hajj leave will be approved once during the period of study.

In the credit bearing programs, a maximum of 7 to 8 days medical leave will be considered in a semester and a maximum of 15 days for an Academic Year.

Students must provide appropriate documents to support leave of absence for purposes like renewal of residence permit abroad within one week after return to the University. The period of absence will not be approved if this regulation is not followed.

Students who miss classes in connection with completion of GMU Visa formalities shall be required to submit supporting documents indicating the date and time of absence, within three days of completing the procedure. Such leave shall be approved.

Prolonged Absence: Students are required to inform the Dean’s office in writing in instances of absence from classes or clinical rotations exceeding 3 months with reasons for the absence. The college reserves the right to remove the names of those students from the rolls for periods exceeding three months and those who fail to inform in writing giving valid reasons for the absence.

The admissions committee of the university will review absences with prior information in writing for up to a period of 1 year, before the student is allowed to rejoin the program. The admissions committee of the university will not consider the case of any student for rejoining the program if the period of absence exceeds 18 months.

The prescribed courses shall be completed within the specified time periods.

The progress that a student makes in achieving the goals and objectives of the curriculum are regularly evaluated.

Formative Assessment shall be a continuous process carried throughout the academic period and consists of weekly or end of the unit class-tests, tutorials, computer based tests and small group discussions.

12.3 Grading, Assessment and Progression Policy

Refer Section: 15.0
12.4 Online Examination (Exam Soft)

GMU has entered into a license agreement with the Exam Soft Worldwide Inc. USA for usage of their software for item banking, exam delivery, result scoring and item analysis.

From the AY 2012-13 onwards the Mid Semester, End Semester Examination for the academic programs wherever applicable shall have online examination of MCQs using Exam Soft application.

The students are hereby notified that the online examination will be conducted in the Testing Center halls I, II & III and in the Multi Media labs. The schedule of the examination for each program with the details of venue, date & time will be notified by the examination department.
MISCONDUCT & DISCIPLINARY PROCEDURES
13.0 Misconduct and Disciplinary Procedures

13.1 Student Misconduct & Disciplinary Procedures

13.1.1 Academic Misconduct

The college may discipline a student for academic misconduct, which is defined as any activity that tends to undermine the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to the following:

a. Cheating

A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to:

- External assistance in professional or any “in class” examination. This prohibition includes use of books, notes, mobiles, cross talk between students.
- Use of another person as a substitute in the examination.
- Stealing examination or other source material.
- Use of any unauthorized assistance in a laboratory, or during a fieldwork.
- Altering the marks / scores in any way.
- Claiming as his / her work done by others or completed jointly with others.

b. Fabrication

A student must not falsify or invent any information or data in an academic work, including records or reports, laboratory results, etc.

c. Plagiarism and Copyright Violation

Gulf Medical University takes strong exception to plagiarism and copyright violation by students, faculty members or support staff.

Plagiarism

Plagiarism is using the ideas created and words written by others as one’s own, and without indicating the source.

Plagiarism encompasses ideas, opinions or theories, facts, statistics, graphs, drawings, images, photographs, videos, movies, music and other similar intellectual property, with the exception of information that is categorized under “common knowledge”.

Plagiarism includes:

- Turning in someone else’s work as your own.
- Copying ideas from someone else without giving credit.
- Failing to put a quotation within quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words by copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source to make up the majority of the work.
Students are reminded that ideas written by researchers or other authorities or the content appearing in text books, recommended readings or journals need to be paraphrased before they are included in your project work, assignment reports, posters or manuscripts. Paraphrasing involves reading the original text, understanding the meaning and then presenting the information in your own words: maintaining the original sentence structure with a few words changed in places is not acceptable paraphrasing.

**Copyright Violation/s**

Intellectual property such as graphs, essays, poems, drawings, images, photographs, videos, movie clips, music tracks, statistics and other similar creations automatically become copyright the day they are made public by the author. Unless the copyright owner has specifically mentioned that the items are copyright free, using any of these in students’ own compositions is a copyright violation. The exception to this stipulation is when the user is covered under “fair use”, which is the limited use of copyright material for research, scholarship and teaching. In such case, the need for obtaining permission from the copyright owner does not arise.

**Preventing Plagiarism**

Gulf Medical University subscribes to plagiarism detection software called ‘Turnitin’. GMU requires the students to submit their projects, reports, assignments and manuscripts prepared as electronic files through the portal that is made available through the IT Department. While allowing the student to submit the document instantaneously, the software also checks the document for plagiarism. When detected, the percentage of similarity and the site where the original document had appeared will be indicated. As headings of sections and references in the document may be similar to those that appear in other texts, a 15-20% of similarity is taken as falling within the acceptable limit, and is not considered as plagiarism.

Deciding on the percentage of plagiarism allowable is empirical, contingent solely upon evaluator’s discretion. The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission. The extent of plagiarism is only relevant in determining the form and level of sanction.

**Consequences of Plagiarism**

Plagiarism is considered an act of academic misconduct. Plagiarism of any sort or any degree is not condoned under any circumstances, and students convicted of plagiarism after due procedures are liable to punitive action by the university authorities.
Academic Misconduct Procedures

(A) Initiation of Proceedings
When a student in a course commits an act of academic misconduct like plagiarism, the faculty member who has detected the misconduct has the authority to initiate academic misconduct proceedings against the student. Before this, the faculty is required to hold an informal meeting with the student concerning the matter. If the faculty member affirms that the student did commit the act of misconduct as alleged, then at the conclusion of the informal meeting, the faculty member is required to report the matter to the Student Welfare Committee in writing.

Upon reviewing the complaint and after enquiry & verification, the committee will forward the report to the College Council presided over by the Dean. On the consensus reached by the Council, the Dean has the discretion to decide whether disciplinary proceedings should be instituted.

A disciplinary proceeding is initiated by the Dean sending a notice to the student who is the subject of the complaint. The notice sent is to inform the student that charges are pending and that a hearing has been scheduled. It shall inform the student of the reported circumstances of the allegedly wrongful conduct.

It also specifies that if the student fails to appear for the meeting, the Dean may re-schedule the meeting.

The notice shall inform the student that the College Council may impose straightaway any of the below mentioned disciplinary penalties, if it is reasonably believed that the failure of non-appearance is without a good cause, it may weigh this as a negative factor in future appeals.

(B) Disposition
When the student appears as required, the Dean shall inform the student as fully as possible of the facts alleged.

If, after discussion and such further investigation as may be necessary, the Dean determines that the violation occurred, as alleged, the Dean shall so notify the student and may impose anyone or a combination of the below mentioned sanctions for facts of academic misconduct. If the student fails to adhere to the sanctions imposed, the student may be subjected to additional sanctions, including suspension or expulsion. The sanctions include lowered or failing grade on the particular assignment or the possibility of an additional administrative sanction, (like the under mentioned) in case the academic misconduct extends to other deeds mentioned below:

a. A failing grade in the examination, paper, research or creative project;
b. A specified reduction in the course grade;
c. Non-inclusion of scores earned in continuous assessment; and
d. Multiple Sanctions: More than one of the sanctions listed above may be imposed for any single violation;

**Reprimand and Warning** - An undertaking is signed by the student not to repeat the offence. The student may face suspension if he / she engages in the same misconduct again or commits any other violation.

**Suspension** - A student may be prohibited from participating in all aspects of college life for a specified period of time.

The student may appeal against the decision of the Dean to the Provost. The appeal for the latter decision rests with the discretion of the Provost.

**Appeal to and Action by the Provost**

The Provost shall inquire into the facts of the appeal and shall discuss the matter individually with the student, the faculty member, the Dean and make a decision concerning the merits of the appeal. The Provost may affirm the original decision concerning the disciplinary sanction to be imposed, reverse the original decision and direct that the complaint be dismissed; impose a different sanction, amounting to commutation.

**Appeal to and Action by the President**

The President shall inquire into the facts of the appeal and shall discuss the matter individually with the student, the faculty member, the Dean, the Provost and make a decision concerning the merits of the appeal. The original decision concerning the disciplinary sanction to be imposed, may be affirmed, the original decision reversed and directed that the complaint be dismissed or imposed a different sanction, amounting to commutation.

**13.1.2 Personal Misconduct**

**13.1.2.1 Personal Misconduct on University Premises**

The college may discipline a student for the following acts of personal misconduct, which occur on college property and its allied teaching sites:

- False accusation of misconduct, forgery, alteration of university / college / individual document (record, identification, etc.).
- Making a false report on emergency / catastrophe.
- Lewd, indecent or obscene conduct, gesture/s and /or remark/s.
- Disorderly conduct, which interferes with teaching or any other college activity.
- Failure to comply with the directions of authorized college officials.
- Unauthorized possession of college and / or others' property.
- Physical damage to University related and / or others' property.
The Committee will place the facts of the case before the Student Welfare Committee, presided over by the Dean, Student Affairs and a decision on the nature of act, and sanction to be imposed is taken. The nature of the act and the sanction to be imposed is reviewed by the Provost, taking into consideration the following:

(i) Previous act/s of misconduct.
(ii) Record of repeated act/s of misconduct.

13.1.2.2 Personal Misconduct Outside University Premises

The college may discipline a student for acts of personal misconduct that are not committed on college property, if the acts arise from activities that are being conducted off the campus, or if the misconduct undermines the security of the GMU community or the integrity of the educational process/es.

Personal Misconduct Procedures

(A) Initiation of Proceedings

A report that a student has committed an act of personal misconduct may be filed by any person; it must be submitted in writing to the Dean, Student Affairs.

After reviewing a complaint, after enquiry & verification, the Dean, Student Affairs will forward the report to the Student Welfare Committee, presided over by the Provost. On the consensus reached by the Committee, the Dean, Student Affairs has the discretion whether disciplinary proceedings should be instituted.

A disciplinary proceeding is initiated by the Provost sending a notice to the student who is the subject of the complaint. The notice sent is to inform the student that charges are pending and that a hearing has been scheduled. It shall inform the student of the reported circumstances of the allegedly wrongful conduct.

It also specifies that if the student fails to appear for the meeting, the Dean, Student Affairs may re-schedule the meeting.

The notice shall inform the student that the committee may impose straightaway any of the below mentioned disciplinary penalties, if it is reasonably convinced regarding the failure of non-appearance is without good cause, this may weigh this as a negative factor in future appeals.

(B) Disposition

When the student appears as required, the Dean, Student Affairs shall inform the student as fully as possible of the facts alleged.

The student is given a fair opportunity to explain her / his position / views regarding the allegations leveled against her / him.

If, after discussion and such further investigation as may be necessary, the Dean, Student Affairs and members of the committee determines that the violation occurred, as
alleged, the Dean, Student affairs, shall so notify the student and may impose any one or a combination of the below mentioned sanctions for facts of personal misconduct. If the student fails to adhere to the sanctions imposed, the student may be subjected to additional sanctions, including suspension or expulsion. The student may appeal against the decision of the committee to the Provost of the university. The sanctions include:

**Reprimand and warning** - That the student may receive additional sanction/s if the student engages in the same misconduct again or commits any other violation/s.

**Disciplinary probation** is for a specified period of time under conditions specified by the Dean. As a condition of probation, the student may be required to participate in a specific program, such as a counseling program, a program designed to stimulate good citizenship within the college community, or any other activity which would foster civic participation.

**Restitution** - A student may be required to pay the cost for the replacement or repair of any property/ies damaged by the student.

**Expulsion from University Hostel** - A student may be expelled from university hostel and the student’s contract for university hostel may be rescinded.

**Suspension** - A student may be suspended / debarred from participating in all aspects of college life for a specified period of time.

**Expulsion** - A student may be expelled from the university permanently. Furthermore, the student may not thereafter petition for re-admission to the university.

(C) **Appeal to and Action by the Provost**

The student may appeal against the decision of the committee to the Provost of the university, who may take any of the following actions:

- Affirm the original decision that the student did commit the alleged act of misconduct.
- Affirm the original decision concerning the disciplinary sanction to be imposed.
- Reverse the original decision that the student did commit the alleged act of misconduct and direct that the complaint be dismissed.
- Set aside the original decision concerning the disciplinary sanction to be imposed and impose a different sanction, amounting to commutation.

(D) **Appeal to and action by the President**

The student may appeal against the decision of the Provost to the President of the university, who may take any of the following actions:
- Affirm the original decision that the student did commit the alleged act of misconduct.
- Affirm the original decision concerning the disciplinary sanction to be imposed.
- Reverse the original decision that the student did commit the alleged act of misconduct and direct that the complaint be dismissed.
- Set aside the original decision concerning the disciplinary sanction to be imposed and impose a different sanction, amounting to commutation.

Repeated Misconduct Procedure (Personal)

In cases of repeated personal misconduct by a student, the Student Welfare Committee will study the advice, recommendation/s and instruction/s imparted by the committee against the student on previous occasions. Serious warnings or disciplinary proceedings against the student by the Student Welfare Committee on earlier occasions constitute enough grounds for the committee to recommend dismissal of the student with immediate effect if the present episode of misconduct warrants such action.

Procedures for Handling Misconduct by Student Organizations

Personal misconduct proceedings and disciplinary proceedings against individual members of a student organization are governed by the procedures otherwise applicable to students alleged to have committed acts of Personal misconduct.

GMU procedures for imposing disciplinary sanctions are designed to provide students with the guarantees of due process and procedural fairness, to ensure equal protection for all students, and to provide for the imposition of similar sanctions for similar acts of misconduct.

13.2 Students’ Rights and Responsibilities

13.2.1 Students’ Rights and Responsibilities Policy

The student must become familiar with the academic policies, curriculum requirements, and associated deadlines as outlined in the course syllabus / academic calendar. The academic advisor shall advise the student on all matters related to their program of study and will aid the student in the interpretation of policies whenever necessary.

However, it shall ultimately be the student’s responsibility to meet all stated requirements for the degree and the policies related thereof. It is also the student’s responsibility to actively utilize their campus email and the university website, observe netiquette, observe the policies on internet use as published and made available in the Student Handbook as it tends to be a major communication resource and is often the primary form of communication between students.
Gulf Medical University shall maintain an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students will enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. The principles found herein are designed to facilitate communication, foster academic integrity, and defend freedoms of inquiry, discussion, and expression among members of the university community.

13.2.2 Rights in the Pursuit of Education

Students will have the rights:

- To pursue an education free from illegal discrimination and to be judged on the basis of relevant abilities, qualifications, and performance;
- To fair and impartial academic evaluation and a means of recourse through orderly procedures to challenge action contrary to such standard;
- To an academic environment conducive to intellectual freedom; and
- To a fair and orderly disciplinary process.

13.2.3 Rights to Access Records and Facilities

Students will have the rights:

- To access their own personnel and education records and to have the university maintain and protect the confidential status of such records, as required by appropriate legal authority;
- To have access to accurate information regarding tuition, fees and charges, course availability, general requirements for establishing and maintaining acceptable academic standing, and graduation requirements.

13.2.4 Rights to Freedom of Association, Expression, Advocacy, and Publication

Students will have the rights:

- To free inquiry and expression;
- To organize and join association/s to promote their common and lawful interests;
- To be able to protest on university premises in a manner which does not obstruct or disrupt teaching, research, administration, or other activities authorized by the university;

13.2.5 Rights to Contribute to University Governance and Curriculum

Students have the right through the student representatives, to participate in formulating and evaluating institutional policies.
13.2.6 Students’ Responsibilities

Students shall be expected to balance these rights with the responsibilities to respect the learning environment for others and for themselves and to make their best effort to meet academic challenges undertaken. Students will be responsible for compliance with the University Code of Conduct.

The standards of professional behavior in the educational settings are related to three domains:

1) Individual Performance;
2) Relationships with students, faculty, staff, patients and community, others; and
3) Support of the ethical principles of the medical profession, as explained below:

**Individual performance:**
- Regularly attends educational experiences (i.e. exams, clinics, rounds, small group sessions, appointments at the clinical skills center).
- Adheres to dress code consistent with institutional standards.
- Maintains cordial relationships with students, faculty, staff, patients and community.
- Establishes effective rapport.
- Establishes and maintains appropriate boundaries in all learning situations.
- Demonstrates respect at all times to all parties involved.
- Demonstrates humanism in all interactions
- Respects the diversity of race, gender, religion, sexual orientation, age, disability and socioeconomic status.
- Resolves conflict in a manner that respects the dignity of every person involved.
- Uses professional language being mindful of the environment.
- Maintains awareness and adapts to differences in individual patients including those related to culture and medical literacy.
- Supports ethical principles of the medical profession.
- Maintains honesty in personal and professional transactions.
- Contributes to an atmosphere conducive to learning and is committed to advance scientific knowledge.
- Protects patient’s confidentiality while handling health information and related data.
BACHELOR OF MEDICINE & BACHELOR OF SURGERY [MBBS]
14.0 Bachelor of Medicine & Bachelor of Surgery (MBBS)

14.1 Overview

The MBBS program at College of Medicine is a modular, organ system-based integrated curriculum divided into three phases. The modular structure of the medical curriculum spans a total of 5 years followed by an internship of one year.

PHASE I, also called the Introductory Medical Sciences, constitutes the 1st Year MBBS. Seven courses integrated on the basis of themes constitute PHASE I. A qualifying examination will be conducted at the end of PHASE I, a prerequisite for the organ system-based modules in PHASE II.

PHASE II spans over 2nd and 3rd Year MBBS. The 10 courses are integrated on the basis of the organ systems in PHASE II. Problem Based Learning shall be a predominant teaching/learning strategy during this Phase. Clinical teaching is undertaken as ‘Professional Skills’ and ‘Work-based Learning’ courses which run parallel to the organ-system courses. The former entails learning skills relevant to each system in the respective organ-system courses in the safe environment of the Simulation Laboratory and the latter shall provide students with real-life doctor-patient encounters in the ambulatory care settings of Thumbay Clinics. Students are required to submit a Research Project as part of the curriculum. A qualifying examination will be held at the end of Phase II.

Phase III spans over the next two years of 4th and 5th Year MBBS and is called the ‘Clerkship Phase.’ Students are rotated through major disciplines of Medicine, Surgery, Obstetrics and Gynecology, and Pediatrics and their subspecialties. A Multisystem Course dealing with themes and topics that cut across disciplines runs parallel to the clerkship rotations. The theoretical component of teaching in this phase will be related to the clinical rotations the students are posted. A qualifying examination will be held at the end of Phase III.

The successful students will be admitted to the internship program. The one-year compulsory resident rotating internship (CRRI) will provide the graduates on-the-job training under close supervision in the major areas of medicine and surgery. The graduates will be awarded the degree of MBBS on satisfactory completion of their internship.

The MBBS program was awarded Accreditation Eligible Classification status (Initial Recognition) in June 2004 by the Commission for Academic Accreditation, Ministry of Higher Education & Scientific Research, UAE and the degree is recognized by the Ministry of Health, UAE. College of Medicine is listed at http://www.emro.who.int/hped in the Eastern Mediterranean Regional Health Professions Education Directory of World Health Organization.

College of Medicine is listed as an accredited/recognized medical school in the International Medical Education Directory (IMED) published by Foundation of Advancement of International Medical Education and Research (FAIMER) at the website http://imed.ecfmg.org
14.2 Vision

The Vision of College of Medicine, GMU is to pursue excellence in health education, biomedical research and patient care. The College of Medicine aspires to:

- Attract the best of students and provide a unique learning experience incorporating the best practices in health education;
- Produce competent doctors who will make a significant contribution to the health of the community through pursuit of academia, research and healthcare;
- Be known for excellence in health professions education and research and its impact on the educational milieu of the nation and patient care.
- Be an integral part of the community with enhanced community engagement and provide quality education in health and biomedical sciences in collaboration with the country’s healthcare planners.

14.3 Mission

The Mission of College of Medicine, GMU is to:

- Commit to prepare highly competent doctors to meet the evolving healthcare needs of the nation and the region;
- Strive to produce doctors who will be able to pursue postgraduate training in any of the various specialties, contribute to research and adopt an evidence-based approach to patient-care;
- Promote health services incorporating the latest advances in scientific knowledge in a manner that supports education and research for the benefit of the community.

14.4 Goals and Objectives

1. The student will acquire and understand scientific principles of medical knowledge at the molecular, cellular, organ, whole body and environmental levels of health and disease. He / she should be able to apply the current understanding and recent advances in contemporary basic sciences to promote health, prevent, diagnose and manage the common health problems of individuals (at different stages of life), families and communities.

2. The student will develop basic clinical skills (interpretive, manipulative, and procedural) such as the ability to obtain a patient's history, to undertake a comprehensive physical and mental state examination, interpret the findings, and demonstrate competence in performance of a limited number of basic technical procedures.

3. The student will develop an attitude and practice personal and professional values necessary for the achievement of high standards of medical practice. This should enable him / her to carry out independently the responsibilities of a physician and to develop further knowledge and skills in order to adapt to the changes in the practice of medicine throughout his / her professional career.
14.5 **Program Learning Outcomes** (Aligned at Level 7 of QF Emirates)

<table>
<thead>
<tr>
<th>QF Emirates Strands</th>
<th>Upon successful completion of the program, the graduate will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>A1: Demonstrate knowledge, understanding and integration of the key concepts and principles of biomedical, clinical, psychosocial sciences and allied fields;</td>
</tr>
<tr>
<td></td>
<td>A2: Apply this specialized knowledge within the legal and regulatory framework in the clinical context to promote health, prevent and treat diseases commonly encountered in the region;</td>
</tr>
<tr>
<td></td>
<td>A3: Analyze critically new knowledge obtained through research and integrate with current concepts of medical and allied health practice for enhancing clinical reasoning and problem-solving abilities.</td>
</tr>
<tr>
<td><strong>Skill</strong></td>
<td>B1: Select and perform appropriate procedural and clinical skills for a variety of clinical problems</td>
</tr>
<tr>
<td></td>
<td>B2: Apply appropriate statistical tools and research methodology to critique research papers, undertake basic research studies and practice evidence-based medicine;</td>
</tr>
<tr>
<td></td>
<td>B3: Communicate effectively with patients and their families; peers, mentors, healthcare teams as well as members of the community using written, verbal, non-verbal and electronic media in healthcare delivery and health information management.</td>
</tr>
<tr>
<td><strong>Autonomy and Responsibility</strong></td>
<td>C1a: Manage a variety of clinical problems encountered in the community using innovative and evidentiary approach;</td>
</tr>
<tr>
<td></td>
<td>C1b: Arrive at decisions, take actions and perform assigned duties independently and as a team leader during patient care with an awareness of both one's own limitations and the need to seek the help of an expert when required in the interests of patient safety;</td>
</tr>
<tr>
<td></td>
<td>C1c: Accept responsibility for patient care with due consideration to honesty, fairness, compassion, respect and integrity in all interactions with patients, peers and mentors, be worthy of trust and be sensitive to social-cultural norms, cultural diversity and patient confidentiality during discharge of duties.</td>
</tr>
</tbody>
</table>
| Role in Context | C2a: Provide optimum patient-centered care at the level of a general practitioner through clerking, diagnosing and managing patients including providing common emergency and life-saving procedures, adhering to recommended guidelines and standard precautions with due regards to patient safety;  
C2b: Function as an effective leader and team member of the inter-professional and multidisciplinary teams and ensure achievement of group and individual outcomes;  
C2c: Contribute to the professional development of peers, and appreciate the roles and contributions of colleagues and other healthcare professionals. |
| Self-Development | C3a: Possess qualities of self-evaluation, reflection, self-learning and time-management skills so that life-long learning could be undertaken for personal and professional development, for continuous quality improvement and to enable further training in any specialty of their choice;  
C3b: Observe ethical standards during patient care and discharge of assigned duties. |
14.6 Program Structure

Modular Organ System-based MBBS Curriculum

<table>
<thead>
<tr>
<th>Phase - I</th>
<th>Phase - II</th>
<th>Phase - III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Communication Skills</td>
<td>Integumentary System</td>
<td>Endocrine System and Mammary Glands</td>
</tr>
<tr>
<td>Psychosocial Sciences</td>
<td>Blood and Immune System</td>
<td>Reproductive System</td>
</tr>
<tr>
<td>Cells, Molecules and Genes</td>
<td>Cardiovascular System</td>
<td>Nervous System</td>
</tr>
<tr>
<td>Tissues and Organs</td>
<td>Respiratory System</td>
<td>Musculoskeletal System</td>
</tr>
<tr>
<td>Embryogenesis and Life Cycle</td>
<td>Allimentary System</td>
<td>Intern Medicine and Subspecialties</td>
</tr>
<tr>
<td>Metabolism and Nutrition</td>
<td>Urinary System</td>
<td>General Surgery</td>
</tr>
<tr>
<td>Internal and External Environment</td>
<td>Work-based Learning</td>
<td>Obstetrics and Gynecology</td>
</tr>
<tr>
<td></td>
<td>Work-based Learning</td>
<td>Pediatrics</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPC: Early Patient Contact</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
## 14.7 Plan of Study

### I MBBS (Phase – I) 2016 Batch

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORIENTATION</strong></td>
<td>Aug 24 - 25, 2016</td>
<td></td>
</tr>
<tr>
<td><strong>MED 101</strong> (Language &amp; Communication Skills)</td>
<td><strong>MED 103</strong> (Cells, Molecules &amp; Genes)</td>
<td>Aug 28 - Oct 20, 2016 (8 Weeks)</td>
</tr>
<tr>
<td><strong>MED 104</strong> (Tissues &amp; Organs)</td>
<td>Oct 23 - Dec 1, 2016 (6 Weeks)</td>
<td>9 - 14</td>
</tr>
<tr>
<td><strong>MED 105</strong> (Embryogenesis &amp; Life Cycle)</td>
<td>Dec 4 - 8, 2016 (1 Week)</td>
<td>15</td>
</tr>
<tr>
<td><strong>FALL SEMESTER BREAK</strong></td>
<td>Dec 11 - 29, 2016 (3 Weeks)</td>
<td>16 - 18</td>
</tr>
<tr>
<td><strong>MED 101</strong> (Language &amp; Communication Skills)</td>
<td><strong>MED 105</strong> (Embryogenesis &amp; Life Cycle)</td>
<td>Jan 1 - 26, 2017 (4 Weeks)</td>
</tr>
<tr>
<td><strong>STUDY LEAVE</strong></td>
<td>Jan 29 - Feb 2, 2017 (1 Week)</td>
<td>23</td>
</tr>
<tr>
<td><strong>SEMESTER I EXAMINATION</strong></td>
<td>Feb 4 - 9, 2017 (1 Week)</td>
<td>24</td>
</tr>
<tr>
<td><strong>MED 101</strong> (Language &amp; Communication Skills)</td>
<td><strong>MED 106</strong> (Metabolism &amp; Nutrition)</td>
<td>Feb 12 - Mar 23, 2017 (6 Weeks)</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER BREAK</strong></td>
<td>Mar 26 - Apr 6, 2017 (2 Weeks)</td>
<td>31 - 32</td>
</tr>
<tr>
<td><strong>MED 101</strong> (Language &amp; Communication Skills)</td>
<td><strong>MED 107</strong> (Internal &amp; External Environment)</td>
<td>Apr 9 - Jun 8, 2017 (9 Weeks)</td>
</tr>
<tr>
<td><strong>STUDY LEAVE</strong></td>
<td>Jun 11 - 15, 2017 (1 Week)</td>
<td>42</td>
</tr>
<tr>
<td><strong>SEMESTER II EXAMINATION</strong></td>
<td>Jun 17 - 22, 2017 (1 Week)</td>
<td>43</td>
</tr>
<tr>
<td><strong>EID HOLIDAYS &amp; STUDY LEAVE</strong></td>
<td>Jun 25 - July 6, 2017 (2 Weeks)</td>
<td>44 - 45</td>
</tr>
<tr>
<td><strong>PHASE I PROFESSIONAL EXAMINATION</strong></td>
<td>July 9 - 20, 2017 (2 Weeks)</td>
<td>46 - 47</td>
</tr>
<tr>
<td><strong>SUMMER HOLIDAYS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: MED 101 & MED 102 courses conducted on alternate weeks (3 hours / week) and runs parallel to other courses throughout the year.*
<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>DURATION</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>MED 201 (Integumentary System)</td>
<td>Aug 28 - Sep 8, 2016 (2 Weeks)</td>
<td>1 - 2</td>
</tr>
<tr>
<td></td>
<td>MED 202 (Blood and Immune System)</td>
<td>Sep 11 - Oct 20, 2016 (6 Weeks)</td>
<td>3 - 8</td>
</tr>
<tr>
<td></td>
<td>MED 203 (Cardiovascular System)</td>
<td>Oct 23 - Dec 8, 2016 (7 Weeks)</td>
<td>9 - 15</td>
</tr>
<tr>
<td></td>
<td>FALL SEMESTER BREAK</td>
<td>Dec 11 - Dec 29, 2016 (3 Weeks)</td>
<td>16 - 18</td>
</tr>
<tr>
<td></td>
<td>MED 203 (Cardiovascular System)</td>
<td>Jan 1 - Jan 5, 2017 (1 Week)</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>SEMESTER III EXAMINATION</td>
<td>Jan 8 - 12, 2017 (1 Week)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MED 212 (Research Methodology &amp; Project)</td>
<td>Jan 15 - Feb 23, 2017 (6 Weeks)</td>
<td>21 - 26</td>
</tr>
<tr>
<td></td>
<td>MED 204 (Respiratory System)</td>
<td>Feb 26 - Mar 23, 2017 (4 Weeks)</td>
<td>27 - 30</td>
</tr>
<tr>
<td></td>
<td>SPRING SEMESTER BREAK</td>
<td>Mar 26 - Apr 6, 2017 (2 Weeks)</td>
<td>31 - 32</td>
</tr>
<tr>
<td></td>
<td>MED 204 (Respiratory System)</td>
<td>Apr 9 - 20, 2017 (2 Weeks)</td>
<td>33 - 34</td>
</tr>
<tr>
<td></td>
<td>MED 205 (Alimentary System)</td>
<td>Apr 23 - June 8, 2017 (7 Weeks)</td>
<td>35 - 41</td>
</tr>
<tr>
<td></td>
<td>MED 206 (Urinary System)</td>
<td>June 11 - 22, 2017 (2 Weeks)</td>
<td>42 - 43</td>
</tr>
<tr>
<td></td>
<td>EID AL FITR HOLIDAYS</td>
<td>June 25 - 29, 2017 (1 Week)</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>MED 206 (Urinary System)</td>
<td>June 11 - July 13, 2017 (2 Weeks)</td>
<td>45 - 46</td>
</tr>
<tr>
<td></td>
<td>STUDY LEAVE</td>
<td>July 16 - 20, 2017 (1 Week)</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>SEMESTER IV EXAMINATION</td>
<td>July 23 - 27, 2017 (1 Week)</td>
<td>48</td>
</tr>
</tbody>
</table>

**SUMMER HOLIDAYS**

Note: MED 211 Work-based Learning Course and MED 213 Professional Skills Course are conducted parallel to other organ-system courses
### III MBBS (Phase – II Year 2) 2014 Batch

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>DURATION</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>MED 210 (Endocrine System and Mammary Glands)</td>
<td>Aug 28 - Sep 29, 2016 (5 Weeks)</td>
<td>1 - 5</td>
</tr>
<tr>
<td></td>
<td>MED 207 (Reproductive System)</td>
<td>Oct 2 - Nov 10, 2016 (6 Weeks)</td>
<td>6 - 11</td>
</tr>
<tr>
<td></td>
<td>MED 212 (Research Methodology &amp; Project)</td>
<td>Nov 13 - Dec 8, 2016 (4 Weeks)</td>
<td>12 - 15</td>
</tr>
<tr>
<td></td>
<td>FALL SEMESTER BREAK</td>
<td>Dec 11 - 29, 2017 (3 Weeks)</td>
<td>16 - 18</td>
</tr>
<tr>
<td></td>
<td>SEMESTER V EXAMINATION</td>
<td>Jan 1 - Jan 5, 2017 (1 Week)</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>MED 208 (Nervous System)</td>
<td>Jan 8 - Mar 9, 2017 (9 Weeks)</td>
<td>20 - 28</td>
</tr>
<tr>
<td></td>
<td>MED 209 (Musculoskeletal System)</td>
<td>Mar 12 - 23, 2017 (2 Weeks)</td>
<td>29 - 30</td>
</tr>
<tr>
<td></td>
<td>SPRING SEMESTER BREAK</td>
<td>Mar 26 - Apr 6, 2017 (2 Weeks)</td>
<td>31 - 32</td>
</tr>
<tr>
<td></td>
<td>MED 209 (Musculoskeletal System)</td>
<td>Apr 9 - May 11, 2017 (5 Weeks)</td>
<td>33 - 37</td>
</tr>
<tr>
<td></td>
<td>STUDY LEAVE</td>
<td>May 14 - 18, 2017 (1 Week)</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>SEMESTER VI EXAMINATION</td>
<td>May 21 - 25, 2017 (1 Week)</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>STUDY LEAVE</td>
<td>May 28 - June 8, 2017 (2 Weeks)</td>
<td>40 - 41</td>
</tr>
<tr>
<td></td>
<td>PHASE II PROFESSIONAL EXAM</td>
<td>June 11 - 22, 2017 (2 Weeks)</td>
<td>42 - 43</td>
</tr>
</tbody>
</table>

**SUMMER HOLIDAYS**

Note: MED 211 Work-based Learning Course and MED 213 Professional Skills Course are conducted parallel to other organ-system courses.
## IV MBBS (Phase – III Year 1) 2013 Batch

## Clinical Rotations

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>DURATION</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>ORIENTATION</td>
<td>Aug 24 - 25, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 1</td>
<td>Aug 28 - Oct 20, 2016 (8 Weeks)</td>
<td>1 - 8</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 2</td>
<td>Oct 23 - Dec 15, 2016 (8 Weeks)</td>
<td>9 - 16</td>
</tr>
<tr>
<td></td>
<td>FALL SEMESTER BREAK</td>
<td>Dec 18 - 29, 2016 (2 Weeks)</td>
<td>17 - 18</td>
</tr>
<tr>
<td></td>
<td>SEMESTER VII EXAMINATION</td>
<td>Jan 2, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 3</td>
<td>Jan 3 - Feb 23, 2017 (8 Weeks)</td>
<td>19 - 26</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 4</td>
<td>Feb 26 - Mar 23, 2017 (4 Weeks)</td>
<td>27 - 30</td>
</tr>
<tr>
<td></td>
<td>SPRING SEMESTER BREAK</td>
<td>Mar 26 - Apr 6, 2017 (2 Weeks)</td>
<td>31 - 32</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 4 (Contd.)</td>
<td>Apr 9 - May 4, 2017 (4 Weeks)</td>
<td>33 - 36</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 5</td>
<td>May 7 - June 22, 2017 (7 Weeks)</td>
<td>37 - 43</td>
</tr>
<tr>
<td></td>
<td>EID AL FITR HOLIDAYS</td>
<td>June 25 - 29, 2017 (1 Week)</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 5 (Contd.)</td>
<td>July 2 - 6, 2017 (1 Week)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>STUDY LEAVE</td>
<td>July 9 - 13, 2017 (1 Week)</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>SEMESTER VIII EXAMINATION</td>
<td>July 15 - 20, 2017 (1 Week)</td>
<td>47</td>
</tr>
</tbody>
</table>

**SUMMER HOLIDAYS**

Note: Clinical rotations in MED 301 (Ophthalmology); MED 302 (Otorhinolaryngology); MED 303 (Internal Medicine); MED 304 (General Surgery); MED 305 (Obstetrics and Gynecology); MED 306 (Pediatrics); MED 307 (Multisystem Course) is conducted parallel throughout the year.
### Clinical Rotations

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>DURATION</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER</td>
<td>ORIENTATION</td>
<td>Aug 24 - 25, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 1</td>
<td>Aug 28 - Sep 8, 2016</td>
<td>1 - 2</td>
</tr>
<tr>
<td></td>
<td>EID UL ADHA</td>
<td>Sep 11 - 15, 2016</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 1 (Contd.)</td>
<td>Sep 18 - Oct 27, 2016</td>
<td>4 - 9</td>
</tr>
<tr>
<td></td>
<td>Clinical Rotation 2</td>
<td>Oct 30 - Dec 22, 2016</td>
<td>10 - 17</td>
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<td>Clinical Rotation 3</td>
<td>Dec 25, 2016 - Jan 12, 2017</td>
<td>18 - 20</td>
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<td>SEMESTER IX EXAMINATION</td>
<td>Jan 14, 2017 Saturday</td>
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<tr>
<td></td>
<td>Clinical Rotation 3 (Contd.)</td>
<td>Jan 15 - Feb 16, 2017</td>
<td>21 - 25</td>
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<tr>
<td>SPRING SEMESTER</td>
<td>Clinical Rotation 4</td>
<td>Feb 19 - Apr 13, 2017</td>
<td>26 - 33</td>
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<tr>
<td></td>
<td>Clinical Rotation 5</td>
<td>Apr 16 - June 8, 2017</td>
<td>34 - 41</td>
</tr>
<tr>
<td></td>
<td>STUDY LEAVE</td>
<td>June 11 - 15, 2017</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>SEMESTER X EXAMINATION</td>
<td>June 17 - 22, 2017</td>
<td>43</td>
</tr>
<tr>
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<td>EID HOLIDAYS &amp; STUDY LEAVE</td>
<td>June 25 - July 5, 2017</td>
<td>44 - 45</td>
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<td></td>
<td>IFOM EXAMINATION</td>
<td>Thursday, July 6, 2017*</td>
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<tr>
<td></td>
<td>PHASE III PROFESSIONAL EXAM</td>
<td>July 8 - 13, 2017</td>
<td>46</td>
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</table>

**Note:** Clinical rotations in MED 401 (Ophthalmology); MED 402 (Otorhinolaryngology); MED 403 (Medicine and Subspecialties); MED 404 (Surgery and Subspecialties); MED 405 (Obstetrics and Gynecology); MED 406 (Pediatrics).

* IFOM Examination date subject to confirmation by NBME
14.8 Course Descriptions

**I MBBS (Phase I)**

**MED 101: Language and Communication Skills**
The overall aim of the course is to enable the student to become oriented to the communication tasks of a physician by developing an appreciation of the interpersonal nature of medical encounters in different clinical situations, develop basic communication skills and learn communication strategies. The course is designed to provide a variety of patient encounter settings to understand the basic interpersonal communication processes, gain sensitivity to patient perspectives and to develop a sense of personal awareness which will help the student to deal with patients of all ages and both genders in routine and challenging situations and in the process work effectively as a member of the health care team. Students will be encouraged to learn medical terminology in common usage to reduce the language barriers in an effort to improve their communication skills. Role plays and small group sessions would be the predominant pedagogical strategy adopted in this course to meet the outcomes. This course along with the Psychosocial Sciences course runs parallel to all other courses across the two semesters. This course provides a strong foundation for future courses with the principles learnt here are expected to be applied during the clinical skill sessions in the organ system courses in years 2 and 3 and during clerkships in year 4 and 5. This course strongly contributes to the Program Learning Outcomes related to Communication and Clinical Skills, Leadership and Teamwork, Professionalism and Values, and Personal Development.

**MED 102: Psychosocial Sciences**
This course covers two major themes. *Introduction to Behavioral Sciences* covers topics as psychosocial basis of health approaches to study human behavior, methods of behavioral sciences research, organic basis of behavior and the process of human development through the life span. *Dynamics of Human Behavior* helps students to gain knowledge of the working of the human memory system, consciousness and human behavior, and the principles of learning and reinforcement and its application. It also provides students an opportunity to learn the elements of culture and process of socialization, and their impact on health and illness. This course along with the Language and Communication Skills course runs parallel to all other courses across the two semesters. This course provides a strong foundation for future courses with the principles learnt here are expected to be applied during the clinical skill sessions in the organ system courses in years 2 and 3 and during clerkships in year 4 and 5.

**MED 103: Cells, Molecules and Genes**
This course is designed to provide learning opportunities to the first year medical students to understand the fundamentals of molecular, cellular and genetic processes, structure-function relationships of biomolecules and bio membranes with an emphasis on their clinical
relevance. The basic mechanisms of signal transduction learned in this course will help in understanding the mechanisms of hormone actions. An insight into the genetic basis of disorders forms a strong foundation in understanding the diagnosis and management plan and importance of genetic counseling. Laboratory sessions help in identifying biomolecules by chemical methods; cells, epithelia and stages of cell cycle using microscopy and pedigree analysis using charts. Case based learning is introduced to help the students in understanding the basic concepts and integration of scientific facts. The course lays a strong foundation in understanding the basics of nutrition and metabolism and the molecular mechanisms involved in different organ-system disorders covered during the organ-system courses in years 2 and 3 and during clerkships in year 4 and 5.

MED 104: Tissues and Organs
In this course, the structure and function of the various types of tissues, their organization to form organs of the different systems in the body are dealt with in an integrated manner to help understand the correlation of structure with function. This will enable the student to better correlate the alterations in function due to structural changes in a disease. Seminars in relevant areas will give the student an opportunity to develop presentation skills. The knowledge of basic tissues and their organization will help the student to build upon the knowledge in organ-system based courses in years 2 and 3.

MED 105: Embryogenesis and Life Cycle
This course is designed to introduce the fundamentals of human embryogenesis to students and describe the sequence of events in developmental processes that take place in the normal embryo. The understanding of normal development will provide the basis for understanding how certain development processes go awry leading to congenital disorders. The study of child and lifespan development prepares the student to understand the physical, social, emotional and intellectual growth and development during the different phases of the life cycle. The course lays the foundation for the understanding of the development of different organ-systems in years 2 and 3.

MED 106: Metabolism and Nutrition
This course aims to provide first year medical students with knowledge and understanding of the principles and concepts underlying nutrition and metabolism. Concepts learnt in the ‘Cells, Molecules and Genes’, ‘Tissues and Organs’ and the ‘Embryogenesis and Lifecycle’ courses provide the necessary foundation for this course. Role of nutrition at different stages of the normal lifecycle, nutritional disorders of public health importance, major metabolic pathways and their roles in normal and disease states are integrated into this course in the form of lectures, case-based learning sessions, computer-aided learning and seminars. Knowledge and competencies gained in this course will form the basis for understanding the diagnosis and management of diseases taken in the organ-system courses in years 2 and 3 and during clerkships in year 4 and 5. The student will, in addition,
develop an appreciation of the importance of a healthy diet, the close association of nutrition with disease states as well as the role of nutritionists in the healthcare team.

**MED 107: Internal and External Environment**
This course will provide learning opportunities to gain insight into the interaction between the human body and the internal and external environment. It will cover broad areas like the chemical, physical and biological agents in the environment to which the human body is constantly exposed; the response of the body to exposure to these agents in the form of physiological adaptations and pathological diseases; and the attempts to measure the magnitude of these problems in terms of risk factors, morbidity and mortality rates. Opportunities will be provided to identify and interpret changes in tissues and organs as a result of exposure to common noxious environmental agents. The student will also be introduced to methods used to gather and analyze health information in an attempt to identify unhealthy behaviors which increases risk of developing environmental diseases with special emphasis on the necessity of exhibiting sensitivity to health beliefs of the individual and the community and the importance of working cooperatively as a member of a team in the process. The course lays a strong foundation in understanding the basics of pathophysiology and prevention of organ-system disorders which are covered in detail during the organ-system courses in years 2 and 3 and during clerkships in year 4 and 5.

**II & III MBBS (Phase II)**

**MED 201: Integumentary System**
This course is integrated around the integumentary system to provide the student with a sound knowledge and understanding of the embryogenesis, structure and functions of the integumentary system in health and its major deviations in common disease conditions. Particular emphasis is placed on the causes, pathogenesis, and pathophysiologic basis of characteristic clinical manifestations, methods of diagnosis, principles governing management and methods of prevention of these disorders. The course employs a variety of teaching–learning methods to facilitate interdisciplinary integration, student-centered learning and development of generic competencies. The course builds on the concepts learnt in year 1 and lays the foundation for clerkships in years 4 and 5.

**MED 202: Blood and Immune System**
This course has been integrated around the hematopoietic and immune systems with relevant concepts, principles and skills from anatomy, physiology, biochemistry, pathology, pharmacology, microbiology, community medicine, forensic medicine and general medicine. The course includes the study of development, normal structure and functions of the hematopoietic and immune systems and their common disorders. Emphasis is placed upon the etio-pathogenesis of the altered structure and function, epidemiology, clinical features, principles of diagnosis and management of these disorders. In addition, this course includes
hemostasis and its related disorders, thrombosis and the principles of blood component therapy. Problem Based Learning (PBL) deals with prototype diseases and provides opportunities to develop problem solving, self-directed learning and communication skills. The course builds on the concepts learnt in year 1 and lays the foundation for clerkships especially in Medicine and Subspecialties, and Pediatrics in years 4 and 5.

**MED 203: Cardiovascular System**

The course has been structured as an integrated study of the human cardiovascular system with relevant concepts, principles and skills from anatomy, physiology, biochemistry, pathology, pharmacology, microbiology, community medicine, forensic medicine and general medicine with emphasis on the mechanisms of operation of the human cardiovascular system. Relevant principles are integrated to the behavior of the normal circulation and its responses to the stress of injury and disease. This course deals with common cardiovascular disorders including atherosclerosis, coronary heart disease and myocardial infarction, hypertension, valvular and congenital heart disease, infectious heart disease and heart muscle disorders. A series of case presentations dealing with common complications of a variety of cardiac diseases like cardiac arrhythmias, heart failure and shock are also included. Problem Based Learning (PBL) deals with prototype diseases and provides opportunities to develop problem solving, self-directed learning and communication skills. The course builds on the concepts learnt in year 1 and lays the foundation for clerkships in Medicine and Subspecialties, and Pediatrics in years 4 and 5.

**MED 204: Respiratory System**

The course is designed to provide an integrated approach to the learning of the normal structure, function and development of human respiratory system using different strategies and applying the knowledge and skills acquired in understanding the pathophysiology of various respiratory disorders. The basic principles of management of these disorders with a focus on disease prevention will be described. The medico-legal aspects of specific respiratory disorders will be studied. A series of prototypical case presentations of common respiratory tract disorders is also included. Problem-based learning (PBL) deals with prototype diseases and provides opportunities to develop problem-solving and communication skills. The course builds on the concepts learnt in year 1 and lays the foundation for clerkships in years 4 and 5.

**MED 205: Alimentary System**

The course adopts an integrated approach to provide the student with a sound knowledge and understanding of the embryogenesis, structure and functions of the digestive system and its accessory organs in health and their major deviations in disease. The student is introduced to the etio-pathogenesis, pathophysiological basis of clinical manifestations, methods of diagnosis, principles governing the pharmacological management and methods of prevention of common disorders of the digestive system. The course will schedule
Problem-based Learning (PBL) session and use a variety of teaching / learning methods to facilitate interdisciplinary integration, student-centered learning and development of generic competencies. Simultaneous introduction of clinical skills course aims to equip the student with basic clinical and communication skills in preparation for the clerkship and to vertically integrate learning. The course builds on the concepts learnt in year 1 and lays the foundation for clerkships in years 4 and 5.

**MED 206: Urinary System**
This course is integrated around the urinary system with relevant concepts, principles and skills from anatomy, physiology, biochemistry, pathology, pharmacology, microbiology, internal medicine, radiology and surgery. Emphasis is placed on the role of kidney in homeostasis and how it is altered in common disorders including renal failure, glomerular diseases, infections, obstruction and neoplasms. A series of prototypical case presentations of common urinary tract disorders is also included. Problem-based learning (PBL) provides opportunities to develop problem-solving and communication skills. The course builds on the concepts learnt in year 1 and lays the foundation for clerkships in years 4 and 5.

**MED 207: Reproductive System**
The course is designed to provide an integrated approach to the learning of normal structure, function and development of the human reproductive system and the deviations in common disorders using different teaching / learning strategies. The basic principles of management of these disorders are described with a focus on disease prevention. The medico-legal aspects of specific disorders are also addressed in the course. Building on the concepts learnt in year 1, this course lays the foundation for clerkship in Obstetrics and Gynecology in years 4 and 5.

**MED 208: Nervous System**
This course builds on the basic concepts of normal structure and function of the nervous system acquired in MED 104 (Tissues and Organs) during year 1. The course is designed to provide an integrated approach to the learning of the development, structure - function relationships of the human nervous system, and aspects of behavioral sciences using different strategies and applying the knowledge and skills acquired in understanding the pathophysiology of common disorders of these systems. The general approach to diagnosis and basic principles of management of these disorders with a focus on disease prevention is described. The medico-legal aspects of specific disorders are addressed. A series of prototypical case presentations of common diseases to promote contextual learning of basic sciences is also included. Problem-based learning (PBL) provides opportunities to develop problem solving, self-directed learning and communication skills. The course equips students with the foundational biomedical knowledge and basic clinical skills required for the clerkships in Medicine and Subspecialties in years 4 and 5.
**MED 209: Musculoskeletal System**
This course introduces the student to the musculoskeletal system with integration of relevant concepts, principles and skills from anatomy, physiology, pathology, pharmacology, microbiology, community medicine, forensic medicine, orthopedics and physical therapy. Particular emphasis is placed on integration of functional anatomy and its responses to the stress of injury and disease that affect the normal kinetics of posture and movements including the impact on aging and degeneration respectively in health and disease. The common musculoskeletal disorders such as traumatic, infectious, metabolic, degenerative, congenital and neoplastic conditions are included in this course. The course employs a variety of teaching / learning methods like lectures, small group sessions such as Problem-based Learning (PBL), laboratory sessions combined with computer-assisted learning and seminars. The course builds on concepts and principles learnt in year 1, and lay the foundation for clerkships in years 4 and 5.

**MED 210: Endocrine System and Mammary Glands**
This course provides an integrated approach to the learning of normal structure, function and development of endocrine system including the mammary glands using different strategies and applying the knowledge and skills acquired in understanding the pathophysiology of their common disorders. Each endocrine organ is taken as a theme and common presentations due to its hypo-function and hyper-function are studied. The clinical and laboratory features of the disorders are discussed. Problem-based learning deals with a prototype disease and provides opportunities to develop abilities of problem-solving, self-directed learning and communication skills. The course builds on the concepts learnt in year 1, and lays the foundation for clerkships in years 4 and 5.

**MED 211: Work-based Learning**
The course is offered as a half-day clinical posting per week in the ambulatory care settings at Thumbay Clinics. Building upon the Language and Communication Skills and Psychosocial Sciences courses in year 1, the Work-based Learning course provides opportunities for students to apply and perform the skills like history taking and physical examination learnt in the simulated setting during the Professional Skills course in each organ-system course, on real patients under supervision and observe the clinicians interact with the patients in the ambulatory care setting. All students will undergo structured certificate courses in Basic Surgical Skills, Basic Orthopedic Skills and Universal Standard Precautions at the Center for Advanced Simulation in Healthcare (CASH) as part of this course. They shall also train in the American Heart Association accredited Basic Life Support (BLS) Provider course, and upon successful completion will receive a BLS Provider card valid for 2 years. These certificate courses are a mandatory requirement for commencing the clerkships in year 4.
MED 212: Research Methodology and Project
This course is designed to provide the student the opportunity to develop a research proposal under faculty guidance. The proposal development shall involve a literature search, preliminary experimentation, or a pilot field study. The research would be preliminary but relevant to the project. The course will be conducted in three parts. In the second year, Research Methodology is designed to introduce the student to basic concepts and problems encountered in scientific investigation, including types of data and measurement, descriptive statistics, inferential statistics, validity, reliability, sampling, hypotheses and hypothesis testing, literature review and research design. In Year 3, Research Protocol Design introduces the student to the scientific development of research protocols and their key elements. Topics include the differentiation between research design types, rules for writing protocols, ethical considerations relative to research protocols and the correct preparation of data collection forms. Upon completion, the student will be able to identify the primary components of protocols and effectively develop a protocol draft. He / she will further be given an opportunity to undertake a Research Project to gain practical experience in the design and / or implementation of research. A student may choose to do it as part of an ongoing faculty research project or as an independent experience in a community or institutional setting. Selection of the research topic will depend on individual needs of a student and must be approved by the student’s Academic Advisory Committee. A faculty member shall supervise the research project.

MED 213: Professional Skills Course
This course is seamlessly integrated into the organ system courses of Phase II. It is introduced progressively and reinforced as appropriate in each course in the pre-clerkship years in an attempt to vertically integrate the knowledge of the basic sciences with the practice of the clinical sciences. This course builds on the communication skills learnt in year 1. The student learns to take a more focused history and perform a physical examination as relevant to the different organ-systems in this course during the years 2 and 3. In addition, the students will be introduced to the performance of routine technical procedures related to physical examination to elicit specific diagnostic physical signs. Procedural and manipulative skills relevant to the organ-system under study will be learnt in the safe environment of the Simulation Lab. Interpretation of results of ECG, laboratory and radiologic investigations and deviations from the normal will be identified and their significance will be discussed by a team made up of both clinicians and basic scientists. These skills will help to develop adequate communication and clinical skills in order to prepare the student to integrate rapidly into the hospital and respond professionally and competently during real doctor-patient encounters during the clerkships in years 4 and 5 and the final internship year.
IV MBBS (Phase III)

MED 301: Ophthalmology
This clerkship in Ophthalmology is built upon the knowledge and clinical skills learnt during the organ-system courses in years 2 and 3 and is designed for the medical student to acquire additional knowledge and competencies to provide appropriate level of primary eye care for diseases commonly encountered in the community and to learn the indications for referral of cases to ophthalmologists for further management. During this clerkship, the student takes an ophthalmic history and performs a basic eye examination with torchlight and ophthalmoscope in order to detect common abnormalities of the eye and visual system. Students will learn to communicate effectively, interpret clinical findings, arrive at a diagnosis, discuss the management plan and relate ocular involvement in multi-system diseases in the ambulatory care setting and at the bedside. The students will observe ophthalmic investigative procedures and surgeries performed by experts. The clerkship also helps the student to gain an understanding of the ethical concepts applied in the practice of medicine and insight into the responsibilities of healthcare professionals and patients’ rights. This clerkship lays the foundation for the clerkship in Ophthalmology in Year 5.

MED 302: Otorhinolaryngology
This clerkship in Otorhinolaryngology is built upon the knowledge and clinical skills learnt during the organ-system courses in years 2 and 3 and is designed for the medical student to acquire additional knowledge and competencies to provide appropriate level of primary care under supervision for diseases of the ear, nose and throat commonly encountered in the community. During this clerkship, the student takes a relevant history and performs a basic head and neck examination with equipment (flashlight, tongue blade, tympanometry and otoscope) available to a primary care practitioner. The students will discuss the clinical findings, diagnose common problems like allergic rhinitis, sinusitis, otitis media, epistaxis, facial fractures, hearing loss, dizziness, and swallowing disorders and design a treatment plan with the faculty member. Students will observe surgical procedures like ear syringing, nasal packing, tracheostomy, endoscopy and removal of foreign bodies performed by experts in the field. The student will perform laryngoscopy and tracheostomy on a manikin in the simulation lab. The clerkship also helps the student to gain an understanding of the ethical concepts applied in the practice of medicine and insight into the responsibilities of healthcare professionals and patients’ rights. This clerkship lays the foundation for the clerkship in Otorhinolaryngology in Year 5.

MED 303: Internal Medicine
This clerkship in General Medicine is built upon the knowledge gained and clinical skills learnt during the organ-system courses in years 2 and 3 and will provide the students with opportunities to have adequate clinical encounters in both ambulatory and bedside settings. During this clerkship, the student will learn to take a relevant history, and perform general
and focused systemic examination and observe management of common acute and chronic medical disorders. A posting in Primary Healthcare Clinic also provides an insight into the delivery of primary healthcare in the country. The clerkship also helps the student to gain an understanding of the ethical concepts applied in the practice of medicine and insight into the responsibilities of healthcare professionals and patients’ rights. This clerkship lays the foundation for the clerkship in Medicine and Subspecialties in Year 5.

**MED 304: General Surgery**
This clerkship in General Surgery is built upon the knowledge gained and clinical skills learnt during the organ-system courses in years 2 and 3 and will provide the students with opportunities to have adequate clinical encounters in both ambulatory and bedside settings. The clerkship in Surgery is designed to give the student a broad exposure to the principles of diagnosis and management of common surgical problems, including surgical emergencies. During the course of the rotation, the student will be expected to focus on basic principles of peri-operative, operative and postoperative management of the patient with a surgical problem. The surgical experience includes rotations in orthopedics, anesthesia, radiology, and emergency room. The clerkship also helps students to gain an understanding of the ethical concepts applied in the practice of medicine and insight into the responsibilities of healthcare professionals and patients’ rights. This clerkship lays the foundation for the clerkship in Surgery and Subspecialties in Year 5.

**MED 305: Obstetrics and Gynecology**
This clerkship in Obstetrics and Gynecology is built upon the knowledge gained and clinical skills learnt during the organ-system courses in years 2 and 3 and will provide the students with opportunities to have adequate clinical encounters in both ambulatory and bedside settings under close supervision of the faculty member. The student will gain experience in history taking and physical examination to reach a diagnosis and discuss the management of common gynecologic and obstetric conditions with the faculty member while dealing with patients in the outpatient settings, delivery room, operation room and wards. The performance of procedural skills like delivering a baby, taking a PAP smear, suturing an episiotomy wound will be learnt and practiced in the safe environment of the Simulation Lab. The clerkship also helps the student to gain an understanding of the ethical concepts applied in the practice of medicine and insight into the responsibilities of healthcare professionals and patients’ rights. This clerkship lays the foundation for the clerkship in Obstetrics and Gynecology in Year 5.

**MED 306: Pediatrics**
This clerkship in Pediatrics is built upon the knowledge and clinical skills learnt during the organ-system courses in years 2 and 3 and will provide the students with opportunities to have adequate clinical encounters in both ambulatory and bedside settings under close supervision of the faculty member. The student will learn to obtain clinical history in an age-
appropriate and sensitive manner from a child and or the accompanying adult and conduct a pediatric physical examination appropriate to the condition. During presentation of the clinical findings to the faculty member, the student will interpret the clinical findings and available lab results to suggest a diagnosis and discuss the management of the disease. The student will assess growth and development and advocate safety measures to prevent injury and disease in children. The clerkship also helps the student to gain an understanding of the ethical concepts applied in the practice of medicine and insight into the responsibilities of healthcare professionals and patients’ rights. This clerkship lays the foundation for the clerkship in Pediatrics in Year 5.

**MED 307: Multisystem Course**
This course will deal with themes and topics that cut across all disciplines involving multiple organ-systems in a broader perspective. This will enable the student to see the patient as whole and appreciate the generalized nature of diseases. Common examples are HIV & AIDS, tuberculosis, hypertension, diabetes mellitus, connective tissue disorders, septicemia, jaundice etc. In this course, Team-Based Learning (TBL) and / or Multidisciplinary Faculty Seminars shall be used as the main learning method. This course serves as a platform to integrate concepts across different courses in Year 4.

### V MBBS (Phase III)

**MED 401: Ophthalmology**
This clerkship in Ophthalmology is built upon the knowledge and competencies gained in MED 301 Ophthalmology clerkship in year 4 and is designed for a medical student to acquire additional knowledge and competencies to provide appropriate levels of primary eye care under supervision for diseases commonly encountered in the community. The students gain additional clinical experience in ambulatory and inpatient ophthalmic care settings with additional exposure to ophthalmic subspecialties, investigative procedures and surgeries. The emphasis in this clerkship is integrated patient care, teamwork and preparing the student for internship and professional practice.

**MED 402: Otorhinolaryngology**
This clerkship in Otorhinolaryngology is built up on the knowledge and competencies gained in MED 302 Otorhinolaryngology clerkship in year 4 and is designed for a medical student to acquire additional knowledge and competencies to provide appropriate levels of primary care under supervision for diseases of the ear, nose and throat under supervision commonly encountered in the community. The students gain additional clinical experience in ambulatory and inpatient care settings with additional exposure to inpatients, investigative procedures and surgeries of the ear, nose and throat. The emphasis in this clerkship is integrated patient care, teamwork and preparing the student for internship and professional practice.
MED 403: Medicine and Subspecialties
This clerkship in Medicine and Subspecialties is built upon the knowledge and competencies gained in MED 303 Internal Medicine clerkship in year 4 and is designed for a medical student to acquire additional knowledge and skills in this clerkship to provide appropriate levels of primary care under supervision for medical conditions commonly encountered in the community. The students are rotated in psychiatry and other medical sub-specialties like neurology, gastroenterology, rheumatology, pulmonology, endocrinology, gastroenterology and cardiology to gain an insight into the presentation and management of medical conditions in these specialties. They are exposed to advanced investigative modalities and procedures. The emphasis in this clerkship is integrated patient care, teamwork and preparing the student for internship and professional practice.

MED 404: Surgery and Subspecialties
This clerkship in Surgery and Subspecialties is built upon the knowledge and competencies gained in MED 304 General Surgery clerkship and is designed for a medical student to acquire additional knowledge and skills in this clerkship to provide appropriate levels of primary care under supervision for surgical diseases commonly encountered in the community. The clerkship in Surgery and Subspecialties is designed to give the student an additional exposure to the principles of diagnosis and management of common surgical problems, including surgical emergencies. The surgical experience is further widened to include rotations in surgical subspecialties of trauma and acute care, vascular surgery and urology. The emphasis in this clerkship is integrated patient care, teamwork and preparing the student for internship and professional practice.

MED 405: Obstetrics and Gynecology
This clerkship in Obstetrics and Gynecology is built upon the knowledge and competencies gained in the MED 305 Obstetrics and Gynecology clerkship in year 4 and is designed for a medical student to acquire additional knowledge and competency in the discipline to provide appropriate levels of primary care under supervision for Obstetrics and Gynecological conditions commonly encountered in the community. The student will gain competence in history taking, physical examination, diagnosis and management of Obstetrics and Gynecological conditions. The student will have opportunities to assist in normal labor and deliveries and gain confidence in performing other clinical procedures. The emphasis in this clerkship is integrated patient care, teamwork and preparing the student for internship and professional practice.

MED 406: Pediatrics
This clerkship in Pediatrics is built upon the knowledge and competencies gained in the MED 306 Pediatrics clerkship in year 4 and is designed for a medical student to acquire additional knowledge and competency in the discipline to provide appropriate levels of primary
pediatric care under supervision for pediatric conditions commonly encountered in the community. The student will learn to obtain clinical history in an age-appropriate and sensitive manner from a child and or the accompanying adult and conduct a pediatric physical examination appropriate to the condition. During presentation of the clinical findings to the faculty member, the student will interpret the available laboratory results to suggest a diagnosis and discuss the management of the disease. The student will assess growth and development and advocate safety measures to prevent injury and disease in children. The emphasis in this clerkship is integrated patient care, teamwork and preparing the student for internship and professional practice.

**MED 595: Internship**

This consists of an on-the-job training for a period of one year wherein the students undergo rotations in different clinical departments on completion of the academic program. The student gains on the job experience under the close supervision of his / her supervisors. It also serves to provide opportunities to attain appropriate higher skill levels as the student has completed the didactic requirements of the course and is now given opportunities to further improve his / her skills and master it before he / she enters independent practice. The internship experience also gives an insight into the practice of the chosen profession and is in itself a strong motivating factor for the student to continue and pursue higher education and specialize further in the chosen field of study.

**14.9 Compulsory Resident Rotating Internship (CRRI)**

Internship is an integral part of the MBBS program. Internship increases program credibility and student excellence. Internships provide the departments / University to validate the university's curriculum in a working environment. The internship experience gives an insight into the practice of the chosen profession and is in itself a strong motivating factor for the learner to continue and pursue higher education and specialize further in the chosen field of study. Internships create opportunities for employment as interns have had the chance to prove themselves as employees. They give employers the opportunity to evaluate prospective employees, virtually risk free. Thus performance of the students during internship which is a part of curricular requirement shall be considered as an external benchmarking exercise.

On completion of the fifth year of the MBBS program and successfully passing the Phase III Professional Examination, the MBBS students become eligible for internship. The national students are employed during this period. Internship is part of the curriculum and is also a licensing requirement. This 52-week mandatory postings with 48-weeks in core disciplines (Internal Medicine and allied disciplines, General Surgery and allied disciplines, OBG / Family Medicine, Pediatrics, Psychiatry and a 4-week elective ensures operational linkage between the educational program and the subsequent stages of training or practice after graduation.
Internship provides students to have on-the-job experience under supervision. This provides a real life experience of the future workplace and prepares the graduate for the future workplace. It also serves to provide opportunities to attain higher skills levels appropriate as the student has completed the didactic requirements of the course and is now given opportunities to further improve skills and master it before entering independent practice. At the end of the internship, it is expected that the intern will not only better understand the world of work in economic policy, but that he/she will better understand his/her potential place in that world.

The objectives of the CRRI Program are defined and made available to all GMU Interns. CRRI Program is designed to provide an obligatory period of experiential learning in which the trainee is guided to acquire the knowledge, skill and competencies required to function as an independent medical (generalist) practitioner and to facilitate entry into post graduate medical education. The CRRI Program is conducted under the knowledge and supervision of the Program Director and Hospital Director with the Hospital Educational Coordinator, CRRI Program Coordinator, CRRI Supervisor and CRRI Instructor. The roles and responsibilities of the Program Director, Hospital Director, Hospital Educational Coordinator, CRRI Program Coordinator, CRRI Supervisor and CRRI Instructor is defined clearly and made available to the Interns in the CRRI Manual.

### 14.9.1 Internship Rotations

<table>
<thead>
<tr>
<th>Posting</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Medicine &amp; Allied Subjects</td>
<td>3 Months (12 Weeks)</td>
</tr>
<tr>
<td>Surgery &amp; Allied Subjects</td>
<td>3 Months (12 Weeks)</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology and Family Medicine (PHC)</td>
<td>3 Months (12 Weeks)</td>
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<tr>
<td>(2 + 1 month or 4 – 8 weeks)</td>
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<tr>
<td>Pediatrics</td>
<td>2 Months (8 Weeks)</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>1 Month (4 Weeks)</td>
</tr>
<tr>
<td>Elective Posting (Any one specialty)</td>
<td>1 Month (4 Weeks)</td>
</tr>
<tr>
<td>A&amp;E, Cardiology, Urology, ENT, Orthopedics, Radiology, Dermatology, Oncology, Gastroenterology, Nephrology, Ophthalmology etc.</td>
<td>1 Month (4 Weeks)</td>
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| Total                                        | 52 weeks                       |

The GMU interns are posted in the MoH / SEHA hospitals in UAE to complete their internship rotations. The list of students likely to be posted in MoH hospitals to complete a year of experiential learning in different medical specialties is submitted to the MoH well in advance. A MoU exists between GMU and the MoH and Al Mafraq Hospital for provision of internship training for GMU students. An orientation session is held at GMU before the start of the internship program at various training sites where adherence to professionalism and ethics is reemphasized.
The Dean attends meeting with the Internship Coordinator at each clinical training site (MoH and Al Mafraq Hospital) to plan, monitor, review and evaluate the training before the beginning, during and at the end of the internship. A liaison faculty monitors the intern’s performance on a monthly basis. An Internship Manual is available to provide details of the objectives of the internship and the planned activities for ready reference for the Internship Coordinators, Supervisors, instructors and the interns. All documentations are completed at the academic office in each clinical training site before transmitting to the Office of the Dean.

14.9.2 Assessment during internship program:

The College has developed assessment instruments pertaining to each component in the internship training program. The assessment of competencies acquired by the intern has been included under two categories:

- Self-assessment by the intern
- Assessment by the Supervisor

Self-assessment by the intern:

The intern completes a self-assessment questionnaire at the end of clinical rotation in each department. The required information for outcome assessment are addressed in the questionnaire under six headings:

1. Acquisition of basic clinical skills
2. Acquisition of communication skills
3. Professional & personal attributes
4. Systems-based practice (opportunities for health care management in 8 specific areas)
5. Major strengths
6. Major weaknesses

Assessment by the Supervisor:

This is completed under three sections:

1. Supervisor’s overall evaluation: This is completed by answering 20 observations about the intern at the end of each clinical rotation. The observations are arranged under three headings:
   - Basic Clinical Skills (BCS)
   - Personal & Professional Behavior (PPB) and Communication Skills (CS)
Data pertaining to these skills have been arranged in the evaluation sheets under four grades (ratings ranging from “Excellent”, “V. Good”, “Good”, “Average” to “Under Average”) that would allow statistical analysis.

2. **Attitudinal assessment**

3. **Assessment of competence in procedures:** The Intern’s log book includes a section for recording the competences in various procedures that the intern has demonstrated during rotation in each department. These have been described under three categories:
   - Procedures the intern has performed
   - Procedures the intern has assisted
   - Procedures the intern has observed

14.10 **Clinical Training Sites**

Clinical training for the MBBS Program has been arranged at multiple sites:

**Thumbay Hospital, Ajman (Formerly known as GMC Hospital and Research Center, Ajman)** - This is a 120-bed JCI accredited teaching hospital in Ajman. Students receive clinical training here especially during the fourth year.

**Thumbay Clinics (Ajman, Sharjah, Dubai, UAQ):** Second and third MBBS students in Phase II are posted in Thumbay Clinics located in the Emirates of Ajman, Sharjah and Umm Al Quwain during their ‘Work-based Learning’ course. ‘Early Patient Contact’ which is an elective offered during the first year is also experienced in the Thumbay Clinics.

**Sheikh Khalifa Bin Zayed Hospital, Ajman** - This is a 211 bed MoH Hospital located at Al Jurf next to GMU. Students will receive clinical training here in the 4th year MBBS and during internship.

**UAQ Hospital, Umm Al Quwain** - This is a 156 bed MoH Hospital located in Umm Al Quwain. Students will receive clinical training here especially during internship.

**Mafraq Hospital, Abu Dhabi** - This is a 451 bed teaching hospital under SEHA, the Health Authority, Abu Dhabi. Students will receive clinical training here in the 5th year MBBS and during internship.
GRADING, ASSESSMENT, PROGRESSION AND COMPLETION POLICIES
15.0 Grading, Assessment, Progression and Completion Policies

15.1 Grading Policy

<table>
<thead>
<tr>
<th>Classification</th>
<th>Marks scored in percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>&gt;= 86</td>
<td>A</td>
</tr>
<tr>
<td>Good</td>
<td>76-85</td>
<td>B</td>
</tr>
<tr>
<td>Pass</td>
<td>65-75</td>
<td>C</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt; 65</td>
<td>F</td>
</tr>
</tbody>
</table>

15.2 Assessment Policy:

Assessments in each Phase will be both formative and summative.

Phase I Assessment Plan

Continuous Assessment: 60% and Professional Examination: 40%

<table>
<thead>
<tr>
<th>Project Work</th>
<th>End of Course tests</th>
<th>Course Work</th>
<th>Semester Examinations</th>
<th>Professional Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>5%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Formative Assessments:

This includes:
- TBL (iRAT, tRAT, tAPP)
- Class tests
- Assignments
- Student self-assessment of learning outcomes

Summative Assessments:

A. Project work: Mini-project in Phase I

Mini-project is a group activity undertaken by Phase I students and they are based on WHO-declared Health Days. The aim of this activity is to make students understand the clinical, social, psychological and preventive aspects of common diseases, work in teams and improve their communication and presentation skills. Students are hence assessed for individual and team work, and presentation skills. The scores obtained in the Mini-project will contribute 5% towards summative assessments. Marks obtained in this activity will be
included in the calculation of consolidated continuous assessment scores on completion of Phase I courses.

B. End of Course Tests:

The scores obtained in the tests conducted at the end of each course will contribute to 5% of the summative evaluation. Each course will contribute to the summative marks proportionate to their contact hours. This will comprise of MCQ, SAQ and OSPE.

C. Course Work:

The matrix for the course work assessment and the marks allocated for each activity in Phase I are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contributory Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>20</td>
</tr>
<tr>
<td>PBL Record book</td>
<td>15</td>
</tr>
<tr>
<td>PBL Tutor Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Practical Record book</td>
<td>20</td>
</tr>
<tr>
<td>Graded Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Reflection</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

The ‘Course Work’ marks will be consolidated course-wise and all activities related to the course including PBL record books, practical records and assignments (except seminars) are required to be completed and submitted to the course chairperson for evaluation on or before the last day of the course. Marks obtained in the seminar presentations will be included in the calculation of consolidated continuous assessment scores on completion of Phase I courses.

**NOTE: Late submission will entail deduction of 20% of the marks and no course work will be accepted for evaluation after the start of Semester 1 or 2 examinations for courses taken in the respective semesters.**

D. Semester Examinations:

- Two semester examinations will be conducted during Phase I and shall contribute 30% of marks towards overall summative assessment
- Each course will contribute to the semester examination proportionate to their contact hours
- Each semester examination will assess the syllabi covered during the respective semester as follows:
Semester 1 examination: Cell, Molecules and Genes, Tissues and Organs, Embryogenesis and Life Cycle
Semester 2 examination: Metabolism and Nutrition, Internal and External Environment

- Each semester examination will have a theory and practical component:
  - The theory component of the semester examinations will consist of online MCQs and EMI as well as written ‘paper-and-pencil’ SAQs / MEQs
  - The practical component of the semester examination will comprise of OSPE and OSCE, and Viva Voce

- Assessment for Language and Communication Skills course and Psychosocial Sciences course will form part of the OSCE only.

E. Professional Examination:

Phase I Professional Examination will be conducted after the Semester 2 examination and will contribute 40% of marks towards overall summative assessment. It will be a combination of theory, practical and viva voce.

The Theory Examination will be in the form of online MCQs and EMIs; SAQs, and MEQs; it shall be integrated and made up of 2 papers, each of 3 hours duration:

- Paper I (Cell, Molecules and Genes, Tissues and Organs, Embryogenesis and Life Cycle)
- Paper II (Metabolism and Nutrition, Internal and External Environment)

The practical examination will be in the form of OSPE/OSCE; Viva Voce will form part of the practical examination. Assessment for Language and Communication Skills course and Psychosocial Sciences course will form part of the OSCE only.

Phase II Assessment Plan

Continuous Assessment: 60% and Professional Examination: 40%

<table>
<thead>
<tr>
<th>Project Work</th>
<th>End of Course Tests</th>
<th>Course Work</th>
<th>Semester Examinations</th>
<th>Professional Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>5%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Formative Assessments:

This includes
- TBL (iRAT, tRAT, tAPP)
- Class tests
- Assignments
- Student self-assessment of learning outcomes

Summative Assessments:

A. Assessments in Research Methodology & Project

Theoretical aspects of the course will be assessed by written examination and assignments. Students will work in small groups to carry out a research project, submit a report and present their work which will be evaluated. Submission of the research project report is a requirement of the curriculum to be eligible to appear for the Phase II Professional examination. Assessment in this course will contribute to 5% of the summative evaluation.

B. End of Course Tests (MED 201 – MED 210)

The scores obtained in the tests conducted at the end of each course will contribute to 5% of the summative evaluation. Each course will contribute to the summative marks proportionate to their contact hours. This will comprise of MCQ, OSPE and OSCE.

C. Course Work

The matrix for the course work assessment and the marks allocated for each activity in Phase II are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contributory Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>15</td>
</tr>
<tr>
<td>Team-based Learning (TBL)</td>
<td>15</td>
</tr>
<tr>
<td>PBL Record book</td>
<td>30</td>
</tr>
<tr>
<td>PBL Tutor Evaluation</td>
<td>30</td>
</tr>
<tr>
<td>Clinical skills Log book</td>
<td>30</td>
</tr>
<tr>
<td>Practical Record book</td>
<td>20</td>
</tr>
<tr>
<td>Graded Assignments</td>
<td>10</td>
</tr>
<tr>
<td>PBL Peer Evaluation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
</tr>
</tbody>
</table>
The ‘Course Work’ marks shall be consolidated course-wise and all activities related to the course including PBL record books, clinical skills log book, practical records and assignments (except seminars) are required to be completed and submitted to the course chairperson for evaluation on or before the last day of the course. However, marks obtained in the seminar presentations and TBL shall be included in the calculation of consolidated continuous assessment scores on completion of all Phase II courses.

NOTE: Due notification shall be sent to students by the Course Chairperson for submission of course work. Late submission of practical or PBL record book / Clinical skills log books / assignments shall entail deduction of 20% of the marks and course work for any course shall not be accepted for evaluation after the start of the respective semester examination. Course work for II MBBS (Phase II Year 1) shall NOT be accepted for evaluation in III MBBS (Phase II Year 2).

D. Semester Examinations:

- Four semester examinations will be conducted over the period of 2 years of Phase II and shall contribute 30% of marks towards overall summative assessment
- Each course will contribute to the semester examination proportionate to their contact hours
- Each semester examination will assess the syllabi covered during the respective semester as follows:
  - Semester 3 examination: Integumentary system, Blood and Immune system, and Cardiovascular system
  - Semester 4 examination: Respiratory system, Alimentary system and Urinary system
  - Semester 5 examination: Endocrine system and Reproductive system
  - Semester 6 examination: Nervous system and Musculoskeletal system
- Each semester examination will have a theory and practical component
- The theory component of the semester examinations will consist of online MCQs and EMI as well as written ‘paper-and-pencil’ SAQs / MEQs
- The practical component of the semester examination will comprise of OSPE / OSCE and Viva Voce

E. Professional Examination

Phase II Professional Examination will be conducted at the end of Semester 6 as a combination of theory, practical and viva-voce.
### Components

<table>
<thead>
<tr>
<th>Components</th>
<th>Portions</th>
<th>Composition</th>
<th>Duration</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Paper I*</td>
<td>All organ-system courses</td>
<td>Only MCQ consisting of 160 test-items</td>
<td>4 hrs.</td>
<td>Online</td>
</tr>
<tr>
<td>(IFOM – BSE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory Paper II</td>
<td>Integrating all organ-systems</td>
<td>Only SAQ and MEQ</td>
<td>3 hrs.</td>
<td>Paper-and-pencil'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Examination</td>
<td>Integrated among courses</td>
<td>Integrated OSPE and OSCE (including Viva Voce)</td>
<td>3 hrs.</td>
<td>Face-to-face</td>
</tr>
</tbody>
</table>

*The Theory paper I is the International Federation of Medicine (IFOM) – Basic Sciences examination (BSE) conducted online by the National Board of Medical Examiners (NBME). The syllabus for the examination includes courses covered in both Phases I and II.

The student must appear for each component of the examination (Theory paper I, Theory paper II, Practical and Viva Voce). Absence in any one component shall be considered as a disqualification from the examination.

### Eligibility for appearing in the Professional Examination for Phase I and II:

Eligibility for appearing in the Professional examination for Phase I and II requires that the student fulfill the following criteria:

- It is mandatory to attend all courses in the Phase
- The student should have not less than 80% attendance in each course of the Phase
- In addition, the student should have a cumulative attendance of not less than 80% for the Phase
- The student should have a continuous assessment marks of not less than 60%
- Those students with less than 80% attendance and / or less than 60% Continuous Assessment shall be detained from appearing for the Phase I or II Professional Examination and made to repeat a year.

### Re-sit Examination for Phase I and II

- Those students who appeared for the Final Examination and failed will have a chance to appear for the Re-sit Examination which will be held within 6 weeks after the regular Final Examination is conducted
- The students who fail in the Re-sit Examination shall be on probation and would have to re-register and repeat the year along with the next regular batch
- They would then take the Final Examination at the end of the repeat year on satisfaction of the eligibility criteria
- Those students who have not satisfied the eligibility criteria for appearing in the professional examination even after the repeat year will be dismissed from the program as students can repeat the year only once
- Those students who fail again in the Final Examination after the repeat year, will have the final chance to appear in the second Re-sit Examination held within 6 weeks of the Final Examination
- Those who fail in the second Re-sit examination will be asked to leave the program
- Absenteeism will be considered as an attempt

Phase III Assessment Plan

*(The below Assessment Plan is applicable for 2013 batch of students of Phase III who are in IV MBBS in the AY 2016-17)*

**A. ASSESSMENT POLICY**

**Continuous Assessment: 60% and Professional Examination: 40%**

<table>
<thead>
<tr>
<th>Phase III</th>
<th>Course Work</th>
<th>End of Clerkship Tests</th>
<th>Semester Examinations</th>
<th>Professional Examination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Marks</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Formative Assessment:**

This includes:

- TBL
- RIME
- Direct Observation of Clinical Skills (DOCS)
- Assessment of Clinical Procedures (ACP)
- Continuous feedback during bedside and ambulatory care teaching, and small group learning
Summative Assessment:

A. Course Work: 10% amounting to 100 / 1000 is distributed as:

<table>
<thead>
<tr>
<th>Activity</th>
<th>IV MBBS</th>
<th>V MBBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Log Books</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>DOCS / ACP</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Grand Clinics</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Direct Observation of Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributes (DOPA)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

- **Seminar**: Each student will be given an opportunity to present a seminar as part of a group and will be evaluated on the basis of a standard rubric. *If the student misses his/her scheduled presentation of seminar due to unexcused absence, he/she shall be answerable to the Student Welfare Committee.*

- **TBL**: Team-based Learning is a student-centered learning strategy and fosters critical thinking, problem-solving and teamwork attributes in the student. TBL will be the predominant teaching/learning strategy for the multi-system course and shall be evaluated as follows:

<table>
<thead>
<tr>
<th>iRAT</th>
<th>tRAT</th>
<th>tAPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

The scores obtained in the TBL shall be considered as part of formative assessment.

- **Clinical Log Books**: Each student is expected to document fully worked-up cases as detailed in the instruction provided in the clinical log books. The log books shall be evaluated by the clinical supervisor of the respective clinical training site by the end of each posting. *Completed Log books for any given posting are required to be submitted on the day of the end of posting OSCE for evaluation.*

  *NOTE:* Late submission of log books will entail deduction of 20% of the marks.

- **Direct Observation of Clinical Skills (DOCS) & Assessment of Clinical Procedures (ACP)**: The trainee is expected to clerk patients, and perform clinical skills and procedures as specified in the Clinical Training Manual. An online portal is available for documenting the same. These skills and procedures are evaluated in the form of DOCS and ACP by the faculty. The records shall reflect a wide variety of clinical
conditions including all age groups, both genders, and acute and chronic conditions. It is the responsibility of the student to ensure that the DOCS / ACP for each rotation are completed and evaluated online during the rotation itself by the clinical supervisor of the respective clinical training site and a hard copy of the consolidated report is duly submitted to the Clerkship Coordinator on the day of OSCE. No DOCS / ACP evaluations for the specific posting will be considered after the last day of posting / end of posting OSCE date. The average of scores obtained in the DOCS / ACP shall contribute towards summative assessment.

- **Grand Clinics:** In this activity, a complete history-taking and physical examination of a real patient has to be performed under direct observation from the inpatient or outpatient pool and presented to the entire class. The investigations / management plan is further discussed which is evaluated using a standard rubric. Grand clinics is expected to enhance critical-thinking, problem-solving, presentation skills and this activity fulfils the learning outcomes related to medical knowledge, communication and clinical skills, and patient care. The students are required to refrain from presenting cases copied from patients’ files. Each student shall be given an opportunity to present in the grand clinics in each posting. *If the student misses his / her scheduled presentation of grand clinics due to unexcused absence, he / she lose the chance for presentation and shall be answerable to the Student Welfare Committee.*

- **Direct Observation of Professional Attributes (DOPA):** Professional attributes will be assessed based on a standard rubric during each clerkship by the clerkship instructor / supervisor.

**NOTE:** No course work shall be accepted for evaluation after the start of Semester 8 examination in IV year and Semester 10 examination in V year. Course work for year IV will NOT be accepted for evaluation in year V.

**B. End of Clerkship Tests:** 20% amounting to 100 / 1000 is distributed as:

<table>
<thead>
<tr>
<th>Test Components</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>80 marks (40%)</td>
</tr>
<tr>
<td>OSCE</td>
<td>120 marks (60%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200 marks (100%)</td>
</tr>
</tbody>
</table>

- Each student should have not less than 80% attendance in the clinical postings and theory sessions separately to be eligible to appear for the end of clerkship tests.
- Even students with excused and approved absences are required to do compensatory posting and improve their attendance to not less than 80% to be eligible to take the end of clerkship tests.
- Those with unapproved absences shall have to apply for compensatory posting and shall
require approval by the Dean / Associate Dean (Clinical) who shall consider each request on a case-to-case basis. Upon consideration, only one chance for compensation shall be provided upon payment of an amount of AED 250/- per day.

C. Semester Examinations: The 4 semester examinations in Phase III together will contribute 30% of marks amounting to 300/1000:

- Semester 7 and 8 examinations will be conducted in IV MBBS and Semester 9 and 10 examinations in V MBBS.
- Semester 7 and 9 examinations will have only a theory component as all students do not have a uniform clinical learning experience at this point;
- Semester 8 and 10 examinations will have theory and clinical components as all students would have completed a 40 – week clinical rotation.
- The Theory paper will consist of MCQ / EMI / SAQ / MEQ. The content of the theory paper will be from the portions covered in the clerkships completed in the respective semester for each group of students.
- The clinical component in semester 8 will consist of an integrated OSCE and semester 10 will consist, in addition to OSCE, an integrated OSLER that will integrate across all the clinical postings covered during Phase III.

The weightage from each semester examination for calculation of continuous assessment with clinical to theory proportion being 60:40 is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Theory Paper</th>
<th>OSCE / OSLER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 7</td>
<td>25 marks</td>
<td></td>
</tr>
<tr>
<td>Semester 8</td>
<td>35 marks</td>
<td>Total 90 marks (Only OSCE)</td>
</tr>
<tr>
<td>Semester 9</td>
<td>25 marks</td>
<td></td>
</tr>
<tr>
<td>Semester 10</td>
<td>35 marks</td>
<td>Total 90 marks (OSCE &amp; OSLER)</td>
</tr>
<tr>
<td>Total</td>
<td>120 marks</td>
<td>180 marks</td>
</tr>
<tr>
<td>Total Semester CA</td>
<td>300 marks</td>
<td></td>
</tr>
</tbody>
</table>

D. Professional Examination: 40% amounting to 400 / 1000 with clinical to theory proportion being 60:40

<table>
<thead>
<tr>
<th>Components</th>
<th>Portions</th>
<th>Composition</th>
<th>Duration</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Paper I* (IFOM-CSE)</td>
<td>All organ-systems</td>
<td>MCQ consisting of 160 test-items</td>
<td>4 hrs.</td>
<td>Online</td>
</tr>
</tbody>
</table>
Theory Paper II | Integrating all organ-systems | SAQ and MEQ | 3 hrs. | ‘Paper-and-Pencil’
---|---|---|---|---
Clinical Examinations | Integrated among clinical disciplines | Integrated OSCE/OSLER | - | Face-to-face

*The Paper I is the International Federation of Medicine (IFOM) - Clinical Sciences Examination (CSE) conducted online by the National Board of Medical Examiners (NBME), USA*

**B. GRADING POLICY**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Marks scored in percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>$\geq 86$</td>
<td>A</td>
</tr>
<tr>
<td>Good</td>
<td>76-85</td>
<td>B</td>
</tr>
<tr>
<td>Pass</td>
<td>65-75</td>
<td>C</td>
</tr>
<tr>
<td>Fail</td>
<td>$&lt; 65$</td>
<td>F</td>
</tr>
</tbody>
</table>

**C. ELIGIBILITY FOR APPEARING IN THE PHASE III PROFESSIONAL EXAMINATION**

Eligibility for appearing in the Phase III Professional Examination requires that the student fulfills the following criteria:

- It is mandatory to attend all clinical rotations in Phase III
- The student should have not less than 80% attendance in each clinical rotation of Phase III
- In addition, the student should have a cumulative attendance of not less than 80% for Phase III
- The student should have a continuous assessment marks of not less than 60%
- If the student has less than 80% attendance and or less than 60% Continuous Assessment, he / she shall be detained from appearing for the Professional Examination.
### Phase III Assessment Plan for 2012 batch students in V MBBS in AY 2016-17

The following Assessment plan shall be applicable:

Continuous Assessment: 60% and Professional Examination: 40%

<table>
<thead>
<tr>
<th>Phase III</th>
<th>End of Course / Clerkship Tests</th>
<th>Course Work</th>
<th>Semester Examinations</th>
<th>Professional Examination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Marks</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>1000</td>
</tr>
</tbody>
</table>

**A. End of Course / Clerkship Tests: 10% amounting to 100 / 1000 is distributed as:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course tests conducted at the end of each course</td>
<td>20 marks</td>
</tr>
<tr>
<td>OSCE conducted at the end of each rotation (IV year)</td>
<td>30 marks</td>
</tr>
<tr>
<td>OSCE conducted at the end of each rotation (V year)</td>
<td>50 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 marks</strong></td>
</tr>
</tbody>
</table>

**B. Course Work: 20% amounting to 200 / 1000 is distributed as:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>IV MBBS</th>
<th>V MBBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Tutor evaluation of SGL</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Team-based Learning sessions</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>CBL Record Book</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Clinical Log Books</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>DOCS</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Grand Clinics</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Direct Observation of Professional Attributes (DOPA)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

There are no changes to the contribution and calculation of Semester and Professional Examination marks for 2012 batch and is the same as published in the current Student Handbook (2016-17).
D. RE-SIT EXAMINATION FOR PHASE III

- Those students who were detained due to lack of attendance and / or continuous assessment marks or those students who appeared for the Phase III Professional Examination and failed will have a chance to appear for the Re-sit Examination which will be held within 6 months after the regular examination is conducted.
- Remedial Clinical Posting: These students shall undergo structured remedial clinical postings in the core disciplines before the re-sit examination.
- The student is required to pay an amount of AED 250/- per session for the remedial clinical postings. The student should have not less than 80% attendance in each posting.
- The student shall be given a chance to improve continuous assessment marks during remedial clinical postings which shall be calculated as follows:

<table>
<thead>
<tr>
<th>Phase III</th>
<th>End of Clerkship OSCE</th>
<th>Course Work</th>
<th>Semester Examination</th>
<th>Professional Examination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Marks</td>
<td>300</td>
<td>100</td>
<td>200</td>
<td>400</td>
<td>1000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Mean of end of clerkship OSCEs in core disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar:</td>
<td>10</td>
</tr>
<tr>
<td>Grand Clinics:</td>
<td>20</td>
</tr>
<tr>
<td>DOCS/ACP:</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Log books:</td>
<td>20</td>
</tr>
<tr>
<td>DOPA:</td>
<td>20</td>
</tr>
<tr>
<td>Only Theory examination encompassing Phase III portions</td>
<td></td>
</tr>
</tbody>
</table>

- Those students who failed in the re-sit examination will have to again repeat the structured remedial clinical posting in the core disciplines.
- They will have the final chance to appear for the second Re-sit Examination held within 6 months of the first re-sit examination.
- Those who fail in the second Re-sit examination will be asked to leave the program.
- Absenteeism will be considered as an attempt.

Requirements for Passing the Professional / Re-sit Examination (Phase I / II / III)

- The student must appear for each component (Theory paper I, Theory paper II, Practical / Clinical and Viva-Voce) of the examination.
- Absence in any one component shall be considered as a disqualification from the examination.
- An aggregate score of 65% in both theory and practical / clinical examinations is required for passing the professional examination.
15.3 Progression Policy

• The progress of students through the semesters within each Phase would be continuous
• Those students who fail in Phase I / II examinations will not be allowed to progress to the next phase
• Those students who fail in Phase III examinations will not be eligible to commence the internship

15.4 Completion Policy

All MBBS students are expected to study and note the program and course details provided in the student handbook and the university catalog listed under the College of Medicine. For the degree, all requirements under the terms of the catalog in effect at and after their admission must be met.

Candidates must satisfy all university, college and Major’s requirements (if any) established by the faculty members. The individual programs may have higher standards and/or more restrictive requirements as compared to the university minimum requirements.

The university mandates the following general degree completion requirements in order for students to receive their degrees. Each student must:

• Be continuously enrolled in the program from admission to graduation.
• Have satisfied all conditions of his or her admission.
• Successfully complete a comprehensive examination or equivalent as determined by the individual degree program.

The students shall fulfill the requirements of each course as prescribed, published and made available to the students. The student shall be responsible for attending all the classes and completing the requirements of the chosen program of study.

The student will be commended for the award of Bachelor of Medicine and Bachelor of Surgery [MBBS] Degree upon:

• Submission of a research project
• Successful completion of a comprehensive Professional Examination (Phase III) with an overall score of not less than 65%
• Successful completion of 52 weeks of Compulsory Resident Rotating Internship (CRRI) program with satisfactory evaluation
• The student shall complete the program within a maximum period of 10 years.
15.5 Appeal Policy

A candidate who fails in any subject in the professional examination can appeal for retotaling. No revaluation shall be allowed under any circumstances. Applications for re-totaling should be made within 30 days after the publication of results. The Dean Assessment & Evaluation may appoint a member of the Assessment Committee for review and retotaling. If any error is noticed, the correction and amendment shall be made by the Dean, Assessment & Evaluation.

15.6 Attendance Policy

The 100% attendance is mandatory. A student must attend all scheduled lectures, practical, tutorials, class tests or any other form of teaching learning activities. In case, if a student is unable to attend the classes due to medical reasons, renewal of residence permit abroad, Hajj leave etc. a waiver of up to a maximum of 20% attendance will be considered by the attendance review committee, subject to the submission of medical certificate or any other supporting documents related to the absence from the class. Student should have not less than 80% in each course of the Phase. In addition, the student should have cumulative attendance not less than 80% in the Phase.
WEEKLY TEACHING SCHEDULE
16.0 Weekly Teaching Schedule

16.1 I MBBS (PHASE – I)

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30AM – 9:30AM</td>
<td>Review Session</td>
<td>L1</td>
<td>L3</td>
<td>L5</td>
<td>PBL Grp B (Session 2) / CAL</td>
</tr>
<tr>
<td>9:30AM – 10:30AM</td>
<td>TBL / Mini-project</td>
<td>L2</td>
<td>L4</td>
<td>MED101/102 L</td>
<td></td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td>B R E A K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00AM - 12:00N</td>
<td>TBL / Mini-project</td>
<td>PBL Grp B (Session 1) / Laboratory</td>
<td>Laboratory / SDL</td>
<td>MED101/102 Activity</td>
<td>Review Session / EBM</td>
</tr>
<tr>
<td>12:00N - 1:00PM</td>
<td>TBL / Mini-project</td>
<td>PBL Grp A (Session 1) / Laboratory</td>
<td>SDL</td>
<td>PBL Grp A (Session 2) / SDL</td>
<td>Seminar</td>
</tr>
<tr>
<td>1:00PM - 1:30PM</td>
<td>B R E A K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30PM – 2:30PM</td>
<td>PBL Grp A (Session 1) / Laboratory</td>
<td>SDL</td>
<td>Laboratory / SDL</td>
<td>PBL Grp A (Session 2) / CAL</td>
<td>Seminar</td>
</tr>
<tr>
<td>2:30PM – 3:30PM</td>
<td>SDL</td>
<td>Laboratory / SDL</td>
<td>PBL Grp A (Session 2) / CAL</td>
<td>SDL</td>
<td>Seminar</td>
</tr>
<tr>
<td>3:30PM - 4:30PM</td>
<td>Faculty office hours (Students can meet faculty members to clear doubts with prior appointment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L: Lecture, PBL: Problem-based Learning, TBL: Team-based Learning, SDL: Self-directed Learning; CAL: Computer-assisted Learning; EBM: Evidence-based Medicine
### 16.2 II MBBS (PHASE – II Year 1)

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30AM – 9:30AM</td>
<td>TBL</td>
<td>MED 213 Professional Skills Course</td>
<td>L2</td>
<td>Practical / MED 211 Work base Learning</td>
<td>L4</td>
</tr>
<tr>
<td>9:30AM – 10:30AM</td>
<td>L1</td>
<td></td>
<td>L3</td>
<td></td>
<td>L5</td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00AM - 12:00N</td>
<td>PBL Part I</td>
<td>MED 213 Professional Skills Course</td>
<td>Practical / SDL</td>
<td>MED 211 Work base Learning / SDL</td>
<td>PBL-Part II</td>
</tr>
<tr>
<td>12:00N - 1:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00PM - 1:30PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30PM – 2:30PM</td>
<td>TBL</td>
<td>Practical (Batch A)</td>
<td>Practical (Batch A)</td>
<td>EBM</td>
<td>SDL</td>
</tr>
<tr>
<td>2:30PM – 3:30PM</td>
<td>TBL</td>
<td>Practical (Batch B)</td>
<td>Practical (Batch B)</td>
<td>CAL / SDL / Seminar</td>
<td>Review Session</td>
</tr>
<tr>
<td>3:30PM - 4:30PM</td>
<td>Faculty office hours (Students can meet faculty members to clear doubts with prior appointment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 16.3 III MBBS (PHASE – II Year 2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30AM – 9:30AM</td>
<td>PBL- Part I</td>
<td>Practical / MED 211 Work-based Learning</td>
<td>MED 213 Professional Skills Course</td>
<td>L2</td>
<td>L4</td>
</tr>
<tr>
<td>9:30AM – 10:30AM</td>
<td></td>
<td></td>
<td>L3</td>
<td></td>
<td>L5</td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00AM - 12:00N</td>
<td>L1</td>
<td>SDL / MED 211 Work-based Learning</td>
<td>MED 213 Professional Skills Course</td>
<td>Practical</td>
<td>Review Session</td>
</tr>
<tr>
<td>12:00N - 1:00PM</td>
<td>TBL</td>
<td></td>
<td></td>
<td>Practical</td>
<td>SDL</td>
</tr>
<tr>
<td>1:00PM - 1:30PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30PM – 2:30PM</td>
<td>TBL</td>
<td>Practical</td>
<td>Practical / SDL</td>
<td>CAL / SDL / Seminar</td>
<td>PBL-Part II</td>
</tr>
<tr>
<td>2:30PM – 3:30PM</td>
<td></td>
<td>Practical</td>
<td>SDL</td>
<td>EBM</td>
<td></td>
</tr>
<tr>
<td>3:30PM - 4:30PM</td>
<td>Faculty office hours (Students can meet faculty members to clear doubts with prior appointment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 16.4 IV MBBS (PHASE – III Year 1)

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>*8:00AM – 9:00AM</td>
<td></td>
<td></td>
<td>Morning Report / CME Activities**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00AM – 10:00AM</td>
<td></td>
<td></td>
<td>Ward Rounds / Out-patients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00AM – 10:30AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30AM – 11:30AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30AM – 12:30PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30PM – 1:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00PM – 2:00PM</td>
<td></td>
<td></td>
<td></td>
<td>Research Presentation</td>
<td></td>
</tr>
<tr>
<td>2:00PM – 3:00PM</td>
<td></td>
<td></td>
<td></td>
<td>SDL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CBL</td>
<td>TBL / Seminar</td>
</tr>
</tbody>
</table>

**Note:**
*Reporting time depends on Clinical site requirements

**CME Activities conducted at Thumbay Hospital, Ajman includes:**
- Journal Club meeting 1\(^{st}\) Sunday of the month
- Clinical Society meeting 3\(^{rd}\) Sunday of the month
- Recent Trends in Healthcare and Education 4\(^{th}\) Sunday of the month
- Research Presentation meeting 2\(^{nd}\) Monday of the month
- Medical Education Journal Club 3\(^{rd}\) Tuesday of the month

Students posted at Thumbay Hospital, Ajman are required to attend the CME (Continuing Medical Education) Activities mentioned above and students posted in other sites are required to attend all CME activities conducted in the respective clinical training site / department

### 16.5 V MBBS (PHASE – III Year 2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM – 9:00AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00AM – 10:00AM</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00AM – 10:30AM</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30AM – 11:30AM</td>
<td></td>
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<td></td>
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<tr>
<td>11:30AM – 12:30PM</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>12:30PM – 1:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00PM – 2:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00PM – 3:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00PM – 4:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Seminar / Case Discussion</td>
</tr>
</tbody>
</table>
17.0 List of Course Texts, Recommended Readings, Instructional Material and Learning Resources

I MBBS (Phase I)

Course Title: Language and Communication Skills (MED 101)
Course Text:

Recommended Readings:
Course Title: Psychosocial Sciences (MED 102)

Course Texts:

Recommended Readings:

Learning Resources:
- http://www.apa.org/
- http://www.asanet.org/

Course Title: Cells, Molecules and Genes (MED 103)

Course Texts:

Recommended Readings:

Learning Resources:
• Genomes to Life - Accelerating Biological Discovery (US Dept. of Energy). Available from: http://genomicscience.energy.gov/
• Howard Hughes Medical Institute. Available from: http://www.hhmi.org/

Course Title: Tissues and Organs (MED 104)

Course Texts:

Recommended Readings:

Course Title: Embryogenesis and Life Cycle (MED 105)

Course Texts:

Recommended Readings:

Learning Resources:
- http://tags.library.upenn.edu/tag/embryology
- http://www.uic.edu/com/surgery/embryo/animation.htm
- http://www.embryology.ch/anglais/cgametogen/oogenese02.html
- http://www.uic.edu/com/surgery/embryo/links.htm
- http://www.britannica.com/eb/article-9110653/aging

Course Title: Metabolism and Nutrition (MED 106)

Course Texts:
Recommended Readings:

Learning Resources:
- Nutrition in Medicine (www.nutritioninmedicine.org) site

Course Title: Internal and External Environment (MED 107)
Course Texts:

Recommended Readings:

Learning Resources:
• http://sites.google.com/site/medmicrobes/
• Comprehensive Microbiology Links for Medical Students
• http://www.textbookofbacteriology.net/
• Todar's Online Textbook of Bacteriology
• http://pathmicro.med.sc.edu/book/welcome.htm
• Microbiology and Immunology On-line
• Interactive Case Study CD Companion to Robbins and Cotran Pathologic Basis of Disease Eighth edition

II & III MBBS (Phase II)

Course Texts:


Recommended Readings:


Learning Resources (IFOM):


Course Title: Integumentary System (MED 201)

Course Texts:


Recommended Readings:


Learning Resources:

- www.skinema.com

Course Title: Blood and Immune System (MED 202)

Course Texts:


Recommended Readings:


Learning Resources:

- bloodjournal.hematologylibrary.org
Course Title: Cardiovascular System (MED 203)

Course Texts:

Recommended Readings:

Learning Resources:
- http://medicine.ucsd.edu/clinicalmed/heart.htm
• http://www.ecglibrary.com/ecghome.php
• http://ecg.utah.edu
• Basic Electrocardiography Interpretation. Available from: http://www.saminc.com/ecg/
• Hardin Metadirectory. Available from: http://www.lib.uiowa.edu/hardin/md/
• International Registry of Drug Induced Arrhythmias. Available from: http://georgetowncert.org/qtdrugs.html
• Yale University School of Medicine Heart book. Available from: http://info.med.yale.edu/library/heartbk/
• http://www.thelancet.com/
• Auscultation Assistant. Available from: http://www.med.ucla.edu/wilkes/intro.html
• http://www.cardiosource.com/
• http://www.reopro.com/
• http://www.hcma-heart.com/
• http://www.bioscience.org/atlas/heart/sound/sound.htm
• Congenital Heart Disease - University of Kansas. Available from: https://www.kumc.edu/gec/support/conghart.html
• American Heart Association. Available from: http://www.americanheart.org/
• Tutorials on heart sounds and arrhythmias. Available from: http://www.blaufuss.org/

Course Title: Respiratory System (MED 204)

Course Texts:
Recommended Readings:


Learning Resources:

- CDs: Robbins Interactive CD-ROMs for Respiratory Diseases.

Course Title: Alimentary System (MED 205)

Course Texts:


Recommended Readings:

Learning Resources:
• CDs: Robbins and Cotran Pathologic Basis of Disease

Course Title: Urinary System (MED 206)
Course Texts:
Recommended Readings:


Learning Resources:

- CDs: Robbins and Cotran Pathologic Basis of Disease

Course Title: Reproductive System (MED 207)

Course Text:


Recommended Readings:


Learning Resources:

- http://www.medmatrix.org/_SPages/Reproductive_Medicine.asp

Course Title: Nervous System (MED 208)

Course Texts:


Recommended Readings:

Learning Resources:
• http://www.neuroguide.com/index.html
• https://www.aan.com/practice
• http://www.wfnals.org
• http://celeste.bu.edu/outreach-and-impacts/the-synapse-project/ -Synapse
• www.bctfbi.org/resources.html - Brain injury
• http://www.ninds.nih.gov - National Institute of Neurologic Disorders and Stroke
• http://www.ninds.nih.gov/disorders/huntington/huntington.htm -Huntington’s disease
• http://www.ninds.nih.gov/disorders/multiple_sclerosis/multiple_sclerosis.htm - Multiple sclerosis
• http://www.mentalhealth.com/ - Mental Health

Course Title: Musculoskeletal System (MED 209)
Course Texts:

Recommended Readings:

Learning Resources:
• http://emedicine.medscape.com/article/1270717-overview
• http://www.nlm.nih.gov/medlineplus/osteoporosis.html
• http://www.emedicine.com/radio/topic528.htm
• http://orthoportal.aaos.org/
• http://www.medscape.org
• http://www.osteoporosiscme.org/

Course Title: Endocrine System and Mammary Glands (MED 210)
Course Texts:
Recommended Readings:

Learning Resources:
- http://www.Endocrineweb.com - More directed towards patients, but basic overview, excellent diagrams
- http://care.diabetesjournals.org/content/vol25/suppl_1 - American Diabetes Association Clinical Practice Recommendations
- http://www.diabetes.ca - Link to Canadian Diabetes Association
- http://www.Thyroid.ca - Thyroid foundation of Canada

Course Title: Clinical Skills Competency Levels I and II (MED 211)
Course Texts:

Recommended Reading:
Course Title: Research Methodology & Project (MED 212)

Course Texts:

Recommended Readings:

IV & V MBBS (Phase III)

IFOM Resources

Recommended Readings:

Course Title: Ophthalmology (MED 301 & MED 401)

Course Texts:
Recommended Readings:

Course Title: Otorhinolaryngology (MED 302 & MED 402)
Course Text:

Recommended Readings:

Course Title: Medicine and Subspecialties (MED 303 & MED 403)
Course Texts:
Recommended Readings:


Clinical Manual

Course Text:


Recommended Readings:


Course Title: Surgery and Subspecialties (MED 304 & MED 404)

Course Texts:


Recommended Readings:


Clinical Manuals

Course Texts:

Course Title: Obstetrics and Gynecology (MED 305 & MED 405)

Course Text:

Recommended Readings:
Course Title: Pediatrics (MED 306 & MED 406)

Course Text:


Recommended Readings:

### 18.0 Dean's Merit List

#### MBBS Phase – I Professional Examination (2015 Batch) - July 2016

<table>
<thead>
<tr>
<th>Reg. No.</th>
<th>Name</th>
<th>Max. Mark</th>
<th>Marks Obtained</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015M063</td>
<td>Adil Imtiyaz Jumani</td>
<td>400</td>
<td>382</td>
<td>95.5 %</td>
<td>1</td>
</tr>
<tr>
<td>2015M065</td>
<td>Rochita Rajesh Kadam</td>
<td>400</td>
<td>373</td>
<td>93.25 %</td>
<td>2</td>
</tr>
<tr>
<td>2015M024</td>
<td>Hasan Haider Abdalmueen Al-Haboobi</td>
<td>400</td>
<td>363</td>
<td>90.75 %</td>
<td>3</td>
</tr>
</tbody>
</table>

#### MBBS Phase – II Professional Examination (2013 Batch) - June 2016

<table>
<thead>
<tr>
<th>Reg. No.</th>
<th>Name</th>
<th>Max. Mark</th>
<th>Marks Obtained</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013M037</td>
<td>Eniola Raheem Ibirogba</td>
<td>800</td>
<td>735</td>
<td>91.87 %</td>
<td>1</td>
</tr>
<tr>
<td>2013M024</td>
<td>Tariq Yousef Elias Odeh</td>
<td>800</td>
<td>730</td>
<td>91.25 %</td>
<td>2</td>
</tr>
<tr>
<td>2013M062</td>
<td>Khadijah Muhammad Tukur</td>
<td>800</td>
<td>703</td>
<td>87.87 %</td>
<td>3</td>
</tr>
</tbody>
</table>

#### MBBS Phase – III Professional Examination (2011 Batch) - July 2016

<table>
<thead>
<tr>
<th>Reg. No.</th>
<th>Name</th>
<th>Max. Mark</th>
<th>Marks Obtained</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011M057</td>
<td>Majd Munir Odeh Farajallah</td>
<td>1000</td>
<td>878</td>
<td>87.80 %</td>
<td>1</td>
</tr>
<tr>
<td>2011M024</td>
<td>Ranganai Scott Kusangaya</td>
<td>1000</td>
<td>871</td>
<td>87.10 %</td>
<td>2</td>
</tr>
<tr>
<td>2011M038</td>
<td>Samantha Joy Sparrow</td>
<td>1000</td>
<td>862</td>
<td>86.20 %</td>
<td>3</td>
</tr>
</tbody>
</table>