



**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**

**University of Warith Al-Anbiyaa
College of Medicine
Academic Program and
Course Description Guide**

2024/ 2025

Academic Program Description Form

University of Warith Alanbiyaa

Faculty/Institute: college of Medicine,

Scientific Department: Medicine

Academic or Professional Program Name: Medicine Bachelor and General Surgery

Final Certificate Name: M.B.Ch B.

Academic System: Annual, the system from 2nd to 4thstage is traditional- horizontal integration . From the first stage transformed to integrated problem based curriculum .

Description Preparation Date: 1/4/2024

File Completion Date: 28/4/2024

Signature: 

Dean College of Medicine:
Prof. Ali Abed Sadoon

Date: 30 April 2024

Signature: 

Vice Dean:
Prof. Ali Mansoor

Date: 30-4-2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature: 

أ.د. مهنذ مهران محب



Signature: 

Approval of the Dean

الطبيب الاحصائي
أ.د. علي عبد سادون الفزيع

٢٠٢٤/٤/٣٠

1. Program Vision

Our faith in God Almighty makes us look with confidence and optimism for the near future, to be distinguished locally and regionally in medical education and scientific research, and to be active participants in the development of our society. We aspire to graduate pioneering doctors who aspire to originality, modernity, and scientific excellence, compassionate and competent healthcare professionals who make a positive impact in their community and in the world.

2. Program Mission

Graduating competent and professional doctors who meet the needs of society and are proficient in scientific research based on evidence-based practice. Promoting academic excellence in medical education, scientific research and health care at the national, regional and international levels with the aim of advancing human health and well-being with a high sense of ethics, professionalism and social accountability.

3. Program Objectives

Developing the organizational structure and administrative performance of the college.

- Improving administrative support services to facilitate the educational process and scientific research for effective participation in the development of our society.
- Supporting quality assurance and preparing the college for accreditation.
- Establishing rules for the ethical aspects of scientific practice and research.
- Enhance innovation, effective communication and leadership skills

- Developing scientific resources and providing an appropriate environment for work and education.

- Strategic planning for the college's financial self-reliance.

Strategic planning to achieve scientific excellence for our college in Iraq and the region to gain the trust of concerned parties.

- Emphasizing the issue of social accountability in planning and developing curricula

- Adopting a biopsychosocial (phenomenological) model that gives a strong foundation for both a patient-centered and student-centered approach

Specific objectives:

1: Strengthen our quality assurance system to achieve the required national and international accreditation.

2: Improving the college's national and international classification.

3: Enhancing the quality, quantity and impact of medical research and scientific activities.

4: Engaging community services that promote population health and contribute to enhancing the college's social accountability

4. Program Accreditation

Does the program have program accreditation? And from which agency?

No. Planning to submit to the NCAMC upon graduation of the first batch.

5. Other external influences

Ministry of Higher Education and Research and NCAMC guidelines.

| 6. Program Structure | | | | |
|---------------------------------|------------------------------------|---------------------|-------------------|--------------------------------------|
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
| Institution Requirements | 4 | 8 | 4% | University requirements |
| College Requirements | 30 | 200 | 96% | college requirements |
| Department Requirements | none | | | One-Dept. School |
| Summer Training | 3 (one for each year 4,5,6) | 15 | 8% | college requirements |
| Other | 2 | - | - | Elective course 4,5,6, stages |

* This can include notes whether the course is basic or optional.

| 7- Program description | | | | |
|-------------------------------|--------------------|----------------------------------|---------------------|--------------------|
| year | Course code | Course name | Credit Hours | |
| | | | Practical | theoretical |
| first | med101 | Medical Chemistry | 2 | 6 |
| first | med102 | Medical Physics | 2 | 4 |
| first | med103 | Fundamentals of medicine | 0 | 2 |
| first | med104 | Computer | 0 | 2 |
| first | med105 | Human Rights & democracy | 0 | 2 |
| first | med106 | English language/ terminology | 0 | 2 |
| first | med107 | Arabic Language | 0 | 2 |
| first | medu108 | Unit one/ cell & human biology | 2 | 6 |
| first | medu109 | Unit Two/ Infection & Immunology | 1 | 4 |
| second | medu202 | Unit Three/ Locomotor System | 2 | 7 |
| second | medu203 | Unit Four/ Hematology | 2 | 4 |
| second | medu204 | Unit Five/ Cardiovascular | 2 | 6 |

| | | | | |
|--------|---------|---------------------------------|----|-----|
| second | medu205 | Unit Six/ Respiratory | 2 | 6 |
| third | medu301 | Unit Seven/ Gastrointestinal | 2 | 6 |
| third | medu302 | Unit Eight/ Renal& Reproductive | 2 | 7 |
| third | medu303 | Unit Nine/ neuroscience | 2 | 8 |
| third | medu304 | Unit Ten/ Endocrine | 2 | 6 |
| Fourth | medu401 | Surgery | 2 | 6 |
| Fourth | medu402 | Medicine | 2 | 6 |
| Fourth | medu403 | Obstetrics & gynecology | 2 | 4 |
| Fourth | medu404 | Pediatrics | 2 | 4 |
| Fourth | med405 | Community medicine | 2 | 3 |
| Fifth | med501 | Medicine 2 | 2 | 6 |
| Fifth | med502 | Dermatology | 2 | 2 |
| Fifth | med503 | Psychiatry | 2 | 2 |
| Fifth | med504 | Surgery 2 | 2 | 6 |
| Fifth | med505 | ENT | 2 | 2 |
| Fifth | med506 | Ophthalmology | 2 | 2 |
| Fifth | med507 | Forensic medicine | 2 | 2 |
| Sixth | med601 | Surgery | 6 | 4 |
| Sixth | med602 | Medicine | 6 | - |
| Sixth | med603 | Obstetrics & gynecology | 6 | - |
| Sixth | med604 | Pediatrics | 6 | - |
| Sixth | med605 | Family medicine | 4 | - |
| | | total | 76 | 135 |

8- Expected learning outcomes of the program

In general, we seek to prepare qualified graduates to practice the medical profession efficiently and effectively.

Our outputs include:

Knowledge:

A comprehensive understanding of basic medical sciences: including anatomy, physiology, microbiology, pathology, biochemistry and immunology.

Comprehensive knowledge of clinical medical sciences: including all specialties of internal medicine, surgery, pediatrics, obstetrics and gynecology, ophthalmology, ear, nose, throat, dermatology, psychiatric diseases, etc.

Advanced diagnostic skills: the ability to accurately evaluate patients and diagnose diseases.

Effective therapeutic skills: Ability to treat patients using medications, surgery, and other treatments.

Excellent communication skills: Ability to communicate effectively with patients, their families, and other medical team members.

Scientific research skills: the ability to conduct research and understand scientific evidence.

High ethical and moral skills: the ability to practice medicine ethically and responsibly.

Capacity:

Problem-solving ability: The ability to analyze information and solve complex medical problems.

Decision-making ability: The ability to make sound medical decisions based on available information.

Ability to work under pressure: The ability to work effectively in stressful environments.

Teamwork Ability: Ability to work collaboratively with other medical team members.

Ability to self-learn: The ability to keep up with the latest developments in the field of medicine.

Capacity for lifelong learning

Value:

Commitment to medical ethics: practicing medicine ethically and responsibly.

Respect for Patients: Treating patients with dignity and respect.

Providing the best to the patient

Equity: Providing fair health care for all patients.

Empathy: Understanding patients' feelings and needs.

Responsibility: Take responsibility for patient safety and care.

We also seek to prepare graduates who: Seeking continuous learning.

We are committed to providing high-quality health care providers.

Contributors to improving the health care system.

We aim to make a positive difference in the lives of patients and society.

| | |
|--------------------------|---|
| Knowledge: | |
| Learning Outcomes | A comprehensive understanding of basic medical sciences: including anatomy, physiology, microbiology, pathology, biochemistry and immunology. Comprehensive knowledge of clinical medical sciences: including all specialties of internal medicine, surgery, pediatrics, obstetrics and gynecology, ophthalmology, ear, nose, throat, dermatology, psychiatric |

| | |
|-------------------|--|
| | diseases, etc. |
| Skills | |
| Learning Outcomes | <p>Advanced diagnostic skills: the ability to accurately evaluate patients and diagnose diseases.</p> <p>Effective therapeutic skills: Ability to treat patients using medications, surgery, and other treatments.</p> <p>Excellent communication skills: Ability to communicate effectively with patients, their families, and other medical team members.</p> <p>Scientific research skills: the ability to conduct research and understand scientific evidence. High ethical and moral skills: the ability to practice medicine ethically and responsibly.</p> |
| Capacity: | <p>Problem-solving ability: The ability to analyze information and solve complex medical problems.</p> <p>Decision-making ability: The ability to make sound medical decisions based on available information.</p> <p>Ability to work under pressure: The ability to work effectively in stressful environments. Teamwork Ability: Ability to work collaboratively with other medical team members.</p> <p>Ability to self-learn: The ability to keep up with the latest developments in the field of medicine.</p> <p>Capacity for lifelong learning</p> |
| Ethics | |
| Learning Outcomes | <p>Commitment to medical ethics: practicing medicine ethically and responsibly. Respect for Patients: Treating patients with dignity and respect.</p> <p>Providing the best to the patient</p> <p>Equity: Providing fair health care for all patients. Empathy: Understanding patients' feelings and needs.</p> <p>Responsibility: Take responsibility for patient safety and care. We also seek to prepare graduates who: Seeking continuous learning.</p> |

9- Teaching and Learning Strategies

In the field of education:

A- Educating and training qualified students with appropriate knowledge, skills and attitudes, which leads to the formation of a doctor capable of:

- Proficiency in the basic university educational level.
- Apply the diagnostic, critical thinking and problem-solving skills necessary for the proper assessment and management of common medical conditions and emergencies and with a suitable foundation for a future career in any branch of medicine (all types of medical practice, administrative medicine and medical research).
- Act ethically and professionally when dealing with patients, their families, and other healthcare professionals
- Act safely and effectively (recognize your professional boundaries and seek appropriate advice from other healthcare professionals when needed)
- Carrying out the roles of doctors as defined in the health sector.
- Prepared and ready for post-graduate medical education.
- Laying the foundations for lifelong learning (continuing professional development (CPD) / continuing medical education (CME), with a commitment to continuous self-improvement.
- Meet human rights requirements and Iraqi medical standards.

B- Curriculum design and management:

- Traditional educational system curricula.
- Establish management structures (Curriculum Committee) and feedback techniques for monitoring and evaluation, providing description and judgment about the worth or value of curriculum plans, processes and outcomes to provide evidence to inform decision makers.

- “Educational” teaching methods:

- Evaluation methods:

(2) - In the field of health care:

A- Identify the economic, social, psychological, environmental and cultural factors that affect health.

B- Providing a high level of health care services at various levels to the local and national community, while implementing patient safety and infection control procedures during practice.

C- Work independently and/or within a team and collaborate effectively with other healthcare professionals.

D- Identifying the needs of the health care system and other aspects of social accountability.

(3)- In the field of research:

A- Achieving medical research that maintains a clear update on developments and changes occurring at the national and global levels.

B- It includes scientific research in the basic, clinical, behavioral and social sciences.

4)- In the field of global health:

A- Raising awareness of the most important global health problems.

B. Health consequences of inequality and injustice – unfair and avoidable differences in people’s health between populations and between specific population groups, and the measures that are likely to be effective in reducing these health inequalities

Evaluation methods

Formative / Summative Assessment.

Theoretical evaluations:

- Multiple-choice tests.

- Oral exams.

Practical evaluations:

- Skills-based practical exams (OSPE).
- Subject Based Clinical Examinations (OSCE).
- Medical conditions.

3. Clinical evaluations:

- Evaluation by faculty members.
- Evaluation by patients.
- Portfolio.

Other reviews:

- Questionnaires.
- Discussion groups.
- Presentations and seminars.

10- Faculty

Number of the teaching staff

| Academic Rank | Specialization | Special Requirements/Skills (if applicable) | Staff | Lecturer |
|---------------|--------------------|---|--|---------------------------------|
| PROF. | Community Medicine | | Ali Abd Saadoun Obaid Musa | |
| ASST. PROF.. | Community Medicine | | | Ali Abdul Reda Kazem Hussein |
| LEC | Community Medicine | | | Wasn Mahdi Jawad Hamza |
| PROF | Community Medicine | | Ali Mousa Muhsin Al Mousawy | |
| ASST. PROF.. | Community Medicine | | | Bashir Aqeel Muslim |
| LEC. | Community Medicine | | | Mahir Muhammed |
| LEC. | Community Medicine | | | Hajar Kazem Al- Was |
| ASST. PROF.. | Internal Medicine | | | Riad Mustafa Salih |
| LEC. | Internal Medicine | | Azhar Abbas Nasser | |
| LEC. | Internal Medicine | | Ahmed Abbas Hiloul Abu Karim | |
| Prof. Dr. | Internal Medicine | | Moneim Makki Abdel Reda Hammoud | |
| ASST. PROF.. | Internal Medicine | | Fadel Abdul Hussein Jaber Yacoub | |
| LEC. | Internal Medicine | | | Zahraa Adnan |
| Dr. | Internal Medicine | | | Fadel Okla Banyan |
| LEC. | Internal Medicine | | | Ahmed Qasim Jaafar |

| | | | | |
|--------------|------------------|--|--|------------------------------|
| Prof. Dr | Dermatology | | | Ali Tareq AbdulHassan |
| Prof. Dr | Psichiatry | | | Amer Fadhil Al Haidary |
| LEC. | Rheumatolog y | | | Zahraa Husein Ghlais |
| ASST. PROF.. | pharmacology | | Adeeb Ahmed Kazem Jawad | |
| LEC. | pharmacology | | Alaa Ghazi Hamid Salman | |
| Lec | pharmacology | | .Samer Ihsan Hadi Musa | |
| ASST. PROF.. | pharmacology | | Laith Muhammad Abbas Abboud | |
| ASST. PROF.. | pharmacology | | | Saad Beday Nashtar Sharif |
| ASST. PROF.. | pharmacology | | | Ali Kazem Jalab Fakhri |
| ASST. PROF.. | Surgery | | Salem Mahdi Muhammad Jawad | |
| ASST. PROF.. | Surgery | | Ali Aziz Ali | |
| PROF.. | Surgery | | | Ali Al Gurra |
| LEC | Surgery | | . Ali Majed Abdel Amir Reda | |
| LEC | Surgery | | . Qais Muhammad Ali Mahmoud | |
| ASST. PROF.. | Surgery | | Adnan Alwan Abboud Musa | |
| LEC | Surgery | | Ahmed Abdel Muslim Abbas Huwaiti | |
| LEC | Surgery | | | Jabbar Jasim Hazzaa |
| LEC | Surgery | | | Ali Zamel Jbara |
| LEC. | Surgery | | Sinan Abdel Majeed Hamid Saleh | |
| ASST. PROF.. | Anatomy | | Talib Jawad Kazem Nowruz student | |

| | | | | |
|--------------|--------------|--|---|-----------------------------------|
| LEC. | Surgery | | Saif Sobhi Hamid Ahmed | |
| LEC. | Surgery | | Anwar Sadiq Jaafar Taqi | |
| LEC. | Surgery | | Hamid Hashem Hamid Hassani | |
| LEC. | Histology | | Sarah Khudair Abis Shaalan | |
| LEC. | Histology | | Faid Tawfiq Abdel Amir | |
| LEC. | Embryology | | | Rehab Abbas Ali Twaina |
| Proff | Pathology | | Ahmed Hamdi Mahdi Latif | |
| LEC. | Pathology | | Sura Ghassan Abdul Amir Abdul Hussein | |
| ASST. PROF.. | Pathology | | Fatimah Mtasher AlTHwainy | |
| LEC. | Pathology | | | Mays Ibrahim Hadi |
| LEC. | Pathology | | | Muhannad Mahdi Abd Ali |
| LEC. | Pathology | | | Zainab Abdel Reda AbdelHussein |
| LEC | Microbiology | | Nisreen Jawad Kazem Ali | |
| PROF.. | Microbiology | | | Ali Mansoor Jasim Salman |
| LEC | Microbiology | | | AbdulHussein Sahib |
| LEC | Microbiology | | | Muhammad Salih Mahdi |
| ASST. PROF | Paediatrics | | Ashwaq Ali Hussein | |
| ASST. PROF | Paediatrics | | Enas Muhammed | |
| LEC | Paediatrics | | Muhammad Kazem | |
| LEC | Chemistry | | Riyad Abdel Rasoul Hamid Abdel | |
| LEC | Chemistry | | Zainab Abdul Ilah Abbas Issa | |
| LEC | Chemistry | | . Zainab Saad Abdel Amir Mahdi | |

| | | | | |
|-----------|-------------------------------|--|------------------------------------|---------------------------------|
| ASST. LEC | Physiology | | . Ali Hamid Shaalan Muhammad | |
| LEC | Physiology | | Saeed Hamid Lafta Muhammad | |
| LEC | Physics | | | Haider Sadiq |
| LEC | Physiology | | Saba Fathi Abdel Razzaq Saeed | |
| LEC. | Physiology | | | Muzaffar Sami Khazal Attia |
| LEC. | Physiology | | | Muhanned Yahya Idrees |
| LEC. | Gynaecology and Obstetrics | | Hamida Hadi Abdel Wahed Abbas | |
| LEC. | Gynaecology and Obstetrics | | Raghad Noman Abdel Amir Mahdi | |
| Prof. | Gynaecology and Obstetrics | | | Noura Sabah Rasoul |
| LEC | Gynaecology and Obstetrics | | | Maysaloun Adnan Abdel Razzaq |
| ASST. LEC | Law | | Sabah Muhammad Jabr | |
| ASST. LEC | Law | | Zulfiqar Muhammad Ali | |
| ASST. LEC | Law | | Mustafa Jasim | |

11-Professional development

Warith Personal and Professional Development Program

Faculty Staff PPDP

As the context of medical education is Changing All areas of healthcare and education are moving towards more 'professionalised' systems and expectations from those involved. Warith COM through its PPDP has provided an overview of the challenges and opportunities available to its faculty staff medical educators and clinical teachers who wish to develop their knowledge , understanding and skills in education. There are many activities available, ranging from local, small scale activities to international events. The international community of medical educators welcomes those from all organisations and there is a wealth of information available to support teachers, trainers and supervisors. Faculty staff will explore different topics in medical education supported by case studies to highlight different approaches taken by organisations and individuals . The series is designed to provide background information and discussion on selected aspects of medical education to help support the professional development needs of medical educators. Professionalisation also involves the idea of continuing development and revalidation, in order to stay 'professional'

(whether this is through a formal registration process or not), there may be requirements to stay current and up to date in your area of expertise. In terms of medical or clinical education, teachers need to reach a level of knowledge, skills and behaviours, which may be learned on a course or 'on the job' and which may be measured through formal assessment or more informally in practice. They should then aim to keep up to date in their area through continuing professional development activities (CPD). For medical educators, this includes a combination of staying current in terms of clinical or scientific knowledge and skills whilst also staying up to date with contemporary teaching, learning and assessment methods. Medical educators and clinical teachers are increasingly required to become involved in (and to lead) teaching, learning, assessment and supervisory activities with medical students,

trainees and other health professionals. Alongside this, medical education itself is becoming more professionalised, driven by quality assurance activities in both undergraduate and postgraduate contexts.

PPDP of Warith COM move on to explore issues for medical and clinical educators using the COINNS model of professional development which considers

five areas:

Challenges

Opportunities

Ideas

Needs

Next Steps

Needs

Depending on stage of career, previous experience, interests and career direction, medical educators and clinical teachers need different things to help them in their professional development. Typically teachers need support in identifying educational development needs; flexible training and development programmes that fit around busy clinical commitments and opportunities for advancement in medical education through postgraduate programmes. Steinert *et al.* (2006) noted that key features of effective faculty development programmes included:

- Feedback on teaching skills
- Experiential learning
- A range of educational methods
- Educational interventions based on established educational principles
- Effective relationships between peers, tutors and colleagues

Warith Personal and Professional Development Program

Students PPDP

Professional and personal development are central to students' pathways through medical school. This element plays a big part in four components of our teaching:

- Elective regular training courses of BLS, ACLS and ATLS: These short courses are held by the college in coordination with the Iraqi National Center Of Mass Casualty Medicine.

Area of Scholarly Concentration: This is a highly

- **Area of Scholarly Concentration:** This is a highly mentored scholarly exploration tailored to the individual interests of each student. It helps students develop a long-term mentoring relationship with a faculty member and provides support through regular small-group meetings. Plus, it addresses the competency of Medical Knowledge & Scholarship.
- **Medical Humanities and Bioethics:** Students take a sequence of courses in clinical ethics and participate in two sequences of Seminars in Medical Humanities and Applied Arts. Both support the competency of Professional Behavior & Moral Reasoning.
- **Personal Transition to the Profession:** This is a course addressing the competency of Personal Awareness & Self-Care and allows students to discuss issues of personal and professional identity. Each month has a specific topic, such as work-life balance or coping with mistakes.

12-Acceptance Criterion

Graduate of preparatory school, scientific branch, 98% onward, submitted by Ministry of Higher Education

13-The most important sources of information about the program

State briefly the sources of information about the program.

Human biology by Sylvia Madder, 12th edition

Biochemistry by Zilpha

Pathology by Robins

Pharmacology by Lippinkot

Microbiology by Jawett's

Physiology by Gannon

Anatomy by Gray's

Medicine By Davidson

Surgery by Bailey and Love

GO by Ten Teachers

Community Medicine by Danial

14-Program Development Plan

Program Monitoring and Evaluation “PME” Committee

Plan for Warith Medical program evaluation

PME committee will held frequent regular meetings to prove the process of medical educational program evaluation including content, learning strategy and assessment process.

The Program monitoring and evaluation Committee adopts system-based learning evaluation model. This is achieved by making use of the College Feedback System to take timely actions accordingly.

The system-based learning evaluation model provides comprehensive and dynamic feedback to enable PME Committee to make timely improvements to specific educational activities using level 1 evaluation, plan programmatic improvements which require more complex interventions using level 2 evaluation, and better anticipate attainment of long range programmatic and community health goals using level 3 evaluation

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|--------------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|------------------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics/ Attitude | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| Medical Chemistry | med101 | first | Basic | x | x | x | x | x | x | x | x | | | | |
| Medical Physics | med102 | first | Basic | x | x | x | x | x | x | x | x | | | | |
| Fundamentals of medicine | med103 | first | Basic | x | x | x | x | x | x | x | x | | | | |
| Computer | med104 | first | Basic | x | x | x | x | x | x | x | x | | | | |
| Human Rights & democracy | med105 | first | Basic | x | x | x | x | | | | | | | | |
| English language | med106 | first | Basic | x | x | x | x | x | | | | | | | |
| Arabic Language | med107 | first | Basic | x | x | x | x | x | | | | | | | |
| Unit one/ cell & human biology | medu108 | first | Basic | x | x | x | x | x | x | x | x | | | | |

| | | | | | | | | | | | | | | | |
|----------------------------------|---------|--------|------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Unit Two/ Infection & Immunology | medu109 | first | Basic | x | x | x | x | x | x | x | | | | | |
| Unit Three/ Locomotor System | medu202 | second | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Four/ Hematology | medu203 | second | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Five/ Cardiovascular | medu204 | second | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Six/ Respiratory | medu205 | second | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Seven/ Gastrointestinal | medu301 | third | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Eight/ Renal& Reproductive | medu302 | third | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Nine/ neuroscience | medu303 | third | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Unit Ten/ Endocrine | medu304 | third | Basic/ clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Surgery | medu401 | Fourth | Clinical | x | x | x | x | x | x | x | x | x | x | x | x |

| | | | | | | | | | | | | | | | |
|-------------------------|---------|--------|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Medicine | medu402 | Fourth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Obstetrics & gynecology | medu403 | Fourth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Pediatrics | medu404 | Fourth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Community medicine | med405 | Fourth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Medicine | med501 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Dermatology | med502 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Psychiatry | med503 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Surgery 2 | med504 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| ENT | med505 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Ophthalmology | med506 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Forensic medicine | med507 | Fifth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Surgery | med601 | Sixth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |
| Medicine | med602 | Sixth | Clinical | X | X | X | X | X | X | X | X | X | X | X | X |

| | | | | | | | | | | | | | | | |
|-------------------------|--------|-------|------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Obstetrics & gynecology | med603 | Sixth | Clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Pediatrics | med604 | Sixth | Clinical | x | x | x | x | x | x | x | x | x | x | x | x |
| Family medicine | med605 | Sixth | Basic/ Clinical | x | x | x | x | x | x | x | x | x | x | x | x |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation

