دبي الصحية
DUBAI HEALTH

جامعة محمد بن راشد للطب والعلوم الصحية
Mohammed Bin Rashid University of Medicine and Health Sciences

Undergraduate Catalog

ACADEMIC YEAR 2024 - 2025

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Introduction

This catalog applies to the academic year 2025-26 and provides information about undergraduate programs, resources, support, organization, and services at the Mohammed Bin Rashid University for Medicine and Health Sciences (MBRU) for the benefit of graduate students, faculty, administrative staff of the University, prospective students, parents, sponsors, and other stakeholders. The catalog published in the year of registration is valid and applicable throughout the years of study of the student. Specifically, this applies to the rules, regulations, and program completion requirements. .

MBRU reserves the right to modify without prior notice the contents of its catalog, including but not limited to programs, policies, regulations, procedures, courses of study, course offerings, and academic requirements, as deemed necessary. The student should, therefore, become well acquainted with this catalog and keep it as a reference for monitoring and measuring progress toward a degree. Failure of students to do so may result in unintended penalties.

This catalog has been drafted to conform to the related UAE laws and the Ministry of Education (MOE) rules and regulations.

For further enquiries, please contact:

Office of the Provost
Mohammed Bin Rashid University of Medicine and Health Sciences
Building 14, Dubai Healthcare City
P.O. Box 505055
Dubai
UAE

Telephone: 800 MBRU (6278)
Email: info@mbru.ac.ae

Institutional Information

Institutional History

In 2014, His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, announced the establishment of Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU) through Decree number 7 for the formal establishment of the University in June 2016.

Since 2023, MBRU has led the learning and discovery missions of Dubai Health, the first integrated academic health system in Dubai, established to elevate the standard of care and to advance health for humanity. Dubai Health comprises 6 hospitals, 26 ambulatory health centers, 21 medical fitness centers, Mohammed Bin Rashid University of Medicine and Health Sciences, and Al Jalila Foundation.

At Dubai Health, MBRU provides a comprehensive educational environment featuring a diverse range of academic programs, hands-on clinical practice, and robust research opportunities. These programs are further enhanced through strategic collaborations with leading academic and industry partners.

The University offers diplomas, undergraduate, and postgraduate degrees through its three colleges: Hamdan Bin Mohammed College of Dental Medicine, the College of Medicine, and the Hind Bint Maktoum College of Nursing and Midwifery. All programs offered by MBRU are accredited by the UAE's Ministry of Education. To date, MBRU has produced more than 400 graduates and hosts a student body from more than 40 nationalities.

Other academic departments include the Institute of Learning (IoL), the Deanship of Graduate Medical Education (GME), and the Deanship of Research and Graduate Studies. The Deanship of Graduate Medical Education (GME) provides postgraduate training, residency, and fellowship programs to cater to the rising needs and demands of our young doctors in the region. All GME programs hold national or regional accreditation and are designed to prioritize competency-

based clinical training. The IoL is an innovative and comprehensive department that provides support to healthcare profession educators with pedagogical skills, assists practicing healthcare professionals to maintain and improve their skills, and offers programs and research in the science of healthcare profession education. The Deanship of Research and Graduate Studies fosters an environment conducive to innovation and intellectual growth, fueling advancements in healthcare both locally in the UAE and on a global scale by developing a robust research governance structure. This Deanship is committed to supporting the delivery of high-impact primary and translational research underpinned by a clear objective to elevate clinical practice, influence health policy, and ultimately improve the well-being of our community.

All programs offered by MBRU are benchmarked against international standards to ensure high-quality education, which allows its graduates to be competitive globally, both in the job market and in securing advanced specialist training positions. MBRU's academic partner is Queen's University Belfast in the United Kingdom. This partnership aims at enhancing the quality of the medical program and supporting the university on strategic and operational issues.

Vision, Mission, Values, and Goals

Vision

Together we advance health for humanity.

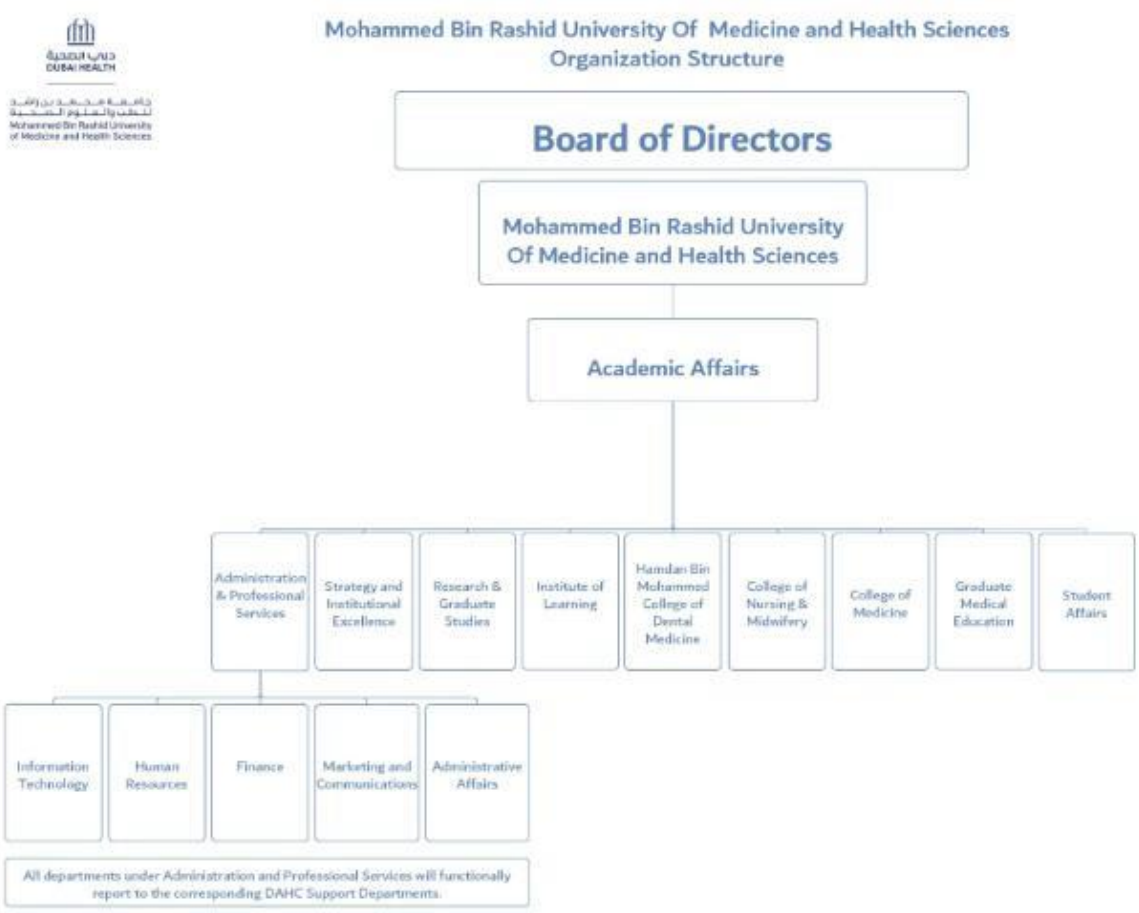
Mission

We serve to impact lives and shape the future of health through the integration of care, learning, and discovery.

Values

Patient First, Respect, Excellence, Teamwork, Integrity, Empathy

Organizational Structure



Statement of Licensure

Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU), located in Dubai Healthcare City - Dubai, UAE, was licensed by the Ministry of Education of the United Arab Emirates on 15 December 2014 to award degrees and qualifications in higher education. Through its Commission for Academic Accreditation (CAA), the Ministry has accredited all MBRU graduate and undergraduate degree programs.

All Programs are developed in alignment with international quality standards and based on principles of continuous quality enhancement.

*The Hamdan Bin Mohammed College of Dental Medicine Programs:

- Master of Science in Periodontology, accredited in August 2013, and the first cohort was admitted in September 2013
- Master of Science in Endodontics, accredited in December 2012, and the first cohort was admitted in February 2014
- Master of Science in Orthodontics, accredited in December 2012, and the first cohort was admitted in January 2013
- Master of Science in Pediatric Dentistry, accredited in December 2012, and the first cohort was admitted in January 2013
- Master of Science in Prosthodontics, accredited in August 2013, and the first cohort was admitted in September 2013

*The Hamdan Bin Mohammed College of Dental Medicine antedated MBRU as the Dubai School of Dental Medicine and was absorbed into MBRU in 2014

The College of Medicine Programs:

- Bachelor of Medicine and Bachelor of Surgery, accredited in January 2016, and the first cohort was admitted in August 2016
- Master of Science in Biomedical Sciences, accredited in July 2019, and the first cohort was admitted in August 2020
- Doctor of Philosophy in Biomedical Sciences, accredited in April 2021, and the first cohort was admitted in August 2021
- Master of Science in Health Professions Education, accredited on 10 November 2023, and the first cohort was introduced in March 2024.
- Postgraduate Diploma in Health Professions Education, accredited on 10 November 2023, and the first cohort was admitted in March 2024.

The Hind Bint Maktoum College of Nursing and Midwifery Programs:

- Master of Science in Cardiovascular Nursing, accredited in September 2019, and the first cohort was admitted in August 2020
- Master of Science in Pediatric Nursing, accredited in September 2019, and the first cohort was admitted in August 2020
- Postgraduate Diploma in Cardiovascular Nursing, accredited in November 2024. Inaugural cohort to be admitted.
- Postgraduate Diploma in Pediatric Nursing, accredited in November 2024. Inaugural cohort to be admitted.
- Postgraduate Certificate in Cardiovascular Nursing, accredited in November 2024. Inaugural cohort to be admitted.
- Postgraduate Certificate in Pediatric Nursing, accredited in November 2024. Inaugural cohort to be admitted

Statement on Research

MBRU aspires to become a leading research-focused medical academic institution and to create an innovative and enriching research environment that will support the advancement of healthcare in the UAE and globally. MBRU aims to deliver high-impact translational research with a clear objective to ultimately enhance clinical practice, health policy, and the health of the community.

To achieve this, we:

- Incorporate early research exposure in our undergraduate and graduate programs, hence developing the next generation of scholars who will drive the progress of medical knowledge and discovery.
- Support faculty and staff in pursuing their research interests and building productive collaborations.
- Provide enabling policies, infrastructure, and resources to assist researchers in achieving maximum impact for their research.

Financial Policies

Student Affairs (SA), in collaboration with the Finance Department, supports students with completion of financial status and can advise on issues relating to tuition fees and scholarships.

Tuition Fees

MBRU will share and publish in the Student Handbook, College Catalog, and MBRU Website a "Schedule of Tuition Fee" for all University-approved programs annually. The tuition fee excludes the non-refundable Application Fee of AED 1050 paid at the time of submitting the application form and the required documents. The non-refundable seat-reservation fee counts towards the fees of the first semester

The College of Medicine Schedule of Fees for the Academic Year 2025-2026 is set out below:

Doctor of Medicine (MD):

2025-2026	Amount	Payment Schedule
Seat reservation fee(non-refundable)	AED 10,000	At the time of acceptance of the offer
Tuition fee	AED 150,000	New and returning students: 25 July 2024
Total annual tuition fee	AED 160,000	

General Tuition Procedure

MBRU establishes tuition fees per academic year. Any changes in tuition fees will be approved by the University Academic Council and will be communicated to students at least six months before taking effect.

The annual tuition covers all educational expenses, library, insurance as applicable, issuance of the first training license for Dental students, and lab activities. It does not cover the cost of textbooks or clinical electives taken inside or outside the country.
Annual tuition fee is due and payable in full at the specified deadlines published in the "Schedule of Tuition Fee". The final responsibility for payment of tuition fee charges rests with the individual students or their sponsors.

Students with an external scholarship for tuition fees must provide written confirmation of the scholarship, as specified in the Schedule of Tuition Fees, before the initial payment deadline. Sponsored students who do not submit the required confirmation of scholarship and continue in enrollment will assume personal responsibility for all tuition charges and applicable fees. If the scholarship lapses at any time, the student is liable to pay the tuition fee to the University if not paid by the sponsor. In case the student was granted a scholarship during the academic year, and the sponsor has covered the paid tuition fee, then the paid amount will be refunded.

Students facing financial hardship may request the Finance Department to reschedule payments within the academic year on an exceptional basis. The first installment must be paid before the deadline set prior to the start of the academic year, and the final installment must be paid and cleared before the official end of the academic year. Advance submission of post-dated cheques (for the full semester) is necessary to enroll the student.

Students who fail to pay all applicable tuition fees by the established/rescheduled payment deadline(s) or who are late in paying their fees may be subject to suspension of academic services or cancellation of current and/or future registration.

Payments of tuition fees may be made by means specified in the published schedule of tuition fees. Notification of tuition fee charges by the Finance Department via the student's university email address constitutes official notice of financial liability. The new students, though, may receive the first payment notification at the email address provided on the application form. Payment of tuition fees can be processed through the means below:

Payment Means:

• **Bank Transfer**:

Once your bank transfer has been completed, please send a copy of the receipt with the name and student ID to studentFinance@mbru.ac.ae

Bank Name: Dubai Islamic Bank

Branch Address: Dubai, UAE

Account Title: Mohammed Bin Rashid University of Medicine and Health Sciences

Account No. 001520121651702 IBAN: AE340240001520121651702

SWIFT Code: DUIBAEADXXX

• **Cheques**:

You can visit MBRU's Finance Department in Dubai Healthcare City, Building 12, Second Floor, and pay cheques between 9 am–3 pm, Monday to Thursday.

• **Credit Card**:

The students must coordinate with the Finance Department about the accurate amount to be paid via credit card, and accordingly payment link shall be shared within the stipulated grace period.

Penalties: A penalty of AED 500 may apply for:

• Late payment(s)

• Bounced cheques

Tuition Fee Refund Procedure

All tuition fees are non-refundable, except as specified and summarized below: The refund policy excludes the following:

• Application fee

• Seat holding fee

• Tuition fee in the event of dismissal for disciplinary reasons

In the event of a student formally withdrawing from the University, the following refund schedule will apply:

- 100% (excluding the seat reservation fee) if before the official beginning of the academic semester
- 50% of the total semester fee if before the end of the second week of classes in a given semester
- No refund after the end of the second week of classes in a given semester
- A full refund before the start of the semester is possible in the following cases if:
    - An applicant/a student does not meet the academic admission/progression requirement as per published criteria.
    - An applicant's/a student's visa is rejected.
    - A student is awarded a scholarship (refund will be according to the granted amount).
    - An applicant/a student does not meet the medical requirements for continuing students (starting from semester 2 of the program).
    - The application form for withdrawal/deferral/drop of the course was formally initiated prior to the start of the semester.

Special circumstances:

The Dean of SA will request the formation of a committee to decide on tuition refunds should a scenario outside the above list occur.

If an applicant/a student cannot take up their seat at MBRU as a result of a situation that is outside of their control and this was unknown at the time of application or when fee commitments were made, then the applicant/a student may be entitled to a full refund of tuition fee, seat reservation, and any application charges. Examples include:

- State-wide resolution, such as visa or travel restrictions
- Late University regulations, such as suspension/cancellation of a program
- Late progression decision

Refund receipt:

Refunds are by default credited to the applicant/student/guardian's bank account.

Incident Investigation:

If a payment is made during a period of investigation of an incident, and the student is under suspension, the payment is non-refundable and may be transferred to the following semester based on the final outcome of the investigation.

Tuition Fee Installments

All students are expected to abide by the payment schedule published annually by the Finance Department at MBRU.

The default process for annual fees is for payment to be made in full before the start of the academic year. However, post-dated cheques are acceptable for the annual tuition fee if a payment plan is approved prior to the start of the academic year.

In exceptional circumstances, the Finance Department may approve flexibility in payment settlement.

No registration for the following academic year is made unless the liabilities of the previous academic year are cleared. In exceptional scenarios (e.g., a student progressing to his/her final year), the Provost or Vice President may permit registration of a student with outstanding pending fees from previous years.

Regular reports and follow-up of all pending payments are maintained by the Finance Department.

Final settlement of all fees is required before graduation.

Scholarship Programs and Discounts

MBRU is keen to attract talented students and support their educational journey. Aligned with our value of giving, we have established several scholarship programs, starting in the academic year of 2018/2019, available to students. Additionally, selective discounts are available to all MBRU students.

Future Doctors Program*

Stemming from the University's commitment to support the admission of qualified applicants and to maintain academic excellence, the University offers the merit-based scholarship program called "The Future Doctors Scholarship" to Doctor of Medicine (MD) students.

Incoming students:

- 5 scholarships will be awarded to the top 5 ranked MD applicants. The eligible applicants will be offered up to a 30% scholarship on their annual tuition fees.
- This scholarship is applicable for one academic year only.
- This scholarship is determined on an annual basis.
- No application process is required.

Continuing students:

- Scholarships will be awarded to students with an annual GPA of 3.8 or above. The eligible students will be offered up to a 30% scholarship on their annual tuition fees.
- This scholarship is applicable for one academic year only.
- This scholarship is determined on an annual basis.
- No application process is required.

*Scholarship is available to the MD program.

Jood Scholarship Program**

Stemming from the University's commitment to support the admission of qualified applicants and to support students with verified financial needs, the University offers a needs-based scholarship program, the Jood Scholarship to Doctor of Medicine (MD) and Hamdan bin Mohammed College of Dental Medicine (HBMCDM) students.

MD:

- Incoming and continuing MD students with demonstrated financial need are offered up to 50% support from the University on their annual tuition, provided that their annual GPA is above the minimum GPA of progression
- Incoming students can apply for the Jood scholarship after the acceptance of the offer and payment of the seat reservation fee. The online form link will be shared after the seat reservation fee payment deadline.
- It is applicable for all continuing students to apply for the Jood scholarship.
- The scholarship is valid for one academic year only.

**Scholarship available to the MD and HBMCDM programs.

Discounts

Siblings Discount

- Families that have more than one sibling enrolled at MBRU may receive a discount of 10% on the annual tuition fees. The discount(s) will be applicable from the second sibling onwards.

    - Criteria for Siblings Discount

a. 10% Discount on Tuition Fee applies
b. Siblings can belong to different colleges.
c. Students should be self-financing (fully or partially), i.e., sibling discount does not apply to fully sponsored students.
d. In case of partial scholarship, the percentage of discount is from the remaining fee of the student's share, and not from the total fee.
e. Half-brothers, if proven to be related by blood, are eligible for sibling discounts

Martyr's Discount

- To honor the nation's heroes, children of the UAE's army martyrs will receive a discount of 15% on the annual tuition fees.

Employee's discount

- MBRU full-time employees and adjunct employees who have a daughter/son enrolled at MBRU may receive a discount of 5% on the annual tuition fees.

Guiding Rules for Scholarships

- Students cannot combine more than one MBRU-provided scholarship or discounts. If the student qualifies for more than one, the highest discount will apply.

- Applicants applying to the Jood Scholarship Program must pay the non-refundable seat reservation fees first, in order to qualify for the Jood application.
- Students continuing to receive the above discounts are subject to the scholarship terms and conditions issued by the University's administration.

Library Resources

The Al Maktoum Medical Library (AMML) supports MBRU's students, medical and academic staff, as well as the wider medical community, by providing access to quality and authoritative information resources in the field of medicine and research. Located on the first and second floors of the Mohammed Bin Rashid Academic Medical Centre, the state-of-the-art library offers a collection of point-of-care resources and medical education databases and provides spaces for individual quiet study as well as group and collaborative study for members. In addition, its facilities include a reading room, study lounges and pods, meeting rooms, and Information Commons.

Library Operating Hours	
Monday - Thursday	8:00 am – 9:30 pm
Friday	8:00 am – 4:00 pm
Saturday	8:00 am – 4:00 pm
Sunday and Public Holidays	Closed

The library is a modern 30,000 square feet facility. It houses over 3000 print books, more than 250 print journal titles, and holds subscriptions to a range of electronic resources, including e-Journals and eBooks covering a wide field of medicine and allied health topics, bringing a wealth of up-to-date and reliable information to users. The library also has multiple copies of the core course textbooks to support the curriculum at MBRU. Library electronic resources can be accessed remotely using the student's university email ID and password. The electronic resources include more than 40 databases covering 11,000 electronic journal titles and more than 10,000 electronic books. The library has developed an extensive network for sharing educational resources and journals with other libraries in the region. New students will receive an induction into using the library and its online services as part of orientation, and librarians are available throughout the year to help students locate and use the materials and facilities they require. The regulations for use of the library facilities are available in the Student Handbook (Library Facilities). Library services include reference and information services, information literacy

sessions, research support, writing and publishing support, interlibrary loans and document delivery, remote access, technology hub, and wellness services.

Physical Teaching Resources and Facilities

Classrooms

The Mohammed Bin Rashid Academic Medical Center (MBR-AMC), Building 14, is the home base for MBRU. Currently, it houses a wide range of meeting rooms, lecture halls, and flexible learning spaces that can accommodate up to 100 students each, depending on the setup of the room. There is also the Ahmed Siddiqui Conference Center, which is a state-of-the-art auditorium with fixed theatre-style seating designed to accommodate 337 students. In addition, there are 9 tutorial rooms, each able to accommodate 8-10 students, and they are ideal for conducting small group learning. In addition to the home base, there is Al Jalila Foundation (building 12) with 8 flexible lecture halls which can hold 16-32 students depending on the setup of the room. There is also a flexible, large lecture hall which can accommodate 88-176 students.

Case Method Halls

MBRU houses two state-of-the-art case method halls, ideal for large classes that can accommodate up to 80 students.

Teaching Laboratories

MBRU has four teaching laboratories that accommodate up to 50 students at a time.

Multidisciplinary Laboratory: This 'wet' teaching laboratory is for practical sessions in subjects that involve wet preparations, such as Microbiology and Hematology

Physiology Teaching Laboratory: This innovative facility has twelve state-of-the-art workstations with professionally designed lessons and labs dedicated to exploring physiological processes, including Electrocardiography, Blood Pressure, Spirometry, and Electromyography.

Computer Laboratory and Examination Hall: There are 70 stations in the computer laboratory, ideal for conducting computer-based classes and examinations.

Anatomy Laboratory: MBRU has an Anatomy Lab ideal for teaching Anatomy and related subjects. It has 12 dissecting tables and 1 master table, a morgue, a storage facility, student lockers, and technician offices.

Dubai Health Simulation Centers

The Simulation Center has two training facilities: one located in Building 14 in DHCC and the other located near Rashid Hospital. The Khalaf Ahmad Al Habtoor Medical Simulation Center (KHMSC) is a training facility located in Building 14 in DHCC, where healthcare professionals receive training to improve the quality of care and teamwork in a simulated environment with no risk to patients. KHMSC is accredited by the Society of Simulation in Healthcare (SSH) and hosts an American Heart Association (AHA) International Training Center.

The Simulation Center has all the elements of a virtual hospital. In the basement is a complete Emergency Room with facilities for imaging. On the second floor, the Simulation Center houses a fully functioning operation room, four ICU bays - including a pediatric bay, a wardroom, four debriefing rooms, a small meeting room and a large multipurpose room, and a large skills training and competency testing room (e.g., intravenous cannulation, endotracheal intubation, lumbar puncture). The third floor comprises multipurpose rooms and 12 consultation rooms for conducting procedural skills and clinical examinations like OSCEs and medical examinations.

The second Simulation Center is also a training facility dedicated to advancing medical education and professional development. The center features advanced simulation labs that replicate real-

life clinical environments, enabling hands-on practice in a safe, controlled setting. It includes high-tech classrooms, skill stations, scenario training and debriefing rooms, and a fully equipped mini auditorium for seminars and workshops. Designed to support both individual and team-based learning, the center uses cutting-edge technology to enhance clinical competence and decision-making. With its commitment to excellence in healthcare training, the facility plays a key role in preparing medical professionals across various specialties and hosts an American Heart Association (AHA) International Training Center.

Center for Advanced Surgical Education (CASE)

CASE is accredited by the American College of Surgeons - Accredited Education Institute (ACS-AEI) and provides high standards of education and training for surgical teams. Faculty at CASE deliver surgical education to undergraduate medical students. The Center also offers a Fellowship in Advanced Surgical Education.

Digital Learning Lab

The Digital Learning Lab is located on the 3rd Floor of Al Jalila Foundation Building, DHCC, and includes a state-of-the-art facility with fully equipped studios, each uniquely tailored to optimize multimedia content development, creation, and production.

The **Mediaverse Lab** is a video recording studio with automated technology that is equipped to record a wide range of projects, from interviews to panel discussions to demonstrations.

The **Turn-key Touch Lab** is an innovative studio that empowers faculty to create interactive educational content and lectures with unparalleled ease.

The **Re-Imagine Lab** is an ideation workspace designed for learning design, creative planning, and post-production of digital content.

Dubai Health Innovations – Centre for Innovation and Technology

The new Dubai Health Innovations – Centre for Innovation and Technology replaces the original Design Lab, expanding its scope, capacity, and technological capabilities to better serve our growing university and academic healthcare system. The Center is a state-of-the-art 1,500 sqm facility located on Level 5 of the AJF Building.

At its heart, the upgraded Design4Health Lab continues its mission of empowering students to learn through creation, exploration, and collaboration — moving beyond rote memorization to foster innovation in technology and medicine. Equipped with cutting-edge learning and technological tools, the lab accommodates more students and projects, hosting lectures, health design bootcamps, healthcare innovation seminars, workshops, and both faculty and student-led research.

The center also introduces specialized facilities to drive interdisciplinary breakthroughs:

- AI & Data Lab
- XR and Brain–Computer Interface Lab
- Robotics & Sensors Lab
- User Research Lab
- Collaborative spaces for ideation, prototyping, and innovation

The Dubai Health Innovations – Centre for Innovation and Technology is rooted in supporting **Dubai Health's four core missions**:

- **Education & Learning** – equipping future healthcare leaders with practical skills, creativity, and a mindset for lifelong learning and Innovation.
- **Care** – developing solutions that enhance patient experiences, improve accessibility, and elevate quality of care and outcomes.
- **Discovery** – advancing research that reshapes healthcare practices and processes.
- **Giving** – sharing knowledge, technologies, and innovations to benefit the wider community and global health.

In practice, this means driving advanced initiatives that improve patient outcomes, from accelerating diagnosis and treatment to creating personalized medicine; enhancing the patient experience, by making healthcare more human-centered, seamless, and empathetic; changing lifestyle behaviors through innovative health education and prevention tools; educating innovators who will lead the next wave of medical transformation to make healthcare more efficient; and ultimately, bridging the gap between patients and physicians through technology and design thinking.

More information is available on https://dubaihealth.ae/innovations

Research Laboratories

MBRU Biomedical Research Center (MBRU-BRC), supported by the Al Jalila Foundation

The MBRU-BRC on the 7th floor of the Al Jalila Foundation building spans 950 SqM. The layout includes a large (320 m2) open laboratory fully equipped with state-of-the-art instruments. It is fitted with 10 large island benches, which can accommodate 6 researchers each. Entry to the research facilities is regulated by an access control system.

The center houses 5 tissue culture laboratories, an equipment room, a chemical store, a service room, a cold room, a microscopy room, a flow cytometry, and a molecular biology laboratory. There are also dedicated spaces for histopathology and a research training laboratory on the 8th floor. A basement facility incorporates a space for a general store.

As part of its amenities, the center has 3 meeting rooms, 5 faculty offices, and an extensive write-up area with desks and computer terminals to accommodate 60 researchers, including graduate students, post-doctoral fellows, research assistants, research volunteers, research interns, and laboratory assistants, as well as a collaborative area.

Center for Microbial Sciences (CMS)

Located on the 9th floor of the Al Jalila Foundation (AJF) Building, the Center for Microbial Sciences provides state-of-the-art infrastructure to advance molecular and applied microbiology research. The Center is purpose-built to support diverse experimental approaches, offering a microbiology laboratory, two tissue culture laboratories, a cold room, a warm room, a dark room, a microscopy room, and a sequencing suite.

Center for Protein Engineering (CPE)

The Center for Protein Engineering, also located on the 9th floor of the AJF Building, is dedicated to advancing research in protein structure, function, and design. Its facilities include a fully equipped protein engineering laboratory, tissue culture room, cold room, heavy equipment room, protein crystallization laboratory, and an electron microscopy suite.

Center for Applied and Translational Genomics (CATG)

The CATG on the left wing of the 4th floor of MBR-AMC can accommodate up to 30 researchers, including faculty, scientists, bioinformaticians, genetic counselors, postdoctoral fellows, research assistants, research nurses, and graduate students.

It is home to state-of-the-art long-read sequencers, mass spectrometry, and a large data analytics center. The long read sequencers include the latest instruments from prominent sequencing companies and feature the REVIO and PromithION platforms from Pacific Bioscience and Oxford Nanopore Technologies, respectively. The center conducts mass-scale DNA/RNA sequencing and is one of the largest academic genomic laboratories in the country. Apart from the sequencing facilities, there is also a general laboratory, two tissue culture suites, and facilities to store samples at -80oC.
The data center is equipped with high-performance analytical CPU and GPU clusters that enable scientists to interrogate large data sets and produce indigenous analytical solutions for in-depth OMICs analysis. Numerous artificial intelligence-based software packages are also used for precision analysis.

Center for Spaceflight, Aviation Medicine & Human Health (CESAMH)

CESAMH is the first of its kind in the UAE. Its aim is to promote research in the fields of spaceflight, aviation, and geriatrics in the UAE.

The research focuses on the development of innovative screening/diagnostic methods to assess the risk of cardiovascular diseases, orthostatic intolerance, vascular (dys-) function, and will enable new therapeutic countermeasures for maintenance of health, both in spaceflight and aviation, as well as the general population.

Researchers from this laboratory closely collaborate with the MBRSC, as well as other agencies, including ESA (Europe), DLR (Germany), IBMP (Russia), NASA (USA), CSA (Canada), JAXA (Japan), and the European Astronaut Centre (Cologne).

In the laboratory on the third floor of the right wing of MBR-AMC, tests related to the assessment of hemodynamic and autonomic parameters (Task Force Monitor®), cerebral blood flow (Transcranial Doppler Ultrasound), end tidal CO2 (Capnograph), postural sway assessment (Force plate), skeletal muscle activity (8-channel EMG system), blood flow in calf (Near Infrared Spectroscopy), cognitive function (Virtual reality headsets), lower body negative pressure (LBNP) are regularly performed.

Dubai Health Biobank

The Dubai Health Biobank is located on the 8th floor of the Al Jalila Foundation building. It serves as a pivotal resource for storing, managing, and distributing biological specimens critical to innovative research endeavors. This facility comprises a fully automated robotic biorepository that can store millions of diverse biological specimens at -80°C, as well as a study assessment center.

Biomaterial Laboratory

The Biomaterial Laboratory is in building 34 and can accommodate 14 researchers. It is home to state-of-the-art equipment dedicated to hosting research activities related to biomaterials across all branches of biomedical sciences, including dental.

The material testing devices include a Universal Testing Machine, a Fourier Transform Infrared Spectroscope (FTIR), a Scanning Electron Microscope (SEM), and an EndoC device.

Center for Outcome and Research in Education (CORE)

CORE provides the environment for educational innovations, knowledge building, and translation. CORE provides opportunities for students to engage in educational and health-outcomes research.

Educational Technology

Registration and enrolment

All students' management records will be on an electronic platform called ‘PowerCampus’.

Learning Management Systems

- E-Learning Management System (LMS): The University has subscribed to ‘Desire2Learn’ as the platform for the LMS.
- ExamSoft platform is used for conducting electronic examinations, archiving question banks, and analyzing results.
- Microsoft Office 365 tools such as Microsoft Teams are used for synchronous delivery of teaching and learning.

Specialized Software Packages

- PathXL software provides virtual microscopic teaching in histology, anatomic pathology, and hematology.
- LAMS - a web-based software that supports in-class, blended, and online student-centered activities.

Students at MBRU receive IT training and orientation to different IT systems and applications during the initial orientation and throughout the duration of the program and studies; they also have full access to support that is available via the University helpdesk (Student Orientation Schedule).

It is the responsibility of the student to understand and be aware of hardware and software requirements for the different modes of learning.

Clinical Teaching Facilities

Dubai Health

MBRU is the academic arm of Dubai Health, which is the major public healthcare provider in Dubai. It belongs to the Government of Dubai. The healthcare system includes six hospitals – Rashid Hospital, Dubai Hospital, Latifa Hospital, Al Jalila Children's Specialty Hospital and Hatta Hospital, Dental Hospital - and fourteen Primary Healthcare Centers supported by a full range of ancillary services. Service is provided in all the core specialties and sub-specialties. All these facilities support clinical training and research.

Rashid Hospital currently has 762 beds serving all specialties. The hospital has been ranked as the largest emergency and casualty hospital in the Emirate of Dubai and the region. The hospital includes surgical units, internal medicine, highly specialized intensive care units, operating rooms, and clinical support.

Dubai Hospital has 610 beds, including 424 inpatient beds and 186 beds for day treatments, to serve more than 26 specialties. The hospital includes several highly specialized surgical, medical, and intensive care departments, an emergency department, operating rooms, and clinical support of all kinds. It also provides outpatient services.

Latifa Hospital (formerly Al Wasl) is the first specialized hospital for obstetrics, gynecology, and children in the country. with a capacity of 253 beds. The hospital provides laparoscopic surgery for gynecological diseases, including the gynecological system and tumors, and is accredited as a center of excellence for gynecological endoscopy.

Al Jalila Children's Specialty Hospital aims to foster clinical innovations, an astute learning and development program, and cutting-edge research facilities. Al Jalila Children's comprises 200 beds in a child and family-friendly environment.

Hatta Hospital is a 69-bed multi-specialty hospital located in the heart of Hatta town, situated 80 km from Dubai. This health facility aims to strengthen the health sector and provide services that meet the growing needs of the rural population.

Dental Hospital was launched in 2008. Dental Hospital is the largest specialized dental hospital in Dubai. It provides the highest standards of dental care for the community and serves as a secondary referral center for complex dental cases and oral mucosal disease. The hospital is a state-of-the-art facility, with eight specialty dental departments, 63 dental chairs equipped with modern technology tools and microscopes for the Endodontic clinics, an advanced dental laboratory, and an in-house Imaging Department. The Dental Hospital offers, under one roof, integrated dental services including general dentistry, pediatric dentistry, cosmetic dentistry, orthodontics, periodontal treatment, and inhalation and intravenous sedation for anxiety control. The Dental Hospital achieved Joint Commission International's Gold Seal of Approval® for Ambulatory Care Accreditation by demonstrating continuous compliance with its internationally recognized standards in 2018.

Twenty-six **Ambulatory Health Centers** and 21 medical fitness centers are spread across the Emirate of Dubai, each health center providing care to about 30,000 people based on the geographical location. Health centers are established with all necessary medical facilities and qualified healthcare staff to work in this field.

In addition to the above, specialized care is provided through the following **Specialized Care Centers:**

Dubai Genetics Center

Dubai Diabetes Center

Dubai Center for Complementary Medicine

Dubai Blood Donation Center

Dubai Cord Blood and Research Center

Dubai Center for Physiotherapy and Rehabilitation

Dubai Fertility Center

Senior Citizens Happiness Center

Dubai Thalassemia Center

Affiliated Healthcare Providers and Clinical Facilities

MBRU has agreements and partnerships with several key public and private healthcare providers in Dubai and the UAE to collaborate in areas of medical education, research, and service provision. Through such collaborations, MBRU aims to advance health in the region through an innovative and integrated academic health system. Specialized training programs and partnerships strengthen the journey of medical students and healthcare professionals by providing them with opportunities starting from undergraduate education to specialization and continuing education.

Private healthcare Hospitals

Mediclinic Middle East operates seven hospitals in the UAE with over 970 inpatient beds, including the City Hospital, Parkview Hospital, Welcare Hospital, and clinics in Dubai.

Moorfields Eye Hospital is a world-class teaching facility in Dubai Healthcare City and offers a series of courses covering the spectrum of subspecialties within ophthalmology.

These two private hospitals have developed collaborative agreements with MBRU and participate in joint health profession training and research.

Partnerships

MBRU has collaborative agreements and partnerships with educational, research and service institutions both within and outside the UAE. Such partnerships aim at enhancing the quality of MBRU's educational programs, widening the University network, and expanding the University's outreach, thus progressing on the University's mission to advance health in the region through an innovative and integrated academic health system. Specialized training programs and partnerships strengthen the journey of medical students and healthcare professionals by providing them with opportunities starting from undergraduate education to specialization and continuing education.

- ADA - Forsyth
- Al Jalila Foundation Mobile Van
- American University of Sharjah
- Cardiff University
- Center Hospital Princess Grace Hospital
- Dubai Autism Center
- Dubai Corporation for Ambulance Services
- Dubai Government Human Resources Department
- Dubai Health Authority
- Dubai Institute of Design and Innovation LLC
- Dubai Police
- Dubai Science Park (DSP)
- Emirates Airlines
- Emirates Health Services
- Fakeeh University Hospital - Dubai
- General Directorate of Residency and Foreign Affairs
- Genos
- King Saud University
- Kuwait Institute for Medical Specialization

Mayo Clinic College of Medicine and Science

Medtronic Meta FZ LLC

Mediclinic Middle East

Ministry of Foreign Affairs and International Corporation

Ministry of Health and Prevention (MOHAP)

Ministry of Interior

Ministry of Presidential Affairs – Scholarships Office

Mohammed Bin Rashid Space Center

Nazarbayev University

Queen's University Belfast

RCSI Bahrain

Royal College International - Canada

Royal College of Surgeons - Ireland (RCSI)

Saja Pharmaceutical FZ LLC

SEHA

Seoul National University

The Association of Academic Health Centers International

The Royal Australasian College of Dental Surgeons

The Royal College of Pathologists

The Sheikh Hamdan Bin Rashid Award for Medical Sciences

UAE Red Crescent

UMass Chan Medical School

Unilabs Middle East LLC

United Arab Emirates University

United Eastern Medical Services (UE Medical)

University of Birmingham

University of Ottawa

University of Oxford

University of Palermo

Queen's University Belfast

MBRU has an academic partnership with Queen's University Belfast (QUB) in the United Kingdom. QUB was founded as Queen's College in 1845, before becoming a university in its own right in 1908. It is the ninth-oldest university in the United Kingdom and is a member of the UK's Russell Group of leading research-intensive universities.

The goal of the partnership is to provide quality assurance through offering advice on strategic planning, organization, and governance of the University and its colleges, as well as infrastructure and educational resources development, curriculum development, faculty recruitment, senior staff and student recruitment, and faculty development programs.

Mediclinic Middle East

Mediclinic Middle East is part of Mediclinic Group, a diversified international private healthcare services group established in South Africa in 1983, with divisions in Switzerland, Southern Africa (South Africa and Namibia), and the UAE. Mediclinic operates 74 hospitals and almost 50 clinics across its divisions, including 6 hospitals with over 970 inpatient beds, as well as more than 29 clinics in the UAE.

MBRU has an academic affiliation agreement with Mediclinic Middle East to advance mutual passion for medical education. Under this agreement, students will be able to train at Mediclinic Middle East's excellent healthcare facilities under their highly trained specialist physicians. Mediclinic Middle East has assigned trained adjunct faculty members as supervisors for students who are embedded in healthcare teams and participate in healthcare delivery under supervision with graded responsibilities according to skills and experience. The training is based on a jointly developed program with clearly defined learning outcomes.

Under this partnership, the clinical academic faculty at MBRU will be granted clinical privileges to treat patients at Mediclinic facilities. Mediclinic Middle East offers students the opportunity to learn in the setting of a large multispecialty private sector healthcare provider.

Moorfields Eye Hospital – Dubai

Moorfields Eye Hospital – Dubai is the first overseas branch of Moorfields London, the oldest eye hospital in the world. Its world-class facilities and very experienced eye care consultants and specialists ensure that Moorfields Dubai provides the highest and exceptional quality standards of diagnosis and treatment of eye diseases, as Moorfields London, while setting the highest benchmark for eye care in the Middle East.

MBRU has a service agreement with Moorfields Eye Hospital – Dubai to collaborate and provide educational activities related to ophthalmology as part of the core curriculum for the students of MBRU.

Saudi Commission for Health Specialties

The Saudi Commission for Health Specialties (SCFHS) is an independent scientific professional body, established in 1992, with the goal of being a healthy society through qualified health practitioners. They are tasked with training healthcare professionals by supervising the scientific and professional training programs represented in the Saudi Specialty Certificate and Diplomas. SCFHS is responsible for supervising and evaluating training programs, as well as setting controls and standards for the practice of health professions. SCFHS develops, approves, and supervises professional health-related and medical education programs, and supervises and approves the results of specialized examinations.

In 2018, MBRU signed an agreement with SCFHS to collaborate on postgraduate medical education. MBRU has been accredited as an “Institution” by the SCFHS since 2020. This accreditation affirms that MBRU provides all the required educational and clinical resources for the postgraduate professional healthcare programs supervised by SCFHS.

Research Collaborations

MBRU has established research collaborations for funding laboratory and non-laboratory research projects to support outstanding research proposals in health, medical, and biomedical sciences through competitive peer-evaluation processes. The University expects to expand further to identify new and continued collaborations with public and private partners in the field, nationally, regionally, and internationally. These collaborations include joint research projects, sponsored research, consultation and expert assistance, participation at leading conferences and seminars, applicable to students and faculty. Of all research publications to date, more than 80% are in collaboration with international entities.

Research is supported through both internal and external grants, and many MBRU researchers have been successful in securing awards from various funding bodies and industry.

MBRU faculty members serve on committees and councils of various societies and national entities devoted to high-quality research, such as the Mohammed Bin Rashid Academy of Scientists and the Emirates Scientists Council.

Academic Departments and Undergraduate Programs

College of Medicine

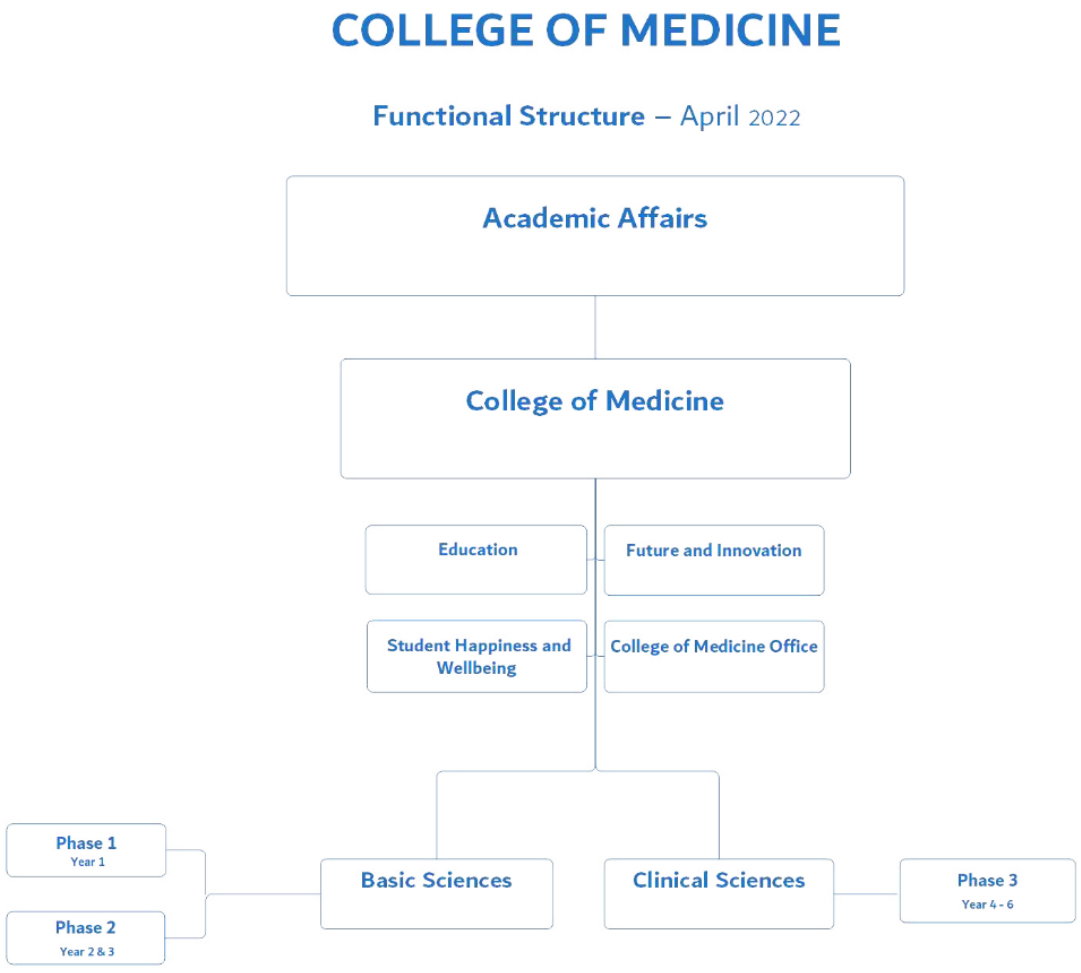
- Doctor of Medicine (MD)

College of Medicine

Organizational Structure of the College

The College of Medicine aims to provide integrated medical education and research that is nationally responsive and globally connected, serving individuals and communities.

The organizational chart below provides an overview of its structure:



College Goals and Outcomes

Goal 1	The College of Medicine will graduate highly skilled and competent medical professionals who practice compassionately and ethically and maintain a high level of professionalism.
Outcome 1A	Graduates secure and complete competitive postgraduate training.
Outcome 1B	Graduates pursue successful careers in medicine.
Goal 2	The College of Medicine will create an environment conducive to impactful and innovative medical research.
Outcome 2A	Faculty, students, and graduates secure internal and external funding for scholarly activities.
Outcome 2B	Faculty and students disseminate research findings through peer-reviewed publications and presentations in professional meetings.
Goal 3	The College of Medicine will actively engage with the community to preserve and promote health.
Outcome 3A	Faculty, staff, and students organize and participate in health-related community activities.
Outcome 3B	Engagement in community activities results in positive change in the health of the community.

International accreditations

MBRU has been licensed by the Ministry of Higher Education and Scientific Research of the United Arab Emirates since 2014 to award degrees and qualifications in higher education. Through its Commission for Academic Accreditation (CAA), the Ministry has accredited all MBRU graduate and undergraduate degree programs.

The Doctor of Medicine program has been accredited by CAA since January 2016. MBRU is listed in the World Directory of Medical Schools. It is also recognized by the Educational Commission for Foreign Medical Graduates (ECFMG). (https://search.wdoms.org/home/SchoolDetail/F0004132). Also, MD graduates are eligible to apply to the General Medical Council (United Kingdom) for the registration examination. Medical degrees obtained from MBRU are acceptable to the provincial/territorial medical regulatory authorities in Jordan, Canada, and South Africa.

Academic Calendars

Undergraduate Entry Track: Phases 1 and 2 - Years 1 to 3 (2025-26)

WEEK	SEMESTER	DATE
	SEMESTER 1: Monday, 18 August – Friday, 12 December 2025	
1	New Student Orientation	Monday, 18 August – Tuesday, 19 August 2025
1	Semester 1 - Classes Start	Wednesday, 20 August 2025
8 - 9	Semester 1 - ICA	Monday, 6 October – Monday, 13 October 2025
14 - 15	Semester 1 - OSPE	Monday, 17 November – Wednesday, 26 November 2025
16 - 17	Semester 1 - Final Exams (Theory)	Thursday, 4 December – Monday, 15 December 2025
	SAPC Week - Grand Meetings and Advisory	Tuesday, 16 December – Friday, 19 December 2025
	Semester 1 - Resit Exams	Monday, 5 January – Friday, 9 January 2026
	SAPC Resit Meeting	Tuesday, 13 January - Wednesday, 14 January 2026
	WINTER BREAK (3 weeks)	**Monday, 15 December 2024 – Friday, 2 January 2026**
WEEK	**SEMESTER**	**DATE**
	SEMESTER 2: Monday, 5 January – Friday, 29 May 2026	
1	Semester 2 - Classes Start	Monday,5 January 2026
8 - 9	Semester 2 - ICA	Monday, 23 February – Monday, 2 March 2026
	SPRING BREAK (2 weeks)	**Monday, 23 March – Friday, 3 April 2025**
16	Semester 2 - OSCE/OSPE	Monday, 4 May – Friday, 8 May 2026
17 -18	Semester 2 - Final Exams (Theory)	Monday, 11 May – Friday, 22 May 2026
	SAPC Week - Grand Meetings and Advisory	Monday, 1 June – Friday, 5 June 2026
	Semester 2 - Resit Exams	Monday, 22 June – Friday, 26 June 2026
	SAPC Resit Meetings & Advisory	Wednesday, 1 July – Friday, 3 July 2026
	SUMMER BREAK STARTS	**Monday, 6 June 2026**

Undergraduate Entry Track: Phase 3 - Year 4 (2025-26)

CLERKSHIP	DATE
Student Induction	Monday, 18 August - Sunday, 24 August 2025
Rotation 1 (8 weeks)	Monday, 25 August - Sunday, 19 October 2025
Rotation 2 (8 weeks)	Monday, 20 October - Sunday, 14 December 2025
WINTER BREAK (3 weeks)	**Monday, 15 December 2025 - Sunday, 4 January 2026**
Rotation 3 (8 weeks)	Monday, 5 January - Sunday, 1 March 2026
Rotation 4 (8 weeks)	Monday, 2 March - Sunday, 26 April 2026
Rotation 5 (8 weeks)	Monday, 27 April - Sunday, 21 June 2026
Revision and Assessments	Monday, 22 June - Sunday, 5 July 2026
SUMMER BREAK STARTS	**Monday, 7 July 2025**
Re-sit (Written and OSCE)	Monday, 10 August - Thursday, 13 August 2026

Undergraduate Entry Track: Phase 3 - Year 5 (2025-26)

CLERKSHIP	DATE
Student Induction	Monday, 18 August 2025
Rotation 1 (4 weeks)	Tuesday, 19 August - Sunday, 14 September 2025
Rotation 2 (4 weeks)	Monday, 15 September - Sunday, 12 October 2025
Rotation 3 (4 weeks)	Monday, 13 October - Sunday, 9 November 2025
Rotation 4 (4 weeks)	Monday, 10 November - Sunday, 7 December 2025
Assessments (1 week)	Monday, 8 December - Sunday, 14 December 2025
WINTER BREAK (3 weeks)	**Monday, 15 December 2025 - Sunday, 4 January 2026**
Rotation 5 (4 weeks)	Monday, 5 January - Sunday, 1 February 2026
Rotation 6 (4 weeks)	Monday, 2 February - Sunday, 1 March 2026
Rotation 7 (4 weeks)	Monday, 2 March - Sunday, 29 March 2026
Rotation 8 (4 weeks)	Monday, 30 March - Sunday, 26 April 2026
Assessments (1 week)	Monday, 27 April - Sunday, 3 May 2026
Elective (6 weeks)	Monday, 4 May - Sunday, 14 June 2026
Re-sit Assessments (1 week)	Monday, 8 June - Sunday, 14 June 2026
SUMMER BREAK (1 week)	**Monday, 15 June - Sunday, 21 June 2026**
Year 6 Induction (1 week)	Monday, 22 June - Sunday, 28 June 2026
Year 6 Program Start Date	Monday, 29 June 2026

Undergraduate Entry Track: Phase 3 - Year 6 (2025-26)

CLERKSHIP	DATE
Student Induction	Monday, 23 June - Sunday, 29 June 2025
Block 1 (12 weeks)	Monday, 30 June - Sunday, 21 September 2025
BREAK (1 Week)	**Monday, 22 September - Sunday, 28 September 2025**
Block 2 (12 weeks)	Monday, 29 September - Sunday, 21 December 2025
BREAK (2 Weeks)	**Monday, 22 December 2025 - Sunday, 4 January 2026**
Block 3 (12 weeks)	Monday, 5 January - Sunday, 29 March 2026
BREAK (1 Week)	**Monday, 30 March - Sunday, 5 April 2026**
Revision (1 week)	Monday, 6 April - Sunday, 12 April 2026
Summative Assessments (1 week)	Monday, 13 April - Sunday, 19 April 2026
Selective (4 weeks)	Monday, 20 April - Sunday, 17 May 2026
Elective (4 weeks)	Monday, 18 May - Sunday, 14 June 2026
Re-sit (Written and OSCE)	Monday, 25 May - Sunday, 31 May 2026
FINAL WEEK ACTIVITIES AND GRADUATION	**Monday, 15 June 2026**

UAE Public Holidays (2025-26) (Subject to official confirmation)

OCCASION	DATE
Islamic New Year	Thursday, 26 June 2025 or Friday, 27 June 2025
Prophets Birthday	Thursday, 4 September 2025
UAE National Day	Tuesday, 2 December 2025 – Wednesday, 3 December 2025
New Year's Day	Thursday, 1 January 2026
Ramadan Begins	Tuesday, 17 February 2026
End of Ramadan & Eid Al Fitr	Wednesday, 18 March – Sunday 22 March 2026
Arafat & Eid Al Adha	Tuesday, 26 May - Sunday, 31 May 2026
Islamic New Year	Wednesday, 17 June 2026

General information

The College of Medicine offers its students a truly unique experience through three years of clinical exposure and affiliations with local and international healthcare institutions. Benchmarked against international standards, the MD program aims to provide its students with rich and diversified learning opportunities, to ensure they are prepared with the knowledge, skills, and experience to serve the community and promote excellence within the healthcare system.

Overview of the MD Program

The development of the curriculum is underpinned by the following principles. The curriculum should be:

- Aligned with the institutional mission.
- Relevant to society.
- Outcomes-based.
- Inclusive of core components that encompass the knowledge, skills, and aspects of competency that the graduate must master to be competent and safe in the local and global environment.
- Making provision for all students to engage with the community and extend their education in areas of interest beyond the core.
- Benchmarked against international standards.
- Laying the foundation for ongoing development of the individual throughout his or her career by:
    a. Fostering an “adult learner” attitude that values independent study, reflection on performance, self-directed learning, and professional development.
    b. Promoting critical thinking.
    c. Emphasizing understanding of mechanisms and pathophysiology.

d. Emphasizing experiential, simulation, and active case-based and problem-based learning.
e. Offering a blend of biomedical, behavioral, and clinical sciences through clinically oriented education.
f. Offering early, purposeful interaction with patients and healthcare systems.
g. Emphasizing both individual and population health.
h. Emphasizing the concepts of maintenance of wellness, disease prevention, disease detection, and treatment at both individual and population levels.
i. Focusing on academic achievement and scientific inquiry.
j. Aligning assessment with learning outcomes.

Curriculum Structure

MD: Undergraduate Entry Track

There is a strong emphasis within the curriculum structure on the acquisition of clinical skills and competence; simulation-based training is adopted to facilitate this. A key theme is the fostering of self-directed professional development. Students are guided by evaluating and managing their own professional development via the use of professional development portfolios. The undergraduate entry track for the MD program is divided into three phases, each of which has several components and some periods assigned for “selectives” and “electives”.

The core curriculum covers the minimum essential knowledge and skills that a newly graduated doctor must have in order to assume post-graduate training safely and competently. It must be covered during the various periods of instruction and will be assessed. This, of course, does not preclude the introduction of additional materials that may enrich learning.

MD: Graduate Entry Track

The Doctor of Medicine (MD) track is based on an innovative curriculum that is responsive to today's needs, while focusing on the outcome to produce physicians who are scholars, leaders, communicators, and collaborators.

Duration of the program

MD: Undergraduate Entry Track

- The duration of study for a medical degree in the undergraduate entry track of the MD program will be six academic years.
- An academic year consists of at least 30 weeks divided into two semesters.
- Each semester is 15 weeks long.

Optional Summer Study

During the 8 weeks of the summer holiday period, students may be offered optional courses or research experiences or be required to take remediation courses.

MD: Graduate Entry Track

The duration of study for the graduate entry track of the MD program is four years and is divided into two phases. Each phase comprises a variety of courses and builds on the preceding phase so that the curriculum becomes spiral in structure. Students repeat the study of a subject, but each time at a higher level of difficulty and in greater depth. Phase 1 is an extended one academic year with summer courses, and Phase 2 (clinical phase) spans three academic years.

The graduate entry track parallels the corresponding level of the undergraduate entry track (i.e. to the large extent a Year 1 graduate entry student will have the same schedule as a Year 3

undergraduate entry student with addition of two new courses, while Years 2, 3 and 4 of the graduate entry track are like Years 4, 5, and 6 of the undergraduate entry track).

General Education

The general education curriculum is designed to equip the students with generic skills and provide a broad foundation for specialized medical Training. The general education curriculum is offered in the first semester and then interspersed within the program, according to the needs in each phase of study.

Support for Postgraduate Training

After the successful completion of the MD program, students will be awarded the Doctor of Medicine (MD) degree. Most countries, including the UAE, will require the medical graduates to undertake one year of a structured internship with a healthcare provider who is approved by the relevant local health authorities. At the end of the MD program, MBRU graduates would have satisfied this requirement in the UAE.

Postgraduate training positions are limited and competitive. MBRU will assist and support graduates to maximize opportunities in securing the necessary postgraduate training positions nationally and internationally to progress in their careers, leveraging its network in the UAE.

MBRU will also support students in preparing for their post-graduate training through early career planning via a variety of methods, including seminars and career events, ensuring that students are well-prepared and competitive when applying for postgraduate training programs.

Program learning outcomes and completion requirements

Program Goals

The goal of the MD program is to graduate competent and safe physicians well-prepared with the knowledge, skills, and behaviors to serve individuals and communities and to pursue postgraduate training programs.

Program Learning Outcomes

The MD program's learning outcomes are derived from the program goal. Each outcome has sub-outcomes that address the various orders of thought according to Bloom's taxonomy. Furthermore, each outcome is aligned to Level 9 of the QF Emirates. At the conclusion of the MD program, the learner will be able to:

1. Demonstrate compassionate professional behavior and apply appropriate ethical standards to situations encountered in clinical practice
    a. Describe the principles of biomedical ethics
    b. Demonstrate professional behavior towards self, patients, colleagues, and society
    c. Summarize ethical dilemmas in healthcare practice
    d. Apply ethical reasoning to situations that may be encountered in healthcare
    e. Locate where in the UAE information on healthcare legislation and regulation could be found

2. Demonstrate contribution to effective teamwork with other healthcare professionals
    a. Describe the principles of team building and interpersonal relationships
    b. Apply principles of effective teamwork
    c. Demonstrate effective and respectful teamworking in the healthcare setting
    d. Critically evaluate colleagues and self

3. Demonstrate responsibility for life-long, self-directed learning and performance improvement
    a. Recognize gaps in one's own knowledge and skills
    b. Identify and engage with opportunities for self-directed learning

c. Apply new evidence to improve clinical practice and services
d. Develop strategies for self-improvement, such as reflection and debriefing
e. Demonstrate compassionate self-care in personal and professional life.

4. Demonstrate leadership and accept and support leadership by others
    a. Undertake team roles, including demonstrating leadership and accepting and supporting leadership by others
    b. Describe principles of healthcare system science
    c. Analyze the components of a healthcare system
    d. Critically appraise the evolution and trends in healthcare systems science

5. Advocate for the health promotion of individuals and communities by applying the principles, methods, and knowledge of population health and sustainable healthcare.
    a. Evaluate the environmental, social, behavioral, and cultural factors that influence health and disease
    b. Engage with opportunities for health advocacy in society
    c. Identify barriers to health care access and their impact on the patient and population level
    d. Apply principles of health advocacy in the care of patients and communities

6. Demonstrate effective teaching and facilitation of learning
    a. Describe principles of how adults learn
    b. Identify opportunities for knowledge sharing and teaching
    c. Demonstrate effective knowledge transfer to patients and peers

7. Demonstrate effective and sensitive communication with patients and members of the healthcare team
    a. Reflect on the principles of effective communication with patients and healthcare team members
    b. Demonstrate appropriate oral, written, and electronic communication skills with various groups and within different clinical contexts

c. Work effectively within multiprofessional teams in ways that best serve the interests of patients

8. Apply scientific methods to healthcare research and integrate this into the approach to patient care
    a. Explain the hierarchy of evidence in clinical practice and decision making with patients
    b. Critique research findings and medical literature
    c. Interpret common statistical tests used in medical research publications
    d. Synthesize and apply key research findings in the care of patients and society
    e. Formulate a research question(s) and design appropriate studies or experiments to address the question(s)

9. Apply biopsychosocial scientific principles, methods, and knowledge to medical practice and integrate them into safe patient care.
    a. Describe normal human development, structure, function, and behavior
    b. Explain mechanisms of abnormal development, structure, function, and behavior underlying human disease
    c. Apply principles of normal and abnormal development, structure, function, and behavior in the recognition of disease conditions
    d. Apply principles of normal and abnormal development, structure, function, and behavior in the prevention and treatment of disease
    e. Apply principles of safe patient care and clinical governance

10. Justify the underlying fundamental principles and clinical reasoning in selecting appropriate investigations for common clinical conditions and diseases

Mapping of PLOs to QFEmirates

	MD PLOs								
QFEmirates Level 9	1 (a-e)	2 (a-d)	3 (a-e)	4 (a-d)	5 (a-d)	6 (a-c)	7 (a-c)	8 (a-e)	9 (a-f)
9K=Knowledge									
i. comprehensive, highly specialised knowledge in a field of work, discipline, and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments	X	X	X	X	X	X	X	X	X
ii. advanced knowledge of applicable research principles and methods								X	
iii. critical awareness of knowledge issues, as the basis for original thinking, encompassing appropriate processes of enquiry and current processes of knowledge production		X	X	X	X	X	X		X
iv. detailed body of knowledge of recent developments in a field of work, and/or discipline									X
9S=Skills									
i. Advanced skills required in research, analysis, evaluation, and/ or innovation of complex ideas, information, concepts, and/or activities		X	X		X			X	
ii. skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence in the field of work or discipline				X	X				X
iii. advanced problem-solving skills to analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work, or discipline	X		X	X		X	X		X
iv. planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies, producing sound conclusions						X		X	X
v. highly developed specialist communication and information technology skills to present, explain, and/or critique highly complex matters		X		X	X	X	X	X	
9AC=Aspects of competency									

i. can function autonomously and/ or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions				X				X	X
ii. can account for high-level governance of processes and systems				X	X				X
iii. can analyse and reflect on sociocultural norms and relationships and act to build and transform them			X		X		X		X
iv. can initiate and manage professional activities that may include a highly complex environment					X	X	X		X
v. can take responsibility for leading the strategic performance and development of professional teams and self		X	X	X		X	X		X
vi. can self-evaluate and take responsibility for contributing to professional knowledge and practice, including unfamiliar learning contexts		X	X			X		X	
vii. can develop and implement further learning consistently and sensitively.			X						
viii. can consistently and sensitively manage highly complex ethical issues, leading to informed, fair, and valid decisions	X						X		

Program Completion Requirements

Students on the undergraduate entry track are required to fulfill the following requirements to be awarded the MD degree:

a. Successfully complete all required courses in Phases 1, 2, and 3 in accordance with the degree plan.
b. Achieve a cumulative grade point average of 2.00 or higher at the end of Year 5.
c. Achieve a Pass Grade in the Integrated OSCE and Knowledge-based exams at the end of Year 4 and 5.
d. Achieve a Pass Grade in all Year 6 assessment components.
e. Has no fitness to practice concerns.

General Education

The General Education requirements are designed to add breadth to the student's educational experience. They ensure that when undergraduate entry track students complete their MD program, they can demonstrate competence in oral and written communication in English, scientific, quantitative, and critical reasoning, and in using technology to access, evaluate, organize, and communicate information. The following specific courses have been designed to address those competencies:

1. ITHS 1116: Innovation in Health Sciences
2. LANG 1121: English for Health Sciences
3. ETHC 1118: Principles of Bioethics
4. MEDC 1115: History of Medicine
5. MEDC 3624: Mind and Behavior*

* There is a component that deals with psychology as part of a broader mind and behavior content in this course.

Course Information

MD Degree Plan: Undergraduate Entry Track – Class of 2031:

This catalog reflects the degree plans and course descriptions of the academic year 2025-2026. For more specific information about previous degree plans and course descriptions, please refer to the relevant catalog for that academic year.

Course Descriptions – Phase 1

This section details course descriptions for Phase 1 of the MD program for the undergraduate entry track. Please refer to the corresponding course study guides for more details about the courses.

Phase 1 – Semester 1

Course Code	Course Title	Credits
LANG1121	English for Health Sciences	2
MEDC1144	Limbs and Spine: Structure and Function	4
MEDC1143	Foundation Concepts in Medical Sciences	4
MEDC1114	Fundamentals of Epidemiology and Biostatistics 1	1
MEDC1115	History of Medicine (online course)	2
ITHS1116	Innovation and Technology in Health Sciences	2
MEDC1128	Foundations of Clinical Medicine I	CC
ETHC 1118	Principles of Bioethics	CC
	Total credits	15

CC= Continuous course extends over 2 semesters

English for Health Sciences

This course aims to provide students with skills in written and oral communication required for the study of medical sciences. Acquiring a range of medical and anatomical terminology makes up the main content of this course. Students will also be taught how to summarize and paraphrase information from a piece of written text. There will be in-class activities that involve teamwork, oral presentation, and role-play of doctor-patient communication.

Limbs and Spine: Structure and Function

This course focuses on the structure of limbs and the spine of the human body in relation to their function. The course introduces the concept of “living anatomy” as seen on conventional medical imaging and on a living human body. There will be a focus on the normal mechanisms involved in locomotion and gait. Students will be able to develop an attitude of teamwork and self-directed learning through their engagement with the teaching methodology in the course.

Foundation Concepts in Medical Sciences

This course covers a range of essential aspects that are crucial to understanding the structural and functional organization of the normal human body. These concepts have wide application across all body systems, and through the major disciplines of Anatomy, Biochemistry, Physiology, Immunology, Hematology, Pathology, and Pharmacology.

A firm understanding of these concepts at this foundational stage will allow students to appreciate how disturbances to normal structures and functions result from or lead to disease processes, as will be explored throughout the rest of the medical program. This course institutes the scientific basis of medicine, encouraging students to develop their analytical and metacognitive skills, their capacity for critical appraisal of scientific information, and an appreciation of the importance of life-long self-learning, as well as developing management skills and an ability to work as part of a team.

Fundamentals of Epidemiology and Biostatistics 1 & 2

This course is the first in a series that will be given throughout Phases 1 and 2. This course provides the background for understanding epidemiology and biostatistics to students who have no previous knowledge. Students will be introduced to the basic principles and methods applied to public health problems. Students will learn to recognize the role of quantitative methods in understanding clinical questions, especially in decision-making.

This course aims for the student to acquire a comprehensive understanding of the general concepts and uses of epidemiology and biostatistics as opposed to the underlying mathematical developments.

History of Medicine

This course will introduce students to the historical development of medicine and health-related sciences. They will gain an overview of how new ideas have affected the approach to medical care,

as well as the contributions made by specific scientists, physicians, and surgeons. Although the focus will be on Western medical practice, students will also be introduced to the historical development of medicine in other regions and traditions.

Innovation and Technology in Health Sciences

In the current global climate, technology plays a major role in everyday life, particularly in education and healthcare. This course is an introduction to how technology is utilized in the acquisition, analysis, and protection of health information that's necessary for improving the quality and efficiency of healthcare. The course also provides an overview of three key areas that influence current healthcare delivery: using technology and electronic resources in accessing information from medical literature, design thinking as a problem-solving approach used to stimulate innovation, and the role of social media.

Foundations of Clinical Medicine (FOCM) I-III

The expected outcome of these three spiral learning courses is for students to conduct a medical consultation using a patient-centered, evidence-based approach by learning about illness and disease perspectives with a focus on clinical reasoning as part of a clinical consultation. The teaching design is based on the Calgary-Cambridge consultation model. Students also develop advanced communication skills such as breaking bad news and shared decision-making. The concepts introduced in these courses will be revisited and developed further in the clinical years during phase III. The three courses are delivered through a mixture of skills workshops, consultations with simulated patients, and early clinical experience placements.

FOCM I introduces the basic elements of professional identity formation as well as medical consultation and principles of physical examination based on the Calgary-Cambridge model. Foundations of Clinical Medicine II and III build on the previous course by teaching the components of focused history and physical examination relevant to organ systems (cardiovascular, respiratory, and integumentary in FOCMII, and musculoskeletal, nervous, renal, digestive, endocrine, and reproductive in FOCMIII).

Principles of Bioethics

This course will enable students to develop their understanding of the concepts of biomedical ethics and professional behavior with an introduction to the Islamic way of life. They will learn how this impacts the application of general medical ethics in a specific cultural context. With this understanding, they will appreciate the multicultural nature of the patient population and be cognizant of the need to be an advocate for different segments of the population.

Phase 1 – Semester 2

Course Code	Course Title	Credits
MEDC1241	Abdomen, Pelvis, and Perineum: Structure & Function	4
MEDC1212	Fundamentals of Epidemiology & Biostatistics 2	1
MEDC1223	Head & Neck: Structure & Function	2
MEDC1233	Thorax: Structure & Function	3
MEDC1242	Enzymes and Metabolism	4
MEDC1128	Foundations of Clinical Medicine I (CC)	2
ETHC1118	Principles of Bioethics (CC)	2
	Total credits	18

CC= Continuous course extends over 2 semesters

Abdomen, Pelvis, and Perineum: Structure and Function

This course deals with the structure of the abdomen, pelvis, and perineum of the human body in relation to the function of organs located in those regions. The course also introduces students to the concept of “living anatomy” as related to visualizing the structure of the abdomen on conventional medical imaging and on a living human body. There will be a focus on the normal mechanisms involved in food digestion and the formation of urine. Students will be able to

develop an attitude of teamwork and self-directed learning through their engagement with the teaching methodology in the course.

Fundamentals of Epidemiology and Biostatistics 2

Please click the above link for information on this course.

Head and Neck: Structure and Function

This course provides students with functional knowledge of the structure of the head and neck region that will enable further understanding of organ-system courses in Phase 2. The course will also introduce the concept of "living anatomy of the Head and Neck" as visualized on conventional medical imaging and on a living human body.

At the end of the course, students will be able to describe the major features of the skull, the main structures present in the neck, face, temporal, and infratemporal regions. They will identify the main anatomical features of the face, nose, oral cavity and tongue, pharynx, soft palate, and larynx. They should be able to explain the basis of cranial nerve testing, the anatomical basis of upper airway obstruction, cervical swellings, facial nerve palsy, epistaxis, and dysphagia. In addition, students will be able to develop an attitude of teamwork and self-directed learning through their engagement with the teaching methodology in the course.

Thorax: Structure and Function

The Thorax: Structure and Function course provides students with functional knowledge of the structure of the thorax region that will enable further understanding of organ-system courses in Phase 2. The course will also introduce the concept of living anatomy of the thorax as seen on conventional medical imaging and on a living human body. There will be a focus on some normal mechanisms involved in cardiovascular and respiratory functions as well.

In addition, students will be able to develop an attitude of teamwork and self-directed learning through their engagement with the teaching methodology in the course.

Enzymes and Metabolism

This course introduces several basic biochemical concepts and examines fuel metabolism and its regulation, i.e., what is the energy-currency of our cells, how is it produced from different metabolic fuels, the way energy sources are catabolized and stored in the body, and how abnormalities can arise in these pathways.

Foundations of Clinical Medicine I

Please click the above link for information on this course.

Principles of Bioethics

Please click the above link for information on this course.

Course Description – Phase 2

This section details course descriptions for Phase 2 of the undergraduate entry track of the MD program. Please refer to the corresponding course study guides for more details about the courses.

Phase 2 – Semester 3

Course Code	Course Title	Credits
MEDC2331	General Microbiology	3
MEDC2332	General Pathology	3
MEDC2333	Foundations of Clinical Medicine II	CC
MEDC2345	Hematopoietic and Immune System	4
MEDC2336	Genetics and Molecular Biology	3
MEDC2325	Research Methods I	2

	Total credits	15

CC= Continuous course extends over 2 semesters

General Microbiology

In this course, students will be introduced to the diversity of microorganisms, including bacteria, protozoa, helminths, fungi, viruses, and prions. They will get an overview of the structure, genetics, classification, metabolism, life cycle, identification, isolation & cultivation methods of the major groups of microorganisms, focusing on those pathogenic for humans. In addition, approaches for the prevention and control of infectious diseases will be addressed.

Using a diversity of teaching approaches, including lectures, tutorials, laboratory practical sessions, and simulation, students will be equipped with the basic principles of microbiology. It is expected that students will be able to critically evaluate knowledge about the nature of microbes of medical importance and how these characteristics relate to their pathogenic potential and the onset of infectious diseases. In addition, students will be able to develop an attitude of teamwork and self-directed learning through their engagement with the teaching methodologies in the course.

General Pathology

This course defines pathology as a discipline. It will outline multiple disease etiologies that underlie fundamental pathobiologic processes (pathogenesis) and link these with alterations in structure and function (morphology and pathophysiology). Through clinical case illustrations, these will be integrated with clinical presentations and outcomes (clinicopathological correlation). Thus, it will provide the transition from the study of normal anatomy, physiology, and biochemistry in Phase 1 to the specific disease entities of different body systems in Phase 2, Semesters 3 to 6. The case-based teaching will provide early orientation to clinical sciences, based on which Phase 3 clinical knowledge will evolve.

The course covers cellular changes due to multiple disease etiologies, adaptations to cell injury and disease, and organ-specific change in structure and function. Alterations in hemodynamic balance resulting in edema, thrombosis, embolism, and shock impacting multiple organs will be addressed. General aspects of neoplasia will include classification, terminology, predisposition, carcinogenesis, molecular basis, and clinical manifestations. Tissue pathology related to hereditary diseases, infancy and childhood, autoimmunity, nutrition, and environment will be highlighted. The course lays the ground for integrated teaching of organ-specific pathology in semesters 4 to 6.

Course delivery is through lectures with a strong clinical context. Tutorials will be an opportunity for participative self-directed learning, identification of knowledge gaps, and teamwork. Practicals, using digital pathology, will provide skills of observation and recognition of diseased organs and tissues in a clinical scenario. Simulation will be an opportunity to assimilate the diagnostic role of pathology in the clinical context. Seminars will provide an opportunity for creativity, analytical thinking, communication, skill development in information technology, and for team collaboration. All aspects of learning will have an assessment component for the domains of knowledge, skills, and competency.

Foundations of Clinical Medicine II

Please click the above link for information on this course.

Hematopoietic and Immune System

This course will introduce the students to the principles and concepts of hematology and immunology, which will guide them in understanding the immune response and its involvement in health and disease. The students will also be introduced to the pathophysiology of common hematological and immunological diseases through clinical correlations that focus on clinically applied hematological and immunological Concepts.

Genetics and Molecular Biology

This course will explore aspects of molecular biology and genetics in medicine. The impact of this incessantly evolving field on health and disease will be highlighted. Further, current understandings and new concepts relating to diagnosis, prognosis, prevention and treatment of genetic diseases will also be presented.

Research Methods I

This is the first course in a series of three courses on research methods. This course is sequential to the two previous courses given in Year 1, MEDC1114 and MEDC1212 (Fundamentals of Epidemiology and Biostatistics 1 and 2). This means that the syllabus of this course builds upon the knowledge and skills obtained in semesters 1 and 2. It will continue the scientific journey with an emphasis on analytical skills and critical thinking. The overall aim of this course is to deliver the required knowledge and skills to prepare the students for their research project. In-depth study, research methods, and biostatistics concepts for the analysis of categorical and continuous data relevant to the interpretation of research findings will be emphasized. The focus is on understanding when a specific statistical test is used in medical research and knowledge on interpreting the medical findings, rather than on the computational aspects. Topics include selecting appropriate measures of association, outcome measures, and quantitative analysis. By the end of this course, students will be able to differentiate between the different research designs and list their strengths and limitations. Specifically, students will be exposed to the foundations of conducting scientific research. In addition, each student will be able to start thinking of a potential research project to pursue during the following two semesters.

Phase II – Semester 4

Course Code	Course Title	Credits
MEDC2441	Cardiovascular System	4
MEDC2333	Foundations of Clinical Medicine II (CC)	3
MEDC2433	Principles of Pharmacology and Therapeutics	3
MEDC2425	Research Methods II	2

MEDC2435	Respiratory System	3
MEDC2426	Skin and Subcutaneous Tissue	2
	Total credits	17

CC= Continuous course extends over 2 semesters

Cardiovascular System

Cardiovascular disease is the primary cause of human mortality and morbidity. This course builds on the introductory coverage of normal structure and function in Phase 1 and the understanding of pathological process from the General Pathology course to consider the disturbances to normal physiology and the specific changes in end-organ structure that ultimately lead to the pathological hallmarks of cardiovascular disease. The course deals with the study of the pathophysiology of common and major diseases of the cardiovascular system, their clinical presentations, and the various approaches to treatment. The emphasis is on understanding pathophysiological mechanisms rather than on memorizing clinical details, but learning will be enhanced through integrated online tutorials and laboratory-based teaching modules that feature video interviews with patients, clinicians, caregivers, and family. This will be complemented by clinical exposure to patients in hospital settings and observation of simulated cardiovascular disorders in the Simulation Center.

Foundations of Clinical Medicine II

Please click the above link for information on this course.

Principles of Pharmacology and Therapeutics

This course will build on the introductory concepts of pharmacology introduced in Phase 1. It is intended to aid students in understanding the basic principles of drug action. Using a combination of didactic teaching, self-directed learning and team based learning, the students will be guided through a journey of where and how drugs work in the body (primary sites of action e.g. receptors,

enzymes), the consequences of such interactions (the actions and effects of drugs on the body or pharmacodynamics), how the body handles drugs (the factors that determine drug concentration changes with time following dosing or pharmacokinetics), and why drugs affect people differently (pharmacogenomics). A variety of physiological models for the pharmacological action of drugs will be used to consolidate the basic principles of pharmacology.

Research Methods II

This is the second course in a series of three courses on research methods: Research Methods 1 and 2, and the Research Project. This means that the syllabus of this course builds upon the foundational knowledge and skills obtained in the previous course (i.e., Research Methods 1). It will continue the scientific journey with an emphasis on analytical skills and critical thinking. Students will learn the importance of conducting research and will acquire the respective skills to assist young, motivated, inquisitive learners in engaging in research. The course will start with the students submitting the Student's Research Project Form, as a fast-track request to the MBRU-Institutional Review Committee, and at the end of the course, the students will be able to develop a full-fledged research proposal and complete data collection. A specific focus during the development of the research proposal will be to enable the students to develop a detailed, comprehensive research methods section. Data analysis and final submission of the report will take place in Semester 5, during the Research Project course. Students are advised to continue working on their research projects during the summer break.

From a content perspective, this course further introduces students to the principles of research design and methods with a specific focus on enhancing their analytical skills. Specifically, the course will cover: Recap on the formulation of the problem statement; developing a research question and conducting a literature review; choice of appropriate study designs; measurement of concepts; sampling issues; modes of data collection; and analysis of quantitative and qualitative data; and practical ethical considerations will also be discussed. The data management and analysis detailed in the proposal will be carried out during the Research Project course in Semester 5 of Year 3.

Respiratory System

This course, together with other organ-system courses in Phase 2, will prepare the learner for clinical clerkships in the next Phase (Phase 3) of the program. The course addresses physiological and pathological changes that occur in a variety of respiratory diseases. The focus is on correlating structural pathophysiological changes with symptoms, signs, and radiological abnormalities that accompany common respiratory diseases. The learner will begin to acquire skills of physical examination of the normal respiratory system in simulated patients. Teaching approaches will facilitate the learner's development of effective communication with patients, independent learning, and effective teamwork.

Skin and Subcutaneous Tissue

The course is designed to provide students with a pathophysiological framework for explaining skin and connective tissue disorders. The course involves describing the structure and function of the integumentary system; the skin and related appendages (hair, nails, glands, and mucous membrane), and the variety of mechanical, thermal, and environmental impacts that affect the dermal ageing process.

Phase 2 – Semester 5

Course Code	Course Title	Credits
MEDC3541	Digestion and Nutrition	4
MEDC3542	Endocrine System	4
MEDC3534	Renal and Urinary System	3
MEDC3524	Research Project	3
MEDC3535	Integrated Medicine I	3
MEDC3544	Foundations of Clinical Medicine III	CC
	Total credits	17

CC= Continuous course extends over 2 semesters

Digestion and Nutrition

This course, together with other organ-system courses in Phase 2, prepares the learner for clinical clerkships in the next Phase (Phase 3) of the program. The course addresses physiological and pathological changes that occur in a variety of gastrointestinal diseases. The focus is on correlating structural pathophysiological changes with symptoms, signs, and radiological abnormalities that accompany common gastrointestinal diseases and the various approaches for treatment. This course also centers on the basic principles of nutrition in health and disease based on the knowledge of nutrient classes, their functions, sources, and deficiency symptoms. Teaching approaches will facilitate the learner's development of effective communication with patients and simulated patients, independent learning, and effective team working.

Endocrine System

This course involves learning about the nomenclature of endocrine glands and their hormones; the hormones' sites of biosynthesis, mechanism of action, and metabolism; their impact on overall body physiology and metabolism; and disease states resulting from various endocrine disorders. The focus will be on the pathophysiology of endocrine dysfunction. Mind and Behavior Students will be introduced to psychological and sociological models of behavior, and how these relate to the experience and response to illness in an individual or social/cultural group. They will gain an understanding of the importance of psychosocial factors in health and well-being and how these may influence the effectiveness of proposed treatments. Students will learn how to analyze behavioral determinants of illness, especially as applied to substance abuse, self-harm, and eating disorders.

Renal and Urinary System

This course deals with the study of the pathophysiology of common and major diseases of the renal and urinary system, their clinical presentations, diagnostic investigations, and the various

approaches for treatment. The emphasis is on understanding pathophysiological mechanisms rather than on memorizing clinical details. Learning objectives in this course support understanding of the consequences of disease and their management during clinical clerkships.

Research Project

This is the third and final course in a series of three courses on research methods (Research Methods 1, Research Methods 2, and Research Project). The syllabus of this course builds upon the foundational knowledge and skills obtained in the previous courses. It will continue and then culminate the scientific journey with an emphasis on analytical skills, critical thinking, and the oral, written, and digital dissemination of research. Students will demonstrate their statistical analysis, data interpretation, and scientific communication skills by developing and delivering a conference poster, writing a dissertation, and designing a digital abstract of their student research project. Through these assignments, students will demonstrate that they have developed the required knowledge, skills, and competencies to complete a research project and disseminate the findings to both the scientific and general community. The course will start with the students completing their data collection within the first three weeks of the semester, followed by a recap on the data management and analysis skills acquired during the Research Methods 1 and Research Methods 2 courses. A specific focus of this course is developing scientific communication skills required by young, motivated, inquisitive learners to disseminate their research findings. Specifically, students will be required to (i) design an engaging conference poster that will be presented at the Student Research Poster Presentation Conference; (ii) write a dissertation; and (iii) develop a digital abstract that can be used on social media to disseminate the findings of their research project.

Integrated Medicine I-II

These courses will help students develop their clinical reasoning skills while integrating the knowledge of the fundamentals of pathophysiology of disease in the setting of clinical cases. Through illustrative clinical presentations, it will provide horizontal and vertical integration of knowledge, demonstrating the complexity of diseases that affect multiple systems, either

through the pathology of a primary disease and its complications or through the co-existence of multiple diseases. Team-based Methodology and simulation are used as part of the learning pedagogy.

Foundations of Clinical Medicine III

Please click the above link for information on this course.

Phase 2 – Semester 6

Course Code	Course Title	Credits
MEDC3623	Integrated Medicine II	2
MEDC3632	Human Reproduction	3
MEDC3544	Foundations of Clinical Medicine III (CC)	4
MEDC3624	Mind and Behavior	2
MEDC3635	Musculoskeletal System	3
MEDC3646	Neurosciences	4
	Total credits	18

CC= Continuous course extends over 2 semesters

Integrated Medicine II

Please click the above link for information on this course.

Human Reproduction

This course describes the normal human reproductive system and breasts in males and females. In addition, the pathophysiology, clinical presentation, and principles of management of common reproductive and breast-related conditions are explained. The course will also provide the opportunity for the student to acquire skills for history taking and physical examination of the

reproductive system and breast in simulated settings, as well as exemplified in patients by visits to healthcare facilities.

Foundations of Clinical Medicine III

Please click the above link for information on this course.

Mind and Behavior

Students will be introduced to psychological and sociological models of behavior, and how these relate to the experience and response to illness in an individual or social/cultural group. They will gain an understanding of the importance of psychosocial factors in health and well-being and how these may influence the effectiveness of proposed treatments. Students will learn how to analyze behavioral determinants of illness, especially as applied to substance abuse, self-harm, and eating disorders.

Musculoskeletal System

This course, together with other organ-system courses in this Phase (Phase 2), prepares the learner for clinical clerkships in the next Phase (Phase 3) of the program. The course illustrates pathophysiologic mechanisms of musculoskeletal disorders by addressing developmental, degenerative, infectious, and inflammatory conditions of joints, muscles, tendons, and bone in both adults and children. The course introduces the student to basic knowledge and skills in the field of musculoskeletal medicine in order to address diagnostic and therapeutic questions in patient care.

Neurosciences

This course is an integrated neuroanatomy, neurophysiology, neuroradiology, neuropathology, and neuropharmacology course covering normal and disturbed functions. It includes study of the

central and peripheral nervous systems, sensory, autonomic, and motor neuroscience, special senses, and provides a broad exposure to the pathophysiology of nervous system disorders, as well as signs and symptoms of neurological disorders.

Course Description – Phase 3

Year 4 - Overview

The clinical clerkship is designed to give the students the opportunity to further develop their clinical skills. With the Phase 1 and Phase 2 foundation of basic science and FOCM courses introducing clinical consultation and examination skills, students will be able to build on this knowledge as junior clinical medical students. The 40 weeks are divided into five 8-week rotations, with 80% of the week spent in the clinical setting. The remaining day, each week, is spent on tutorials or practicals, split between discipline-based teaching and longitudinal themes. Longitudinal themes include professionalism, prescribing, radiology, practical procedures, and a number of other topics, including the Health Systems Science theme, which runs through all three years of the clinical program.

The longitudinal themes aim to supplement the students' clinical knowledge and prepare them for professional practice as physicians who contribute to the overall health of the community through ongoing quality improvement.

Phase 3 – Year 4

Course Code	Course Title	Credits
MEDC4083	Internal Medicine I	8
MEDC4085	Surgery I	8
MEDC4084	Pediatrics I	8
MEDC4081	Behavioral Medicine	8
MEDC4082	Family Medicine	8

	Total credits	40

Internal Medicine (8 Weeks)

The aim of this course is to introduce the student to the basic principles of Internal Medicine, with a focus on the subspecialties of cardiovascular, pulmonary, gastrointestinal, endocrine, renal, rheumatology, and infectious disease medicine. Other internal medicine topics will be covered in subsequent rotations; however, the student is encouraged to take advantage of learning opportunities in all areas of medicine as they present themselves. Tutorials and case discussions will be focused on common presentations within each subspecialty, with a focus on patient-centered consultation skills, history taking, physical examination, clinical reasoning, and problem-solving skills, as well as advanced communication skills, including explanation and planning, shared decision making, and breaking bad news.

Surgery I (8 Weeks)

This course aims to introduce the students to the discipline of surgery, including, but not limited to, identifying, evaluating, and managing common surgical conditions and emergencies. The course helps the student develop the ability to work as an effective team member within the clinical multiprofessional surgical team. The clinical placements are based on General Surgery and Anesthesia and will therefore cover the core elements of surgery. Professionalism will be stressed throughout this course, and students will be encouraged to develop awareness of their own limitations and when to seek help from senior colleagues, to ensure patient safety. Clinically oriented tutorials will supplement clinical knowledge gained in the hospital (outpatient clinics, surgical wards, operating theatres, endoscopy suites, etc.). The simulation laboratory will be utilized for initiating the teaching of surgical skills and interventional procedures before these are performed on patients.

The anesthesia course in the undergraduate curriculum will provide students with the opportunity to understand anesthesia in the context of the pathway of care for surgical patients, the physiological effects of anesthesia on the patient, and the role of the anesthetist in the

multidisciplinary team. Lectures and tutorials will define the roles of the anesthetist in different settings and will expose the students to preoperative, intraoperative, and postoperative patient care and the principles of anesthesia and pain control procedures.

Students will have the opportunity to gain experience in basic airway management, intravenous cannulation, and preparation and administration of intravenous medication, under the supervision of a consultant anesthetist, and will gain a clear understanding of the modern technologies and skills available in the care of the critically ill patient.

Pediatrics I (8 Weeks)

The aim of this course is to introduce the student to the basic principles of general Pediatrics, with a focus on disease prevention and common presentations encountered in general pediatrics practice. Tutorials and case discussions will focus on history taking, physical examination, developing differential diagnosis, and problem-solving skills. During clinical placements, students will develop skills of triadic consultations and be exposed to consultation skills specific to children and carers. Students are encouraged to explore the role of the multiprofessional team involved with children and their families in a clinical setting.

Behavioral Medicine (8 Weeks)

The aims of this course are to provide students with knowledge and understanding of the main psychiatric disorders, the principles underlying modern psychiatric theory, and commonly used treatments. Physical and mental illnesses should never be viewed in isolation, and the course will assist students in developing the necessary skills to apply their psychiatric knowledge to all clinical situations. It will encourage students to develop the appropriate attitudes necessary to respond empathically to mental illness and psychological distress in all medical and broader settings.

Students will learn about different presentations and treatments of mental illness in primary care, secondary psychiatric services, and medical/surgical patients. Psychiatric teaching will cover all age groups (children and adolescents, working-age adults, and older adults). Other specialized areas of psychiatry will also be taught and/or experienced, for example, the psychiatry of intellectual disability, forensic psychiatry, and psychotherapy. Further areas of general adult psychiatry will also be explored, including perinatal, eating disorders, addictions, liaison, neuropsychiatry, and rehabilitation psychiatry. By the end of the course, students should be able to conduct a psychiatric interview, order appropriate investigations, and formulate a diagnosis and management plan incorporating psycho-social aspects of care, psychological therapies, as well as pharmacological treatments, ECT, and newer treatments.

Students will be introduced to the broader implications of psychiatric illness within society and the need for prevention and early detection, ethical issues including consent and confidentiality, as well as the possible involvement of the law, police, and social services in managing some patients, including those who may be suicidal. Mental health and well-being, and resilience of medical students and doctors will also be discussed. Students will be aware when seeking senior, experienced/specialized help in both acute and elective situations.

Family Medicine (8 Weeks)

The aim of this rotation is to introduce the student to the basic principles of Family Medicine (also known as Primary Care), and it will include 2 weeks of dermatology integrated longitudinally into the course structure. Family Medicine is clinical medicine practiced in the community and often represents the first point of contact with healthcare. At its core lies the consultation between the doctor and the patient. Family practitioners provide comprehensive and continuing care to patients irrespective of age, gender, or illness. The main aim of the rotation is to introduce students to the scope of clinical medicine in the community and to meet patients with undifferentiated symptoms.

Given the ‘generalist’ nature of the discipline, the potential curriculum is understandably vast. However, using a combination of community-based teaching in a person-centered context,

students will develop and practice skills such as history taking, conducting a thorough physical examination, and developing diagnostic hypotheses and problem-solving skills. Tutorials and case discussions will be centered on common presentations and practicing consulting skills. There will be an introduction to therapeutics (prescribing), and the concept of holistic management, including preventive and opportunistic care by identifying lifestyle or other modifiable risk factors for acute and chronic diseases. A focus on aspects of occupational medicine highly relevant in family practice arises from the availability of excellent occupational health doctors to teach on this course.

Time management skills will be developed along with the skills in handling uncertainty. Management of common diseases in general practice and the interface with specialty-based hospital practice will be highlighted. Students will learn when to refer to and recognize red flag symptoms that require immediate care or referral to secondary care. They may be able to see how long-term illnesses can be managed in the community rather than the hospital setting.

Students also gain, through the placements, insight into teamwork in the community and public health approaches to improving population health. They will learn about the organization of primary care in the UAE context as well as how primary care is organized in other countries, enabling discussion of the relative cost-effectiveness of different models.

A combination of continuous clinical supervision, teaching, e-portfolio, and end-of-rotation assessment will ensure attainment of objectives at the end of the rotation.

Year 5 - Overview

The clinical clerkship program in Year 5 expands on the major specialty teaching in Year 4 and introduces two new disciplines, namely obstetrics and gynecology and emergency medicine. The role of the major specialty teaching is to dig deeper, building on the core knowledge and generic skills that are developed in Year 4 and moving towards more specialization. The key topics taught in Internal Medicine include neurology, acute medicine, intensive care medicine, hematology/oncology, and palliative care. For surgery subspecialties, ophthalmology, ENT,

orthopedics, vascular surgery, and urology are taught. The teaching of pediatrics includes more sub-specialization, mindful that the students are placed at the Al Jalila Children's Specialty Hospital. The teaching of obstetrics and gynecology is delivered both within the private and public sectors, as is the teaching of emergency medicine.

The longitudinal theme program continues into Year 5. This includes practical procedural skills as well as the Health Systems Science course, which includes a significant student contribution to ongoing quality improvement projects that extend into Year 6. Students are expected to complete the Institute for Healthcare Improvement Basic Certificate in Quality and Safety.

Following finals, students undertake a six-week elective period of their own choosing.
Students are encouraged to seek placements outside of Dubai, and indeed further afield to other countries, to enhance their experience and learning of other health systems and health cultures.

Phase 3 – Year 5

Course Code	Course Title	Credits
MEDC5082	Medicine II (Incl. Sub-Specialties)	8
MEDC5085	Surgery II (Incl. Sub-Specialties)	8
MEDC5044	Pediatrics II	4
MEDC5083	Obstetrics and Gynecology (Incl. Feto-Maternal Medicine)	8
MEDC5046	Emergency Medicine	4
MEDC5061	Electives	6
	Total credits	38

Medicine II (8 Weeks)

The fifth year of Medicine is the culmination and integration of previous studies. Therefore, much of the teaching is integrated. Major areas of focus this year will be to enhance skills in history taking & clinical examination, especially in view of synthesizing information thus gathered,

countering appropriately, and developing a detailed understanding of management plans and prescribing. Essentially, it's all about consolidating the key components.

This course will build upon principles of internal medicine acquired in the junior clerkship. Problem-solving skills will be fine-tuned by exposure of the students to common and specific clinical presentations, which they will encounter as doctors. Experiences in the wards and clinics, together with knowledge acquired in formal learning opportunities, will be utilized in guiding them through clinical scenarios.

Hematology / Oncology: The aim of this 2-week rotation is to introduce students to the principles of hematology and oncology with a focus on following a patient on the journey from investigation and diagnosis to treatment and possible end-of-life care.

ICU Medicine: The aim of this 4-week rotation is to introduce students to the principles of intensive care medicine, integrating basic knowledge into clinical practice for patients who are critically unwell.

Neurology: The aim of this 2-week rotation is to introduce students to the basic principles of neurology with a focus on history taking, physical examination, developing differential diagnosis, and understanding the principles of management.

Assessments will be continuously conducted by the supervising consultant (including engagement, attendance, and professionalism), and the students' e-portfolio, to ensure attainment of the course's objectives.

Surgery II (8 Weeks)

The core Surgery 2 clerkship is designed to provide formal learning and practical experience in the evaluation, diagnosis, and treatment of surgical diseases. This rotation provides students with a 2-week clinical experience in the fields of otorhinolaryngology (ENT), Ophthalmology, Orthopedics, Urology, and Vascular.

The ENT specialty is predominantly outpatient (clinic) based. Students are exposed to the techniques of examination of the ear, nose, nasopharynx, mouth, larynx, and neck. Students will have clinical experiences across a range of ENT conditions, including problems of the hearing and vestibular system, pediatric otolaryngology, head and neck swellings, as well as the more routine problems of otitis media, head and neck infections, and chronic sinusitis.

The Ophthalmology placement introduces students to the basic principles of ophthalmic practice, how to identify some common eye conditions, and demonstrates basic ocular assessments. It aims to prepare students with enough understanding of ophthalmology to support the practice of general medicine or to act as a foundation for further study in this specialist area.

Urology and Vascular placements occur at the same clinical site. Students are introduced to common urological and vascular surgical diseases as well as more complex surgical conditions and procedural skills. They will be guided on how to evaluate patients with clinical presentations of surgical diseases, make a differential diagnosis, and perform pertinent investigations and imaging to arrive at a definitive diagnosis. General management principles will be instilled, with some details, including complications of common surgical operations. The medium of instruction will be a combination of formal learning experiences, student-centered tutorials with emphasis on practical learning in the surgical units of hospitals (wards, clinics, and operating theatres).

During the orthopedic rotation at the Mediclinic hospitals, students will attend the orthopedic clinic, ward rounds, plaster room, physiotherapy, and operating theatres. Tutorials and case discussions will be centered on common trauma & orthopedic presentations, with a focus on history taking, physical examination, developing differential diagnosis, and problem-solving skills. Students will learn common orthopedic conditions, including presentations and management of fractures, joint dislocations, and limb amputations. They will be taught how to apply and remove bandages and Plaster of Paris, and complications that may arise with incorrect application, and what corrective action to take. Students will also observe orthopedic surgical procedures such as arthroscopy and joint replacement. Students will also learn the common elective orthopedic

conditions in both pediatrics and adult patients, their presentation, their urgency, their investigations, and principles of management.

Pediatrics II (4 Weeks)

The aim of this rotation is to build upon the concepts from general pediatrics and introduce the student to several areas of subspecialty topics in Pediatrics. Tutorials and case discussions will focus on history taking, physical examination, developing differential diagnosis, and problem-solving skills. This rotation builds on learning acquired during the junior clerkship.

An emphasis is placed on appropriate prescribing under supervision, assessing child development, and the recognition of pediatric emergencies and critical cases. Clinical features and principles of management of common conditions in pediatric subspecialties are introduced in this rotation.

Obstetrics and Gynecology (8 Weeks)

The aim of this clerkship in Obstetrics and Gynecology is to familiarize students with the signs and symptoms of normal and abnormal reproductive function and to teach the basic examinations in obstetrics and gynecology. The course will emphasize and reinforce skills for taking an appropriate history, performing a physical and pelvic examination, formulating a differential diagnosis as well as a treatment plan, and properly managing patients. Students will be meticulously engaged in a variety of learning environments and will be tutored in observing in the operating room. There are opportunities for both inpatient and outpatient experiences during this clerkship.

Emergency Medicine (4 Weeks)

The aim of this rotation is to introduce the student to the basic principles of Emergency Medicine. The student will learn to conduct effective history taking and physical exam skills in a high-pressure environment. They will be given the opportunity to learn to integrate their knowledge and skills and provide a differential diagnosis, a pragmatic investigative pathway, and to describe

key management (treatment) steps for common emergency and trauma presentations, and to work effectively as part of a wider team.

Tutorials and case discussions will be centered on common emergency and trauma presentations, with a focus on history taking, physical examination, developing differential diagnosis, and problem-solving skills.

Elective (6 Weeks)

The Clinical Elective Rotation (CER) is a mandatory 6-week clinical experience. The aim of the CER is to better prepare the students for Year 6 and provide them with an opportunity to experience working in a specialty they are considering as a future career choice. The core activities to be undertaken in a CER under the direct supervision of an attending physician include, but are not limited to, inpatient care, including ward rounds, outpatient clinics, ambulatory healthcare services, performing simple procedures, assisting in surgeries, and attending didactic activities.

Year 6

Year 6 is a 12-month preparation for the clinical practice training period aimed at the consolidation of clinical skills to prepare students for future practice and residency programs. It is innovative in its approach in combining clinical practice with core teaching and robust assessment.

The overall aims of the MBRU student Year 6 program are:

1. To ensure that students maintain the high academic and professional standards as expected of a healthcare professional.
2. To give the student a broad experience of the foundations of the practice of general and specialist medicine while still under supervision, thus providing a safer transition to postgraduate medical practice.

3. To provide students with some flexibility in clinical practice through Selectives and an Elective
4. To give the College the opportunity to evaluate the performance of its students in the workplace.
5. Facilitate remediation for students of gaps (in knowledge, skills, and /or attitude) crucial to future safe practice.

Phase 3 – Year 6

Course Code	Course Title	Credits
MEDC6001	Medicine III (Incl. ICU)	12
MEDC6003	Pediatrics III	4
MEDC6004	Family Medicine/Psychiatry	4
MEDC6005	Surgery III (Incl. Acute)	12
MEDC6006	Obstetrics and Gynecology	4
MEDC6007	Selectives and electives	10
	Total credits	46

The rotations in Year 6 are an authentic physician-training period aimed at preparing the medical student to transition into a general medical doctor and/or a candidate for starting specialist postgraduate (residency) training in any field of medicine. In the United Arab Emirates (UAE) and abroad, depending on local medical licensing regulations, it is a year where the students work in supervised training posts in hospitals/clinics as a full-time member of a clinical multidisciplinary team (MDT), thus a true clinical apprenticeship which includes planned weekend working and on-call duties. Students are responsible for the medical care of assigned patients under the supervision of attending staff and according to an assigned schedule. The clinical focus is on generalist clinical practice (e.g., General Medicine, General Surgery, Family Medicine incorporating Mental Health, General Pediatrics, and General Obstetrics and Gynecology).

Students rotate through 3 months of medically oriented specialties with a minimum of 2 months in General Medicine (i.e., 2 months in General Medical Service; and 1-month Critical and Enhanced Care); 1-month in General Pediatrics; and 1-month in Family Medicine. The Family Medicine rotation is based in a public healthcare facility. Students also rotate through surgically orientated specialties with 3 months in Surgery, and 1 month in General Obstetrics and Gynecology.

Following the Core placements, the students have a period to undertake selectives and electives. Selective placement is an opportunity for students to undertake a self-selected component from several options advertised to them, including various medical and/or surgical sub-specialties such as family medicine, general medicine, general surgery, dermatology, emergency medicine, psychiatry, neurology, oncology, neurosurgery, orthopedics, urology, or plastic surgery. This gives the student an opportunity to catch up on experiences from phase 3, to experience a specialty of interest to them, or work at a hospital or practice they have not rotated previously. The Elective period is an opportunity for students to plan a placement in a specialty of their choice, perhaps one they are considering as a career, in the UAE or abroad. Students are encouraged to explore different health care systems.

Upon completing their training at MBRU, medical graduates will emerge as physicians who are scientifically knowledgeable, diagnostically skilled, technically proficient, socially responsible, behaviorally adept, and possess advanced communication skills. They will be physicians committed to continuous professional growth and life-long learning.

MD Degree Plan: Graduate Entry Track – Class of 2029

Year 1

Semester 1		Semester 2		Semester 3		Semester 4	
Course	Credit(s)	Course	Credit(s)	Course	Credit(s)	Course	Credit(s)

Integrated Medical Sciences*	6	Digestion and Nutrition	4	Cardiovascular System	4	Introduction to Clinical Medicine***	4
		Endocrine system	4	Human Reproduction	3		
		Renal and Urinary System	3	Respiratory System	3		
		Skin and subcutaneous tissue**	2	Mind and Behavior	2		
		Hematopoietic and Immune System	4	Musculoskeletal System	3		
				Neurosciences	4		
Total credits	6	**Total credits**	17	**Total credits**	19	Total credits	4

*A Combination of pathology, microbiology, pharmacology, and anatomy, a specific course for the graduate entry track.

**Only the Skin and subcutaneous tissue course will move semester, while the rest will be delivered at the same time as Year 2 & Year 3 in the undergraduate entry track.

***A Combination of the foundation of clinical medicine and integrated medicine, a specific course for the graduate entry track.

Clinical clerkship

Year 2 (Year 4 undergraduate entry track)		Year 3 (Year 5 undergraduate entry track)		Year 4 (Year 6 undergraduate entry track)	
Course	Weeks	Course	Weeks	Course	Weeks
Internal Medicine I	8	Medicine II (Incl sub-specialties)	8	Medicine III (Incl. ICU)	12
Surgery I	8	Surgery II (Incl sub-specialties)	8	Pediatrics III	4

Pediatrics I	8	Pediatrics II	4	Family Medicine/Psychiatry	4
Behavioral Medicine	8	Obstetrics and Gynecology	8	Surgery III (Incl. acute)	12
Family Medicine (Incl. dermatology)	8	Emergency Medicine	4	Obstetrics and Gynecology	4
		Electives	6	Selective & Elective	10
Total credits	40	**Total credits**	38	**Total credits**	46

Grand Total Credits = 178

***Integrated Medical Sciences**

In this six-week course, graduate entry track students will be exposed to the basic concepts of microbiology, Pathology, and Pharmacology. These concepts will be addressed using a case-based approach to facilitate an integrated learner-centric pedagogical approach. Students will learn about the microbiological characteristics, route of transmission, and approaches for laboratory identification of microbial organisms associated with clinical infections, as well as the approaches for prevention and control of infectious diseases. The fundamental pathologic mechanisms (pathogenesis) of disease, alterations in hemodynamic balance, general aspects of neoplasia, as well as the link with alterations in normal structure and function, will be covered. They will also be introduced to basic pharmacology concepts, including how drugs act in the body as well as their pharmacodynamics, pharmacokinetics, and pharmacogenomics. The case-based teaching approach adopted for this course will provide early orientation to the clinical sciences and provide a solid foundation on which Phase 3 clinical knowledge will evolve. It is expected that by the end of this course, students will understand the major mechanisms of human disease and the processes of compensation and repair in disease states and following injury.

This course is remedial and will not contribute to the GPA.

*****Introduction to Clinical Medicine**

Every encounter between a patient and a physician is a significant part of a patient's journey. Physicians undertake hundreds of thousands of consultations, and consultations may start to

feel 'routine.' For an individual patient, however, each consultation with a physician is a step towards a recovery they hope for.

Consultation skills are essential for safe medical practice. Listening to a patient's story effectively enables physicians to generate a problem list and agree on a management plan with their patient. A consultation between a clinician and a patient encompasses many skills, including effective communication skills, active listening, information gathering, physical examination, clinical reasoning, and shared decision making. During this course year, the student will use consultations to focus on the care of patients with common presenting symptoms. The course will be delivered through a mixture of skills, workshops, consultations with standardized patients, and, when possible, with real patients and Team-Based Learning (TBL).

During this course, students are introduced to several clinical cases that naturally evoke inquiry and motivation for learning. They are required to call upon knowledge and skills from across the disciplines in addressing the issues stemming from these cases.

This course is remedial and will not contribute to the GPA.

Changes to courses

The College will seek to deliver each course in accordance with the descriptions set out in the relevant degree plan. The course descriptions can be accessed in the college catalog.

However, there may be situations in which it is desirable or necessary for the College to make changes in course provision, either before or after enrollment.

The College will not make very substantial changes to courses that would impact students who have already begun their course.

Other changes could be made to course content, delivery, and teaching provision because of developments in the relevant subject, enhancements in teaching or assessment practice,

requirements of external accreditation processes, changes in staffing, resource constraints, or changes in the availability of facilities. Such changes will consider the reasonable expectations of prospective and current students. All students affected by such changes will be notified.

Course Load

In regular semesters, a student shall normally register in 4-8 courses (14-16 credits) concurrently, and credit hours are calculated according to the University's definition of credit hours – please refer to Section 4.2.

Sequencing of courses

MD: Undergraduate Entry Track

None of the courses listed above has a prerequisite, with the exception of courses divided into two parts, where successful completion of part one is a prerequisite for part two.

MD: Graduate Entry Track

Please refer to the Degree Plan: Graduate Entry Track – Class of 2029

Admissions, Registration and Enrolment Policies

Admissions Policy

The standards and criteria for admissions are designed to achieve the University's vision and mission and are applied consistently to all applications.

Admissions to the graduate and undergraduate programs are managed centrally by SA in collaboration with the committees concerned and the Deans. Admission is open to all nationalities.

General minimum admissions criteria for the academic year 2025-2026 entry are set out below. Admission criteria are updated annually as per CAA directives and are published on the MBRU website.

Doctor of Medicine (MD): Undergraduate Entry Track

General minimum admissions criteria for the undergraduate entry track of the MD program for the academic year 2024-2025 entry are set out below:

Item	Qualification	Admission Criteria
High School Students	UAE Secondary School Certificate	• Elite Track - Overall Average 85%, and an average of 85% in three science subjects. • Advanced Track - Overall Average 90% and an average of 90% in three science subjects. • ATHS – Overall Average 90% and an average of 90% in three science subjects. (The Health Science course grade will not be included in the Average calculation.)
	AS & A Level (British Curriculum)	• A minimum of six IGCSE/GCSE subjects are required, of which three should be science subjects. • IGCSE/GCSE science subjects must have a minimum grade of B or 5. • Any four of the IGCSE/GCSE subjects must have a minimum grade of A or 7.

		• Minimum of 3 B's in AS or A-Level in at least three science subjects.
	American Diploma	• Overall average of 90% or minimum cGPA 3.5 on a scale of 4.0 or equivalent (e.g., cGPA 3.76 on a scale of 4.3). • An average of 90% in at least three science subjects. • (Applicants with an American Diploma are highly recommended to complete at least two AP science subjects)
	IB Diploma	• 29 points, inclusive of any bonus points • A minimum score of 5 in three science subjects, including Math. • Two of the science subjects should be at Higher Level
	CBSE/ICSE (Indian Curriculum)	• Overall average of 85% • An average of 85% in three science subjects (For ICSE applicants, grades of all completed courses will be included in the Average calculation.)
	French Baccalaureate	• Overall Score of 14/20 • At least three science subjects with a minimum score of 14.
	SABIS	• Overall average of 90% • An average of 90% in three science subjects
	Canadian Curriculum	• Overall average 90% • An average of 90% in at least three science subjects.

Note:

- For Curricula not mentioned above, the requirements for the UAE Secondary School Certificate or equivalent will be applied.
- Examples of Science subjects: Biology, Physics, Chemistry, Mathematics, Calculus, Algebra, IT, Psychology, Combined Sciences, Geology.
- We highly recommend students complete Chemistry and Biology in grades 11 and/or 12.
- Applicants with high school certificates obtained outside the UAE, other than the qualifications listed above, are required to submit an Educational Credential Evaluators (ECE) course-by-course evaluation when applying to evaluate the transcripts and have a standard GPA (http://www.ece.org).

University Students	• Latest minimum cGPA 3.0 on a scale of 4, or equivalent • Applicant should meet high school certificate requirements
University Graduates	• Latest minimum cGPA 3.0 on a scale of 4.0, British 2:1 degree, or equivalent • University studies should have included science-related courses

Note:

- Applicants with university degrees obtained outside the UAE are required to submit an Educational Credential Evaluators (ECE) course-by-course evaluation when applying to evaluate the transcripts and have a standard GPA (http://www.ece.org).
- If admitted, university students will have to enroll and complete all courses offered starting year one in the MD program – undergraduate entry track. MBRU MD curriculum is specifically designed with integrated courses, hence students need to attend all courses offered. No transfer of credits will be given for previously completed courses.

English Language Requirements	Academic IELTS	• Minimum of band 6 with no skill less than 5.5 • 'IELTS Indicator' will not be considered for admission purposes • A single certificate to be submitted; combined scores are not accepted • Must have been taken within the last two years • IELTS One Skill Retake is accepted

	TOEFL	• iBT 80; CBT 213 • PBT is not accepted • 'My Best Scores' will not be considered for admission purposes • Must have been taken within the last two years
	EmSAT - English	• Achievement of 1525 or above

Note:

• English proficiency is an admission criterion, and all applicants, regardless of the medium of study or nativity, are required to submit either the IELTS/TOEFL report or EmSAT English.

Doctor of Medicine (MD): Graduate Entry Track

General minimum admissions criteria for the Graduate Entry Track for the academic year 2024-2025 entry are set out below:

University Graduates	• Applicants should have a bachelor's degree from an accredited college or university. • Undergraduate studies should have included basic science, life/health science or equivalent courses. • Latest minimum cGPA 3.5 on a scale of 4.0 or equivalent
Entrance Examination	• Minimum MCAT score of 509

Additional Requirements

Interview	• Applicants will be required to pass multiple mini interviews (MMI) at MBRU. The exact dates will be announced on the University website.

Note:

- Applicant with university degrees obtained outside the UAE or as requested by the admissions office is required to submit an Educational Credential Evaluators (ECE) general with GPA evaluation when applying to evaluate the transcripts and have a standard GPA (http://www.ece.org)
- Applicants enrolled in the last semester of a bachelor's degree must provide an official letter from the university confirming the expected graduation date.
- If admitted, university students will have to enroll and complete all courses offered starting in Year One in the MD program. The MBRU MD curriculum is specifically designed with integrated courses; hence, students need to attend all courses offered.

Multiple Mini Interviews

The Multiple Mini Interview (MMI) is an interview process comprised of several short independent assessments, typically arranged in a timed circuit. The process results in an aggregate score of each applicant's non-cognitive "soft" skills, such as interpersonal skills, professionalism, and moral judgment. Since its introduction in 2004, the MMI process has been adopted by medical, dental, and pharmacy schools around the world.

The MMI process

At the start of each mini-interview rotation, an applicant receives a question/scenario and has a short period of time (typically one minute) to prepare an answer. Upon entering the interview room, the applicant has a short communication with an assessor (usually about 5 minutes). In some cases, the assessor observes while an interaction takes place between a standardized participant (a role player) and the applicant.

At the end of each mini interview, the assessor evaluates the applicant's performance on the activity against set criteria while the applicant moves to the next station. This pattern is repeated through a number of rotations (usually 10-15). Some stations are designated as "rest stations," meaning that no interview takes place. The applicant is expected to sit quietly during that time. The duration of the entire interview is usually between 60-90 minutes.

The interview scenarios are designed to test non-cognitive competencies, which are key to medicine, such as:

- Communication skills
- Problem-solving
- Empathy
- Moral/ethical reasoning and decision making
- Professionalism

Although participants must relate to the scenario posed at each station, it is important to note that the MMI is not intended to test specific knowledge in the field. Instead, the assessors evaluate each applicant's thought process and ability to think naturally. As such, there are no right or wrong answers to the questions posed in an MMI, but each applicant should consider the question from a variety of perspectives.

Admission Entrance Exam

Purpose of the Test

The purpose of the MBRU Admissions Test is specifically to provide an assessment of candidates' potential to succeed in the MD program. It is not designed to assess the appropriateness of applicants' high school qualifications. The test results are intended to be used to select the students who will then progress to the multiple mini interview (MMI).

The test items draw upon basic science knowledge in Biology, Chemistry, Physics, and Mathematics that are usually taught in secondary education (High schools) and have an application to medicine. The test provides an objective basis for comparing candidates from different high school curricular backgrounds locally within the UAE and those from other countries.

Structure of the test

- The test will be a 120-minute single-best-answer multiple-choice test (80 questions).
- The test explores whether a candidate has the minimum level of core scientific knowledge and the ability to apply it. Questions will be restricted to material typically included in Biology, Chemistry, Physics, and Mathematics courses in secondary schools. Approximately two-thirds of the exam will focus on biology and chemistry.
- Questions will be in multiple-choice format. There are no penalties for incorrect responses, only marks for correct answers, so candidates should attempt all questions. Each question is worth one mark. Calculators are not permitted. A log table will be provided.
- The content specification is set out in the Guide shared with invited applicants

Test format

The test will be conducted on the computer.

Application Assessment and Selection Principles

All applications are considered individually based on their merits. The selection process is consistent and transparent and is based on objective criteria. Academic qualifications and the outcomes of the Colleges' interview processes are therefore key criteria, but the full information on the application is considered.

Transfer Admissions and Recognition of Prior Learning Policy

Transfer applications are considered on an individual basis and are screened like all other applicants as per undergraduate admission processes and deadlines. All applicants seeking transfer admission must meet the relevant admission criteria before consideration of credits by the relevant committee. MBRU's MD program (both undergraduate and graduate entry tracks)

does not accept transfer of admissions, transfer credit, or recognition of prior learning, due to the uniqueness and integrated nature of the curriculum offered.

Registration and Enrollment

Registration

A student will be registered at the beginning of each academic term and will continue active registration throughout their stay in the University, unless otherwise advised.

Enrollment Eligibility

- Only students who have been admitted to MBRU can enrol in any training or classes.
- A student can only register for a course for which he or she has completed the required prerequisites.
- A student must comply with the academic, administrative, and financial policies of the University in order to enrol.
- SA is responsible for authorization, denial, or suspension of registration as well as for lifting such denial or suspension.
- Enrolment may be suspended or cancelled because of disciplinary action, financial delinquency, or safety concerns.
- All core curriculum courses are compulsory, and students are required to attend all the courses offered in each academic term.

Different Enrollment Status:

- **Audit status**

A student may register as an audit in courses completed or required to be completed for credit in the future. The student's grade shall designate a registered course with audit status. These

credits are not included in the total credits required for graduation in a degree program and shall not contribute to the grade point average.

- **Deferred Status**

Deferral: Is the postponement of academic participation for a defined period of time. An applicant/a student may be deferred for a maximum of one academic year. If an applicant/a student has extenuating circumstances that restrict them from joining the University, they may request in writing to be deferred for one academic year. Approval is required from the relevant committee and the Dean of the College. For continuing students, they may also be allowed to defer if the courses required are not offered in a given semester.

- **Suspension**

Suspension is a temporary hold on registration for a defined time period due to a serious academic or non-academic offense.

- **Dismissal**

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

The **Add/Drop Period** is the first two weeks of each semester, during which schedule changes can be made, including dropping or adding entire courses due to section changes. A student may drop a course without academic penalty during the course drop period. In general, all students are required to take all the courses offered for their cohort unless progression decisions stipulate a change in student registration. These changes need to be completed during the add and drop period.

It is strongly recommended that students consult with their academic advisor and/or program chairperson/director prior to adding or dropping a course.

Leave of Absence

A leave of absence is a period of non-enrollment when a student is not attending scheduled academic activities toward the degree that they are registered for at the University. Leave of absence can be granted in case of, but not limited to, study leave, maternity leave, military service, or medical reasons.

- The normal period of a leave of absence is one semester, but it may be extended to a maximum of one academic year, unless exceptionally extended by the Dean.
- The most updated MBRU tuition fee schedule will be in effect upon return from a leave of absence.
- If an extension is anticipated, a student on leave of absence should apply for an extension at least four weeks before the expiration of this leave.
- Continuous absence of more than two years will be converted to a withdrawal.
- Curriculum Committee in each college needs to conduct an assessment of the requirement to repeat previous courses or clinical components of the degree before reenrollment if the student has been absent for one year or more.

Application for leave of absence using the Change of Status request form should:

- be initiated at least four weeks before the last day of classes through SA.
- If approved by the College Dean, SA will notify the Department Chairperson and administrative departments, as required.
- The student should initiate the request through SA of the intention to resume studies, at least eight weeks before resumption.
- A student may be granted a leave of absence only once from matriculation to graduation.

SA may place a student on involuntary leave of absence for medical reasons if:

- The student poses a direct threat to the health and safety of themselves or others
- The student's behavior is determined to be the result of a medical condition
- (a medical report, including a psychiatric evaluation, may be needed prior to return and reenrollment)
- The student will be notified in writing of the decision to place him or her on involuntary leave of absence and the reasons for the decision.

All students applying for a leave of absence are highly recommended to seek the advice of the Student Counselor.

Withdrawal

Withdrawal is an action where a student opts to discontinue their studies at MBRU for any reason- personal/academic. Withdrawal applies to a course(s) or from the University.

Withdrawal from a course(s) means:

- Voluntarily withdraw from registered courses(s) or
- Withdrawn from the registered course(s) if he/she is absent for two consecutive weeks at any stage of the academic semester/session without reason or permission
- Wrongfully enrolled in course(s)
- It demonstrates poor academic performance.

The student must complete the Add and Drop Request Form for withdrawal from a course(s). Withdrawal from university means that the student drops all courses in which he/she is currently enrolled, but not yet completed, and cancels enrollment in courses for which he/she is scheduled to be registered in an upcoming semester/ session. A change of status form is required to be completed for a Leave of Absence request or in cases where a student opts to discontinue their studies at MBRU. Upon approval the student status and registration changes as withdrawn on

the Student Record System. If the student wishes to return to the university, then the policy for Re-enrollment applies.

The status of the courses registered varies according to the time of withdrawal as shown in the table below:

Week range	Action	Outcome
Week 1 - end of Week 2	Courses dropped	Dropped courses don't appear on the transcript
Week 3 – end of Week 6	Courses dropped appear with 'WW'	Withdrawn grade 'WW' appears on the transcript
Week 7 – end of semester/ clerkship/internship	Courses dropped appear with 'WF'	Withdrawn with Failure 'WF' grade on the transcript
Week 7 – end of semester/ clerkship/internship	Courses dropped appear with 'WW'	Withdrawn without Penalty' 'WW' grade on the transcript for students with extenuating circumstances

Reenrollment in MBRU

Students who were given a leave of absence from the University or a break from continuous enrollment in regular academic terms may apply for reenrollment, contingent upon the following:

- The student applies for reenrollment within two years from the beginning of the first academic term of the break in registration
- The student is not dismissed from the University
- Students on suspension are eligible to apply for reenrollment upon the completion of the period

of suspension.

- A student must comply with the academic, administrative, and financial policies of the University when submitting a request for reenrollment. The request should be submitted two months in advance of a new semester.
- Students eligible for re-enrollment into MBRU are required to complete and submit the change of status form along with any supporting documentation to SA.
- The final decision on reenrollment remains with the Dean of the college concerned.
- SA is responsible for facilitating the reenrollment request from students, seeking the required approvals, and communicating the final decision back to the students.

Student Assessment and Progression

The aims of student assessment at MBRU are to satisfy student achievement and progression requirements, promote subsequent learning through feedback, improve the quality of the curriculum (courses and programs), and evaluate the effectiveness of the teaching process.

Grading System

MBRU uses a letter-based grading system to report course grades in Years 1 to 5. Assessments are typically scored on a percentage scale (0-100%) and converted into a letter grade. The GPA is derived from the weight of each letter grade and course credit hours.

Grade		Definition
A	4.00	Exceptional performance: all course objectives achieved; objectives met in a consistently outstanding manner (A and A-).
A-	3.70	
B+	3.30	Very good performance: significantly more than the majority of the course objectives achieved (majority being at least two-thirds); objectives met in a consistently thorough manner (B+, B and B-).
B	3.00	
B-	2.70	
C+	2.30	Satisfactory performance: an achievement considered by content experts as meeting the course requirements in all respects (C+ and C).
C	2.00	
C-	1.70	Minimally acceptable performance: less than the majority but more than the minimum required course objectives achieved; objectives met at a minimally acceptable level (C-).
D+	1.30	Borderline performance; not sufficient to progress (D+, D).
D	1.00	
F	0.00	Unacceptable performance: no credit earned (F).

Other Grade designations

The following grade designations shall form part of the overall University grading system but shall not carry numeric value.

(I) Incomplete

The 'incomplete' grade shall be used when the student has been prevented by circumstances beyond his/her control (e.g., illness, accident or family emergency) from successfully completing all course components, in-course examinations or

sitting for the final end-course examination. The incomplete grade should be converted to the usual A-F grade scale or Pass/Fail once the student re-sits for the exam. Any exception to this rule shall only be approved by the Student Assessment and Progression Committee and the Dean.

(WW) Withdrawn without Penalty

A 'WW' shall be assigned to a student who withdraws formally from a course within the prescribed deadline after the period of drop & add. The deadline to withdraw formally from a course shall be 6 weeks from the beginning of classes in the semester.

(WF) Withdrawn with Failure

A 'WF' shall be assigned to a student who withdraws formally from a course after the prescribed deadline.

(TC) Transfer Credit

A 'TC' shall be awarded to a student who has been granted credit(s) from an accredited institution. These credits shall contribute to the total required for graduation in a particular degree program, but shall not contribute to the grade point average. This grade is not applicable to the MD program.

(AU) Audit

An 'AU' shall designate a course registration with audit status. This status must be declared at the time of registration.

(P/F) Pass/Fail

A 'P/F' shall be assigned for a course that is not graded on the A-F scale but does carry credit value in a degree program. A 'Pass/Fail' course does not contribute to the grade point average.

(CC) Continuing Course

'CC' shall be assigned to any course covering more than one semester. After the first semester, the 'CC' grade is shown against the course on the student's transcript. At the end of the second semester, an A-F or Pass/Fail grade replaces the 'CC' grade.

Summary of Student Assessment and Progression Regulations

The students' progress will be appraised through formative and summative assessments. Formative assessments monitor student learning and provide ongoing feedback that can be used by students to enhance their learning and instructors to improve their teaching. Summative assessments, on the other hand, aim at evaluating student learning by aligning them to learning outcomes.

Criterion-referenced standards will be used in summative assessments as appropriate.

Course assessments include multiple components, including in-course and end-of-course assessments.

Guidelines

The following guiding principles are followed by course coordinators at MBRU in designing assessment instruments:

- Ensuring linkage of assessment items to course objectives (Knowledge, Skills, Competencies) through an assessment blueprint.

- Employing diverse assessment methods.
- Basing their marking and grading on pre-defined outcome criteria.
- Communicating assessment criteria to students.
- Providing timely, meaningful, and helpful feedback to students.
- Ensuring that the exam weightage matches the course workload.
- Ensuring contextual use of assessment instruments.
- Ascertaining that assessment tools are appropriate for the competencies being measured.
- Ascertaining standard setting is criteria-based (criterion-referenced standard).

Weights of Assessments

The weightings of examination components in a course are normally as follows:

- In-course (*in-rotation) examinations = 20% - 80% of total assessment.
- End-course (*end-year) examinations = 20% - 80% of total assessment.
- Any deviation from the suggested range above must be justified by the course coordinator and approved by the Student Assessment and Progression Committee.

Student Progression: Undergraduate Entry Track

Criteria for progression between phases and within phases are defined. The recommendations on progression will be made by the SAPC with input from all sources involved in assessing student performance for the semester/year and will be approved by the Dean of the College of Medicine.

- In order to pass a course, a student must pass each of the knowledge, skills, and competencies (as applicable) and be in good professional standing. Good professional standing includes but is not limited to professional conduct as demonstrated by probity, meeting the mandatory attendance requirements of the course, academic honesty, and behaviour and attitude that demonstrates respect for others.
- The minimum passing grade in any course with an A-F grading system should be a “C-” grade. A ‘P’ must be achieved in a P/F course.

- Students will be eligible for remediation and re-sit examinations if the cGPA is <2 and course grades are below C-. Students with a cGPA ≥2 can re-sit courses with grades below C-. Students with a cGPA <2.0 are eligible to resit courses with grades C- and below.
- In order to progress to the next Phase, the student must score a cGPA ≥2.
- In Phase 1, students failing courses in Semester 1 of the academic year, after a resit opportunity, would have the following options:
    - Audit courses for Semester 2.
    - Register for courses in Semester 2.
    - Request to pause semester 2 and rejoin during the next repeat academic year.
    - Withdraw completely from the program.
- In any academic year of Phase 2, students failing courses in semester 1 of the academic year, after a resit opportunity, would have the following options:
    - Audit courses for Semester 2.
    - Request to pause Semester 2 and rejoin during the next repeat academic year.
    - Withdraw completely from the program.
- The exit degree of MD (Doctor of Medicine) is granted if the student scores a cGPA equal to or greater than 2.00 and has passed all courses with no fitness to practice concerns.
- As a general progression rule, the maximum duration within which to successfully complete any Phase shall be equal to the normal duration of the Phase plus an additional one year, if required.

Progression From Phase 1 to Phase 2 (Year 1 to Year 2)

To progress to Phase 2, a student shall successfully complete all courses in Phase 1 within the stipulated maximum duration of the Phase (4 semesters) and meet the progression criteria described below:

Progression Through Regular Year

To progress from Phase 1 to 2, a student must be in good professional standing, achieve a cumulative grade point average (cGPA) of 2 or higher, and a C- grade in all courses, and a P grade in P/F courses through:

1. Course examinations or
2. Re-sit examinations held after each semester for courses of the respective semester. More information on re-sit opportunities in Phases 1 and 2 is detailed below. There is no restriction on the number of courses eligible for re-sit examination.

Progression Through Repeat Year

If a student at the end of Year 1 does not achieve the progression criteria the student will repeat the academic year with all courses of Semesters 1 and 2 except English for Medicine, Bioethics, History of Medicine, Foundations of Clinical Medicine 1, Epidemiology and Biostatistics 1&2 and Innovations in Health Sciences, if the student has already met the pass criteria in the above-mentioned courses.

1. The student will be one year behind the cohort.
2. At the end of the repeat year, the student must meet the progression criteria to progress to Phase 2.

A student failing in the repeat year will be withdrawn from the program.

A student not wanting to repeat Year 1, having failed to meet the progression criteria of Year 1, will also be withdrawn from the program.

A student may repeat a course in Phase 1 only once within the maximal permissible duration of the phase.

If a student fails all courses or a significant proportion of courses (above 2/3) in phase 1, they may be strongly counselled to consider withdrawing from the program.

Progression Within Phase 2 (Year 2 to Year 3)

To progress from Year 2 to Year 3, a student shall successfully complete all courses at the end of Year 2 within the stipulated maximum duration of the phase (6 semesters) and meet the progression criteria as described below.

Progression Through Regular Year

To progress from Year 2 to 3, a student must be in good professional standing, pass all courses with a C- grade at the end of Year 2, through:

1. Course examinations or
2. Re-sit examinations in up to 3 courses, held after each semester for courses of the respective semester. Re-sit opportunities are detailed below.

Progression Through Repeat Year

If a student fails more than 3 courses in Year 2, the student will repeat the academic year with all courses.

1. The student will be one year behind the cohort.
2. At the end of the repeat year, the student must meet the progression criteria to progress to Year 3.

A student failing in the repeat year will be withdrawn from the program.

A student not wanting to repeat Year 2, having failed in more than 3 courses, will also be counselled to withdraw from the program.

Progression From Phase 2 (Year 3) to Phase 3 (Year 4)

To progress from Phase 2 to Phase 3, a student shall successfully complete all courses at the end of Phase 2 within the stipulated maximum duration of the phase (6 semesters) and meet the progression criteria described below:

Progression Through Regular Year

To progress from Phase 2 to Phase 3, a student must be in good professional standing, achieve a cumulative grade point average (cGPA) of 2 or higher, and a C- grade in all courses at the end of Year 3 through:

1. Course examinations or
2. Re-sit examinations held after each semester for courses of the respective semester.

Additional information on re-sit opportunities is detailed below.

Progression through repeat year

If a student fails more than 3 courses, the student will repeat the academic year with all courses except the Research Project.

1. The student must not have previously repeated a year in Phase 2.
2. The student will be one year behind the cohort.
3. At the end of the repeat year, the student must meet the progression criteria to progress to phase 3.

A student failing in the repeat year will be withdrawn from the program.

A student not wanting to repeat year 3, having failed in more than 3 courses, will also be counselled to withdraw from the program.

Re-sit opportunities in Phases 1 and 2

In Phases 1 and 2, at the end of each semester:

- If the cGPA is <2, a student is eligible to re-sit selected courses with grades C-.
- If the cGPA≥2, a student is eligible to take the re-sit exam of courses with grades below C-.
- In year 1, there is no limit on the number of re-sit courses; in Years 2 and 3, students are eligible to re-sit up to 3 courses.
- The re-sit exams will be held after each semester; only courses of the relevant semester will be offered. The re-sit examination will be a single comprehensive examination contributing to 100% of the course grade. A remedial/coaching program should be organized before the re-sit examination.
- Maximum number of re-sit examinations for a course in one academic year:
    1. Exam components (final or in-course) will be offered a maximum of 2 times in a course in an academic year.
        a. First, the original exam.
        b. A second time, whether as a re-sit or a replacement.
    2. Re-sit/replacement exam is valid for the end-of-course examination.
    3. Approved absence in ICA will be compensated with a replacement examination. There will be no re-sit opportunity for ICA.
    4. Eligibility for the second run of the exam is based on recommendations by SAPC.

The student will be awarded the higher of the grades achieved in the end course or the re-sit examination up to the grade required for achieving the progression criteria of cGPA 2 and a C-grade.

Progression within Phase 3 - Year 4 to Year 5

To progress from Year 4 to Year 5, a student shall successfully complete all courses at the end of Year 4 within the stipulated maximum duration of the phase (four years) and meet the progression criteria as described below:

Progression Through Regular Year

To progress from Year 4 to 5, students must be in good professional standing, have a pass grade for the integrated knowledge-based exam, a pass grade for the integrated OSCE, achieve a C-grade in all courses, and a cumulative grade point average (cGPA) of 2 or higher at the end of Year 4, through:

1. Discipline assessments: rotational and end-of-year assessments, or
2. Resit examinations held at the end of Year 4. Students may need to repeat integrated or discipline(s) specific knowledge-based exams and/or OSCE, as recommended.

Re-sit opportunities in Phase 3

Re-sit/replacement exams will be offered once at the end of Years 4 and 5 on the recommendation of the SAPC based on failure to fulfil the progression criteria for each year.

Progression Through Repeat Year

A repeat year is offered if a student fails 3 or more courses in Year 4, or fails re-sit examinations, or is not in good professional standing.

1. The student will be one year behind the cohort.
2. At the end of the repeat year, the student must meet the progression criteria to progress to Year 4.

A student failing in repeat Year 4 will be withdrawn from the program.

A student choosing not to repeat Year 4, having failed in 3 or more courses, will also be counselled to withdraw from the program.

Progression within Phase 3 - Year 5 to Year 6

To progress from Year 5 to Year 6, a student shall successfully complete all courses at the end of Year 5 within the stipulated maximum duration of the phase (four years) and meet the progression criteria as described below:

Progression Through Regular Year

To progress from Year 5 to Year 6, students must be in good professional standing, have a pass grade for the integrated knowledge-based exam, a pass grade for the integrated OSCE, achieve a C- grade in all courses, and a cumulative grade point average (cGPA) of 2 or higher at the end of Year 5, through:

1. Discipline assessments: rotational and end-of-block assessment or
2. Re-sit examinations held at the end of Year 5. Students may need to repeat integrated or discipline(s)-specific knowledge-based exams and/or OSCE, as recommended. More information on re-sit opportunities is detailed below.

Progression Through Repeat Year

Repeat academic Year 5 is offered if a student fails 3 or more courses in Year 5, or fails re-sit examinations, or is not in good professional standing.

1. The student will be one year behind the cohort.
2. At the end of the repeat year, the student must meet the progression criteria to progress to Year 6.

A student failing in repeat Year 5 will be withdrawn from the program.

A student choosing not to repeat Year 5, having failed in 3 or more courses, will also be counselled to withdraw from the program.

Graduation Criteria at the End of Phase 3

For students in the undergraduate entry track to graduate from the MD program at the end of Year 6 within the stipulated maximum period for completion of Phase 3 (four years), they must meet the progression criteria as described below:

Graduation Through Regular Year

A. Achieve satisfactory completion of their workplace-based assessments as determined by successful progress throughout the year and evidenced by:

1. Core Entrustable Professional Activities (EPAs) (including procedures).
2. Longitudinal e-portfolio and Year 6 reports

B. Achieve a Pass grade in the following one-time test:

1. Prescribing Safety Assessment (PSA)

C. Achieve a Pass grade in both components of the Final Integrated Examination (FIE), consisting of:

1. Knowledge: (IFOM) Clinical Science Examination
2. Skills: Integrated OSCE

D. Successfully complete a Quality Improvement and Patient Safety (QIPS) project
E. Deliver a presentation on their elective experience in Year 5.
F. Demonstrate professional conduct through attendance, completion of timely assignments, and interactions with patients and staff, and have no fitness to practice concerns at the time of graduation.

Re-sit opportunities

For component A, remediation-re-sit throughout the year.
For components B. and C., remediation and a single re-sit at a designated period before graduation.
For components D. and E., remediation and additional submissions are required before graduation.
For component F., recommendations from the Fitness to Practice Committee will apply, including extension of Year 6 or withdrawal.

Graduation Through Repeat Year

1. A repeat Year 6 may be advised within the stipulated maximum duration of the phase (four years) for failure to achieve graduation criteria.
2. Delayed graduation from 3-6 months under exceptional circumstances may be recommended by the SAPC and approved by the Dean for failure to achieve the progression criteria.

3. Assessment components A., C., and F. must be satisfactorily completed by the end of the period.
4. Assessment components A., D., and E., if satisfactorily completed previously, need not be repeated.

A student failing in repeat Year 6 will be withdrawn from the program.
A student choosing not to repeat Year 6, having failed to meet the graduation criteria, will also be counselled to withdraw from the program.

Academic Probation

A student shall be placed on academic probation if his/her academic performance is below the threshold (cGPA 2.00). In such cases, a student shall be required to have a documented interview with their academic advisor and any supportive and corrective measures noted before registering for the next semester. These may include any or all of the following:

1. Referral to student services for counselling.
2. Postponement of study so as to address identified non-academic needs.
3. Supplementary language or study skills courses.

Academic Appeals

Students may submit an academic appeal as per the Academic Appeals process. The time frame for submission of an academic appeal is within five working days from the posting of an assessment score or final grade. The final decision on the appeal should be communicated to the student within five working days for in-course assessments and ten working days from the appeal submission deadline.

Appeal on any assessment score during the semester

The student will be able to access scores on any assessment during the semester on the LMS.

The student is strongly encouraged to discuss his/her performance on such assessments during the semester with his/her course coordinator. They may also seek advice from their Academic advisor.

A student who wishes to challenge the accuracy or fairness of his/her scores should first raise the concern directly with the course coordinator and request clarification/confirmation of the accuracy of the score(s). They may appeal the score within five working days of publication/posting of the scores.

If there is enough evidence to support the appeal, the scores will be changed on the LMS grade sheet by the course coordinator and displayed to the students.

If there is not enough evidence, but the student maintains the appeal, the student can appeal to the program chair/director through SA by submitting an email/appeal form.

The program chair/director's decision is final and not open to further appeal. It should be communicated to the student within 5 working days from the appeal submission date by the SA.

Appeal on final course grades

The student will be able to access final course grades on the Student Information System (SIS) and final exam scores on the LMS after the approval of the Dean on MBRU APPs.

A student who wishes to challenge the accuracy of his/her course final grades may appeal the grade within five working days of publication/posting of the final grades to the Dean of the college through SA. They may also consult the course coordinator or Academic Advisor before submitting the appeal.

The appeal should be made by email to SA or on the academic appeals form, and should provide a specific reason for the appeal on performance in the final examinations.

Upon receiving the appeal, the Dean shall form an ad hoc assessment appeals committee, which will include the chair/co-chair of the relevant assessment and progression committee and two other faculty members, to review the details and the accuracy of the student's grades and any circumstances put forward by the student, and provide recommendations to the Dean. The committee will invite the relevant course coordinator and any other faculty or supporting staff to provide input towards making a decision on the appeal. The students may be invited if any further clarification is needed.

The ad hoc committee will submit its recommendation to the Dean within 5 working days of receiving the appeal from the office of the Dean.

The Dean will make a decision on the recommendation of the Committee.

The Dean's decision is final and not open to further appeal. It should be communicated to the student within 10 working days from the appeal submission deadline.

The decision on the student's appeal will be communicated to SA for onward transmission to the student.

Appeal on missed assessments

Students who miss an assessment and wish to appeal for a replacement exam must submit an appeal form to the Department of Student Affairs within two working days of missing the assessment, with supporting evidence for the absence, and also copy the Course Coordinator. Appeals on absenteeism during assessments will be deliberated on by a Sub-Committee for Missed Assessments (SCMA) set up by the SAPC. Students requesting an absenteeism exemption on medical grounds must include a sick leave certificate (duly endorsed by the health

authority) through the Department of Student Affairs to this sub-committee. The decision on the appeal will be communicated to the students through Student Affairs, with a copy to the course coordinator within 5 days of the sub-committee receiving the appeal. In the event of the request being rejected, a reconsideration based on student appeal will be reviewed at the SAPC meeting to approve end-of-semester examination results.

Reasonable adjustments in assessment

MBRU ensures medical students are adequately trained and assessed, and so adjustments will only be accommodated that allow for safe clinical practice. The College of Medicine will endeavor to provide reasonable accommodation for students with disabilities. Alternative examination arrangements may be made for students with long- or short-term medical conditions, specific learning difficulties or disabilities, subject to the overall requirement that academic standards should be maintained.

Persons with disabilities who wish to make reasonable adjustments in assessment will need to submit supporting documentation specified by SAPC. Updated medical reports and recommendations are required for each period of exams unless an exemption has been given by SAPC when appropriate. This information must be submitted to SAPC 10 working days before the first theory examination. These documents and recommendations will be considered by SAPC on a case-by-case basis. However, the SAPC is not obliged to follow the medical opinions. Given the nature of the MD degree, adjustments will only be considered reasonable where they do not interfere with the University's overriding duty to patient safety.

Faculty listing

MBRU's College of Medicine is committed to recruiting qualified, experienced, and dedicated faculty to set a foundation and culture of excellence. Full-time faculty members will, as core teachers, have a major role in the design and delivery of teaching. In addition, the College of

Medicine will seek and recruit adjunct and part-time faculty members to contribute to the teaching and assessment. Criteria for appointments of faculty are described in the University's Policy and Procedures on Recruitment and Appointment of Faculty and are based on the standards set by the UAE Commission for Academic Accreditation. The table below lists full-time faculty members with academic appointments in the College of Medicine; the list is updated annually according to the time of issuing this catalog. New faculty members are expected to join as the College continues to recruit when required.

Faculty Name	Degrees Held	Conferring Institution
Abiola Senok	FRCPath	Fellow Royal College of Pathologists, UK
	PhD	The Chinese University of Hong Kong, Hong Kong
	MBBS	College of Medicine, University of Ibadan, Nigeria
Adrian Stanley	Senior Fellow	Higher Education Academy, UK
	FRCP	Royal College of Physicians, UK
	PhD	University of Leicester, UK
	Certificate of Specialist Training (General Internal Medicine and Clinical Pharmacology & Therapeutics	The Specialist Training Authority of the Medical Royal Colleges, UK
	MRCP	Royal College of Physicians, UK
	BM	University of Southampton, UK
	BSc	University of Southampton, UK
Ahmad Abou Tayoun	Clinical Molecular Genetics American Board	Harvard Medical School
	PhD Genetics	Dartmouth College
	Master's in Science	American University of Beirut
	Bachelors in Science	American University of Beirut
Aida Azar	Post Doctorate	National Committee for Medical-Biological Research Training in the Netherlands
	PhD	Medical Faculty, Erasmus University of Rotterdam, The Netherlands
	Master of Public Health	American University of Beirut, Lebanon
	Bachelor of Science	American University of Beirut, Lebanon
Alawi Alsheikh-Ali	Master of Science in Clinical Research	Tufts University – Sackler School of Graduate Biomedical Sciences, Boston, Massachusetts, USA
	Fellow in Clinical Cardiac Electrophysiology	Tufts Medical Center, Boston, Massachusetts, USA
	Fellow in Cardiovascular Medicine,	Tufts Medical Center, Boston, Massachusetts, USA

	Doctor of Medicine	Tufts University School of Medicine, Boston, Massachusetts, USA
	Master of Science in Applied Anatomy and Physiology	Boston University, Boston, Massachusetts, USA
	Bachelor of Science in Biology	Massachusetts Institute of Technology, Cambridge, Massachusetts, USA
Bakhrom Berdiev	Fellowship (Pediatric Oncology)	The National Research Center for Maternal and Child Health, Kazakhstan
	PhD in Physiology	Institute of Physiology and Biophysics, Uzbekistan
	Pediatric Internship	Vitebsk State Medical Institute, USSR
	M.D.	Central Asia Medical Pediatric Institute, USSR
Carole Dagher	Master of Science (MSc) in Molecular Biology	Staffordshire University, United Kingdom
	Master's in Health (Control of Biological and Medical Sciences)	Saint-Joseph University, School of Medicine, Beirut, Lebanon
	Specialized degree in Surgical Pathology	Hotel-Dieu de France Hospital, Saint-Joseph University, School of Medicine, Lebanon
Catherine Kellett	Senior Fellowship of the Higher Education Academy	HEA, UK
	BM BCh	University of Oxford
	BSc (Hons) Medical Sciences	University of St Andrews
Essa Kazim	FRCSGlasg	Royal College of Physicians and Surgeons, Glasgow, UK
	FRCSEd	Royal College of Surgeons, Edinburgh, UK
	MBBS	University of the West Indies, Jamaica
Fahad Ali	PhD Cellular and Molecular Neurobiology	The University of Liverpool
	MRes Cellular and Molecular Physiology	The University of Liverpool
	Postgraduate Diploma in Biological and Medical Analysis	University of Jordan

	M.Sc. Industrial Biotechnology	Liverpool John Moores University
	B.Sc. Biological Sciences	University of Jordan
Farhad Janahi	FRCS (Urology)	Intercollegiate Fellowship of the Royal Colleges of Surgeons of the UK and Ireland
	MBA Healthcare Management	University College Dublin
	MD (Doctorate in Medicine)	Royal College of Surgeons in Ireland
	IMRCS	Intercollegiate Membership of the Royal Colleges of Surgeons of the UK and Ireland in General Surgery
	MB BCh BAO	Royal College of Surgeons in Ireland
Hassan El-Tamimi	MSc-Cardiology	University of London, Royal Postgraduate Medical School, UK
	MD	Al-Azhar University, Egypt
	BSc	The American University of Beirut, Lebanon
Hani Ben Amer	Fellow of the Royal College of Physicians (FRCP)	Royal College of Physicians of Edinburgh, UK
	Doctor of Philosophy (PhD)	University of Glasgow, UK
	Certificate of Completion of Specialist Training (CCST)	The Specialist Training Authority of the Medical Royal Colleges in the United Kingdom
	Member of the Royal College of Physicians (MRCP)	Royal College of Physicians, UK.
	Bachelor of Medicine and Bachelor of Surgery (MB ChB)	University of Tripoli, Libya
Homero Rivas	Master's in Business Administration	Southern Methodist University, Edwin Cox School of Business, Dallas, TX, USA
	Minimal Access Surgery Fellowship	Department of Gastrointestinal Surgery, Hospital Clinic, University of Barcelona, SPAIN
	Minimal Access Surgery Fellowship	Center for Advanced Surgical Technologies, University of Louisville, Department of Surgery. Louisville, Kentucky, USA.
	General Surgery Residency Program	University of North Dakota, Grand Forks, North Dakota, USA
	Medical Doctor	University of Juarez of the State of Durango, Mexico

Ibrahim Inuwa	MMEd	University of Dundee, United Kingdom
	PhD	University of Sheffield, United Kingdom
	MMed	University of Sheffield, United Kingdom
	MBBS	Ahmadu Bello University, Zaria, Nigeria
Ivan Prithishkumar	Master of Surgery	Institute of Anatomy, Madras Medical College and Research Institute, India
	MBBS	Christian Medical College, Vellore, India
Jeyaseelan Lakshmanan	Diploma in Medical Statistics and Clinical Epidemiology	Newcastle University, Australia.
	PhD in Biostatistics	Christian Medical College, Madras University, India.
	MSc Statistics	Presidency College, Madras, India.
Laila Alsuwaidi	PhD in Molecular Hematology	Cardiff University School of Medicine, Cardiff, UK
	PG Dip in Biomedical Methods	University of Wales College of Medicine, Cardiff, UK
	MSc. in Biomedical	University of the West of England, Bristol, UK
	AAS in Information Systems Management	South-eastern University, Washington D.C., USA
	B.Sc. in Biological Sciences	UAE University, Al Ain, UAE
Liesl Visser	Diploma in Health Professions Education	University of Cape Town
	MMed	University of Stellenbosch
	MBChB	University of Stellenbosch
Mahmood Al Mashhadani	Medicine (PhD) Molecular Medicine	Lubeck University, Germany
	Ph.D. Molecular Medicine and Translational Research	University of Sharjah, UAE
	Master of Research (MRes), Cancer Biology	Dundee University, United Kingdom
	Master of Science (MSc), Medical Microbiology and Immunology	AlNahrian University, Iraq

	M.B.Ch.B.	AlNahrian University, Iraq
Manal Abdulrahim	MB, BCh, BAO, LRCPI, LRCSI Honors in General Practice and Otorhinolaryngology	Royal College of Surgeons in Ireland
	MSc	University College Cork
Maryam Al Saeed	MRCP	Membership of the Royal Colleges of Physicians of the United Kingdom
	MMedSc	National University of Ireland
	MB BCh BAO LRCP&SI NUI	Royal College of Surgeons in Ireland
Meshal Sultan	RCPSC in Child and Adolescent Psychiatry	Royal College of Physicians and Surgeons of Canada Certified in Psychiatry
	RCPSC in Psychiatry	Royal College of Physicians and Surgeons of Canada Certified in Psychiatry
	FRCPC	Royal College of Physicians and Surgeons of Canada
	MBBS	United Arab Emirates University
Mohammad Almarri	PhD	University of Cambridge
	MSc	Imperial College London
	BSc	University College London
Mohammed Uddin	PhD in Human Genetics	Memorial University of Newfoundland, Canada
	Master of Science	Memorial University of Newfoundland, Canada
	Bachelor of Science (Honors)	Memorial University of Newfoundland, Canada
Nandu Goswami	MD	Medical Univ. of Graz, Austria
	Master's in Med Science	Karolinska Institutet, Sweden
	PhD (Cardiovascular Physiology)	Univ. of Fribourg, Switzerland
	M.B.B.S	Univ. of Nigeria, Nigeria
Nerissa Naidoo	PhD in Anatomy	University of KwaZulu-Natal, South Africa
	Bachelor of Medical Science, Honors in Anatomy	University of KwaZulu-Natal, South Africa
	Bachelor of Medical Science	University of KwaZulu-Natal, South Africa

Nusrat Khan	FAcadMEd	Academy of Medical Educators
	LLM	Northumbria University School of Law
	MRCPsych	Member of the Royal College of Psychiatrists (UK)
	MBChB	University of Leicester (UK)
Omer El Rufaie	FRCPsych	Royal College of Psychiatrists
	MRCPsych	Royal College of Psychiatrists
	DPM	Royal College of Physicians and Royal College of Surgeons
	MBBS	University of Khartoum
Paddy Killian	PGCert Medical Education	University of Dundee, Scotland
	MSc Med - Emergency Medicine	University of the Witwatersrand, South Africa
	DA (SA) Diploma in Anesthetics	Colleges of Medicine South Africa
	MBBCh	University of the Witwatersrand, South Africa
Rajan Radhakrishnan	Postdoctoral Fellowship	University of Iowa, USA
	PhD (Pharmacology)	National University of Singapore, Singapore
	MSc (Pharmacology)	University of Strathclyde, UK
	BPharm	University of Kerala, India
	BSc (Chemistry)	University of Kerala, India
Rania Soued	FRCR	UK
	MBBS	Tishreen University, Syria
Rasha Buhumaid	Fellow- Point of Care Ultrasound	Massachusetts General Hospital, Harvard Medical School, USA
	American Board of Emergency Medicine, Emergency Medicine Residency Program	George Washington University, USA
	Bachelor of Medicine and Surgery	UAE University, UAE

Rashid Alsharhan	Trauma and emergency radiology fellowship	University of British Columbia, Canada
	Musculoskeletal radiology fellowship	University of British Columbia, Canada
	FRCPC (Radiology)	Royal College of Physicians and Surgeons, Canada
	MBBS	United Arab Emirates University, UAE
Reem Al Jayyousi	Fellow of the Royal College of Physicians (FRCP)	Royal College of Physicians, UK
	Member of the Royal College of Physicians (MRCP)	Royal College of Physicians, UK
	PhD	University of Leicester, UK
	Bachelor of Medicine and Surgery (MBChB)	University of Leicester, UK
Reem AlGurg	PhD	University of Bradford, UK
	Postgraduate Diploma (Research Methods)	University of Bradford, UK
	MSc Health Management & Leadership	Royal College of Surgeons in Ireland, UAE
	MSc Human Nutrition Project: Nutri-genomics	King's College London, UK
	BSc Science in Medical Lab Technology	University of Sharjah, UAE
Reem Jan	PhD in Pharmacy (Neuropharmacology)	The University of Auckland, New Zealand
	Bachelor of Pharmacy, First Class Honors	The University of Auckland, New Zealand
Revathy Ramachandran	PhD	Virginia Tech, USA
Riad Bayoumi	MB BS	University of Khartoum, Sudan
	PhD (Biochemistry)	London University
	MRCPath	Royal College of Pathologists, UK.
	FRCPath	Royal College of Pathologists, UK.
Rizwana Popatia	Fellowship (Pulmonary)	Boston Children's Hospital, Boston
	Residency (Pediatrics)	SUNY Downstate University Hospital, New York

	Residency (Pediatrics)	M P Shah Medical College and G G Hospital, India
	MBBS	M P Shah Medical College, India
	Fellowship	Institute of Healthcare Improvement (IHI), Boston
Saba Al Heialy	Doctor of Philosophy (Experimental Medicine)	McGill University, Canada
	Bachelor of Science in Biochemistry	Université du Québec à Montréal, Canada
Saif Alqassim	Post-doctoral Fellow	Johns Hopkins University - School of Medicine, Baltimore, MD, USA
	PhD.	Johns Hopkins University - School of Medicine, Baltimore, MD, USA
	BSc	University of Michigan - Ann Arbor, MI, USA
Samie Ahmed	MBBS	University of Health Sciences, Lahore, Pakistan
Samuel Ho	Gastroenterology Fellowship	University of California, San Francisco, California, USA
	Internal Medicine Residency	University of Minnesota, Minneapolis, Minnesota, USA
	Medical Doctor (MD)	Mayo Medical School, Rochester, Minnesota, USA
	Bachelor of Arts (BA)	St. Olaf College, Northfield, Minnesota, USA
Shaikha Alzaabi	Master of Medical Education (MMed)	University of Dundee, UK
	Jordanian Board of Internal Medicine	Jordanian Medical Council, Amman, Jordan
	MBBS	University of the United Arab Emirates (UAEU)
	Bachelor of Medical Sciences (Hons)	University of Aberdeen, UK
Stefan Du Plessis	ART Certificate	American Center for Reproductive Medicine, USA
	Ph.D.	Stellenbosch University, South Africa
	MBA	University of Stellenbosch Business School, South Africa
	HonsB (B&A)	University of Stellenbosch Business School, South Africa

	MSc	Stellenbosch University, South Africa
	Hons BSc	Stellenbosch University, South Africa
	BSc	Stellenbosch University, South Africa
Suleiman Al-Hammadi	Fellowship in Pediatric Allergy and Clinical Immunology	University of Toronto (The Hospital for Sick Children), Canada
	Pediatric Residency Program McMaster University	McMaster's Children's Hospital – Hamilton Health Science Corporation, Canada
	Doctor of Medicine (MD) Program	King Faisal University (now Imam Abdulrahman Bin Faisal University), Saudi Arabia
Temidayo Omolaoye	B Tech (Hons.)	Ladoke Akintola University of Technology, Oyo State, Nigeria
	PhD	Stellenbosch University, Cape Town, South Africa
Thomas Adrian	FRCPath	Royal College of Pathologists, UK
	MRCPath	Royal College of Pathologists, UK
	PhD (Physiology)	Royal Postgraduate Medical School, London University, UK
	MSc (Applied Immunology)	Brunel University, UK
	MIBiol (Clinical Biochemistry)	Royal Institute of Biology
Tom Loney	Biobanking Diploma	University of Luxembourg, Luxembourg
	MFPH(UK), Membership by Distinction of the Faculty of Public Health	Royal Colleges of Physicians of the United Kingdom (London, Edinburgh, and Glasgow)
	FFOM(IRE), Fellowship of the Faculty of Occupational Medicine	Royal College of Physicians, Ireland
	PhD	University of Bath, UK
	BSc (Hons)	University of Bath, UK
Yajnavalka Banerjee	PhD (Biochemistry)	National University of Singapore, Singapore
	MSc (Microbiology)	University of Mumbai, India
	BSc (Human Physiology)	University of Calcutta, India
William Atiomo	SFHEA (Senior Fellow of the Higher Education Academy)	Advance HE Higher Education Academy, U.K.

	FRCOG (Fellow of the Royal College of Obstetricians and Gynecologists)	Royal College of Obstetricians and Gynecologists, U.K.
	FHEA (Fellow of the Higher Education Academy)	Higher Education Academy, U.K.
	MA (Master's (distinction) in Higher and Professional Education)	Institute of Education, University of London. U.K.
	CCST (Certificate of completion of specialist training)	General Medical Council, U.K.
	DM (Doctor of Medicine)	University of Plymouth, U.K.
	MRCOG (Member of the Royal College of Obstetricians and Gynecologists)	Royal College of Obstetricians and Gynecologists, U.K.
	MBBS	University of Ibadan, Nigeria

Academic Information

Academic Integrity

Students are members of the academic community and have both rights and responsibilities. While the student's most essential right is the right to learn, the University is responsible for providing its students with opportunities and experiences that best promote the learning process in all its aspects, enabling them to achieve their maximum potential.

MBRU places strong emphasis on the attainment and expression by its students of those values and attitudes. To this end, students are expected to always conduct themselves in a professional manner in all their associations with the faculty, peers, other personnel, patients, and staff. They are required to function according to the highest academic, ethical, and professional standards. All students should familiarize themselves with MBRU policies on personal conduct and academic dishonesty.

At MBRU, all cases of academic dishonesty or academic misconduct, plagiarism, failure to properly cite other work, as well as breaches in professional behavior will be handled according to MBRU Policies and Procedures. MBRU upholds and enforces these policies, and the consequences of academic misconduct are severe.

Details on the students' expected behavior and the policies related to discipline, appeals, and resolution of complaints are described in Section 5 of the MBRU Student Handbook, which will be made available to students after enrolment.

Definition of Credit Hour

At MBRU, a credit hour is defined by the total number of contact hours made with a learner over the duration of one semester to complete the requirements of a particular course. This total time covers the following methods and settings:

Lecture: Scheduled didactic instruction in class
Tutorial: Scheduled small group activities in class
Research: Scheduled research-based activities
Practical/On campus: Scheduled activities in labs
Practical/Workplace: Scheduled activities in clinical settings.

Credit hours are calculated according to the type of teaching and learning method as follows:

For a lecture, one credit hour = 1 contact hour per week
(Example: a 16-week course would have a total of 16 contact hours)

For a tutorial, one credit hour = 2 contact hours per week
(Example: a 16-week course would have a total of 32 contact hours)
For research, one credit hour = 6 contact hours
(Example: 6 contact hours with the research supervisor corresponds to 1 credit)

For a practical/on-campus, one credit hour = 2 contact hours per week
(Example: a 16-week course would have a total of 32 contact hours)

Due to the uniqueness and differences in the programs, clinical settings, and experiences, practical/workplace credit hours will be dependent on the schedule of each program.

Academic Terminology

CAA	Commission for Academic Accreditation
CEPA	Core Entrustable Professional Activities
CER	Clinical Elective Rotation
cGPA	Cumulative Grade Point Average
CoM	College of Medicine
ECFMG	Educational Commission for Foreign Medical Graduates
ECT	Electroconvulsive Therapy
ENT	Ear, Nose, Throat
FIE	Final Integrated Examination
FoCM	Foundations of Clinical Medicine
GPA	Grade Point Average
ICA	In-Course Assessment
ICU	Intensive Care Unit
IFOM	Clinical Science Examination
LMS	Learning Management System
MCQs	Multiple Choice Questions
MDT	Multidisciplinary Team
MD	Doctor of Medicine
OSCE	Objective Structured Clinical Examination
PSA	Prescribing Safety Assessment
QIPS	Quality Improvement and Patient Safety
SAPC	Student Assessment & Progression Committee
SCMA	Sub-Committee for Missed Assessments
SIS	Student Information System
FIE	Final Integrated examination – please define

Student Information

Student Affairs

The Department of Student Affairs (SA) provides assistance to students in the fields of admissions, scheduling, registration, student records, graduation, counseling, accommodation, student events, activities, sports and recreation, career development, and student support services.

SA is home to all students; it is a place where students can receive support for all their needs, interests, and development. The University has an open-door policy, and students are encouraged to visit the Departments at any time or call in to ask about anything they are unsure of. The departments welcome suggestions and ideas on how to enrich students' experience while studying at MBRU.

Student Code of Conduct

The Student Code of Conduct is detailed in the Student Handbook (Section 3.8).

Students of MBRU are expected to demonstrate the highest standard of professional and social behavior; they are required to respect the ethos of UAE society and to ensure behavior does not offend cultural sensitivities. The Student Handbook sets out details on what students can expect from MBRU and the colleges during their time of study, and what their responsibilities are, including general conduct, dress code policy, co-education conduct, and classroom etiquette on campus or online.

Students enjoy special privileges, which come with responsibilities and expectations from society. Because of this, they need to be aware of the higher standards of professional behavior. MBRU

will ensure that students are aware of this relationship with society and provide them with opportunities to learn and practice the expected standards of professional behavior.

This guidance considers MBRU students' fitness to practice in relation to their behavior and in relation to their health when appropriate. Poor health can affect a student's fitness to practice either directly or by being a cause of misconduct.

Expectations for appropriate 'Fitness to practice'

Displaying professional conduct

Students should acquire and demonstrate the types of behavior that mark them as fit to practice as healthcare professionals by:

- Maintaining the standards of competence and care that will not put patients and the public at risk.
- Striving for high ethical standards in their professional and personal lives

Please refer to the Guidelines for Professionalism among Students for more information.

Providing good clinical care

Being able to provide good clinical care is fundamental to becoming a healthcare professional. This objective should guide a student's behavior in both their clinical and academic work. They should reflect on how they can support and promote good clinical care as part of their education.

In order to demonstrate that they are fit to practice, students should:

- Recognize and work within the limits of their competence and ask for help when necessary.
- Accurately represent their position or abilities.
- Make sure they have the necessary supervision for the clinical task they perform.
- Respect the decisions and rights of patients.

- Be aware that treatment should be based on clinical needs and the effectiveness of treatment options, and that decisions should be arrived at through assessment and discussion with the patient.
- Not discriminate against patients by allowing their personal views to affect their professional relationship or the treatment they provide or arrange (this includes their views about a patient's age, color, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sexual orientation, or social or economic status).
- Behave with courtesy.
- Report any concerns they have about patient safety to the appropriate person.

Maintaining good clinical practice

Students must be aware of their responsibility to maintain their knowledge and skills throughout their careers.

Students are expected to keep up to date and to apply the knowledge necessary for good clinical care. They should understand that as a clinician, they will have to participate in audits, assessments, and performance reviews throughout their careers as part of re-licensing.

In order to demonstrate that they are fit to practice, students should:

- Reflect regularly on standards of medical practice in accordance with locally agreed and adopted guidance by MBRU and clinical sites.
- Attend required learning sessions.
- Complete and submit coursework on time.
- Be responsible for their own learning.
- Reflect on feedback about their performance and achievements and respond constructively.

- Be familiar with the guidelines of local healthcare providers.
- Respect the knowledge and skills of those involved in their education.
- Make sure they can be contacted and always respond to calls in relation to the care of patients or their own education.
- Appreciate the significance of their role when engaging in teaching activities that involve patients and their families.

Building ethical and respectful relationships with patients

- Students will have extensive contact with patients during their program and must build relationships with patients based on openness, trust, and good communication.
- Students should maintain a professional boundary between themselves and their patients. They must not use their professional position to cause distress or to exploit patients.
- Students should obtain patient consent for any treatment or research.
- Patients have the right to expect information about them to be held in confidence. A patient's case must not be discussed in a way that would identify them with anyone not directly involved in their care, or in a public place. Academic work that contains specific information about a patient must not identify the patient if it is to be seen outside the patient's care team. This includes case or log reports that are submitted as part of the student's coursework or assessment.
- In order to demonstrate that they are fit to practice, students should:
  - Respect patients and treat them with dignity.
  - Be aware of ethical issues in their professional behavior with patients.
  - Be open and honest when dealing with patients, their carers, relatives, or anyone else close to them.
  - Make sure that patients have consented to a student's involvement in their care.
  - Make sure they are clearly identified as students in clinical training.
  - Dress in an appropriate and professional manner.

- Make sure they follow the clinical sites' adopted guidance on consent and confidentiality.

Working collaboratively with colleagues

- Students need to be able to work effectively with colleagues inside and outside of healthcare facilities in order to deliver a high standard of care and to ensure patient safety.
- Students must develop skills to work in multi-disciplinary teams. This involves respecting the skills and contributions of colleagues and other professionals and developing effective communication with other members of the team and with patients.
- It is also important that students protect patients from harm posed by another colleague's behavior, performance, or health. They should take steps to raise any concerns with the appropriate person.
- In order to demonstrate that they are fit to practice, students should:
  - Demonstrate skills that allow them to deal with uncertainty and change in the workplace.
  - Be able to work effectively in a team and to take on different roles as appropriate, including taking responsibility for tasks.
  - Develop and demonstrate teamwork and leadership skills.
  - Be aware of the roles and responsibilities of other people involved in delivering healthcare.
  - Respect the skills and contributions of colleagues and other professionals and not discriminate against them.
  - Raise concerns about overall practice in a healthcare setting or about colleagues, including other students, practitioners, and other healthcare workers, with the appropriate person if patients are at risk.

Demonstrating ethical behavior

- Good clinical practice requires students to make sure that their behavior at all times justifies the trust that patients and the public place in the healthcare profession.
- In order to demonstrate that they are fit to practice, students should:
  - Bring attention to any concerns about, or errors in, their clinical work.
  - Be honest, genuine, and original in their academic work, including when conducting research, and take effective action if they have concerns about the honesty of others.
  - Be honest and trustworthy when writing reports and logbooks, and when completing and signing forms.
  - Be honest in citing their qualifications and not misrepresent their qualifications, position, or abilities.
  - Do not plagiarize others' work or use their own work repeatedly in a way that could mislead.
  - Be honest and trustworthy in any financial dealings, and make sure that any funds are used for the purpose they were intended for.
  - Cooperate with any formal inquiry by the University or clinical site into their health, behavior, or performance, or that of anybody else.
  - Comply with the laws of the UAE and other countries where relevant.
  - Comply with the regulations of the University and other clinical sites.

Understanding risks associated with their own health

- It is important that students are aware that their own poor health may put patients and colleagues at risk.
- Good medical practice requires healthcare providers to seek and follow advice from a suitably qualified professional about their health. This is particularly important if they have, or suspect they have, a serious condition that could be passed to patients, or if they are receiving treatment that could affect their judgment or performance.

- In order to demonstrate that they are fit to practice, students should:
  - Be aware that their own health problems may put patients and colleagues at risk.
  - Seek medical or occupational health advice, or both, if there is a concern about their health, including mental health.
  - Accept that they may not be able to accurately assess their own health and be willing to be referred for treatment and to engage in any recommended treatment programs.
  - Protect patients, colleagues, and themselves by being immunized against common serious communicable diseases if vaccines are available and are recommended by the relevant health authority.
  - Not rely on their own or another student's assessment of the risk posed to patients by their health, and should seek advice, when necessary, from a qualified clinician or other qualified healthcare professional.
  - As a practicing healthcare professional, the individual is responsible for informing their employer or other appropriate person if their health poses a risk to patients or the public.

Demonstrate appropriate social behavior

- Students are viewed as representatives of the university and should not allow their actions to reflect negatively upon the university or upon their profession.
- In order to demonstrate fitness to practice, the student is expected to:
  - Recognize the right of all individuals to be treated with respect without regard to race, age, gender, disability, national origin, position, or religion.
  - Avoid physical, verbal, written or sexual harassment.
  - Avoid obstruction of due process through lying, using pressure, threat, abuse, or similar practices against any person, or withholding of pertinent information.

Consequences of breaching the fitness to practice

If there are grounds for concern as to the fitness of the student for practice and, upon investigation, the student was found to be in breach of the Fitness to Practice Code, the student will be referred to an ad hoc Fitness to Practice Committee.

Policies and procedures for dealing with suspected breaches of fitness to practice.

A case of concern needing reference for the Fitness to Practice Committee will be identified by any one of the following routes:

- An outcome of a previous Disciplinary Committee proceeding.
- Self-reporting of health conditions by a student.
- Reporting of the health condition of a student by any member of the MBRU community.

The handling of an allegation of misconduct and, therefore, consideration of whether or not a student is fit to practice must be done confidentially, expeditiously, and strictly in accordance with the following process.

- Preliminary Evaluation
- Investigation
- Decision making/ Adjudication.
- Appeal

No member of the Fitness to Practice Committee who has had any involvement or interest in a particular case will take part in the investigation.

Students who receive a sanction, short of expulsion, may also receive ongoing supervision or monitoring, pastoral support, or both until graduation; the frequency of which will be determined on a case-by-case basis.

Students who return after suspension must be admitted back through the Admissions committee to ensure sanctions have taken place and concluded correctly.

Student Grievance Policy

The Grievance policy and the mechanisms for appeals are provided in the Student Handbook (Section 5).

MBRU Council and Senior Leadership

MBRU Council

H.E. Dr. Raja Easa Al Gurg Al Gurg

Chairperson - Easa Saleh Al Gurg Group

H.E. Dr. Alawi Alsheikh-Ali

Director General, Dubai Health Authority

Professor Ian Greer

President & Vice-Chancellor of Queen's University Belfast

Dr. Amer Sharif

CEO - Dubai Health

President – MBRU

Dr. Hanan Al Suwaidi

Deputy CEO, Chief Academic Officer - Dubai Health,

Provost - MBRU

Dr. Tarek Fathey

Chief Clinical Officer

Dubai Health

Dr. Amer Al Zarooni

CEO – Al Jalila Foundation

Dr. Laila AlSuwaidi

Dean – Student Affairs - MBRU

Senior Leadership

Dr. Amer Sharif
President

Dr. Hanan Alsuwaidi
Provost

Hassan AlMazmi
Deputy Vice President – Administration and Professional Services

Professor Mutairu Ezimokhai
Senior Advisor to the President

Dr. Rasha Buhumaid
Dean – College of Medicine & Graduate Medical Education

Dr. Mohamed Jamal
Dean – Hamdan Bin Mohammed College of Dental Medicine

Professor Stefan Du Plessis
Dean – Research and Graduate Studies

Dr. Laila Alsuwaidi
Dean – Student Affairs

Professor Nezam Al Nsair
Dean – Hind Bint Maktoum College of Nursing and Midwifery

Professor Nabil Zary
Senior Director – Institute of Learning

Dr. Reem Al Gurg
Director – Strategy and Institutional Excellence

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of Medicine and Health Sciences