Mansoura Manchester Program for Medical Education

Student

HAND BOOK

(2021-2022)

Vision

To become a distinguished international program in medical education with regional leadership and committed to the national academic reference standards.

Mission

To prepare a competent graduate capable of delivering high quality health care services, equipped with lifelong learning and essential research skills in frame of commitment with medical ethics.

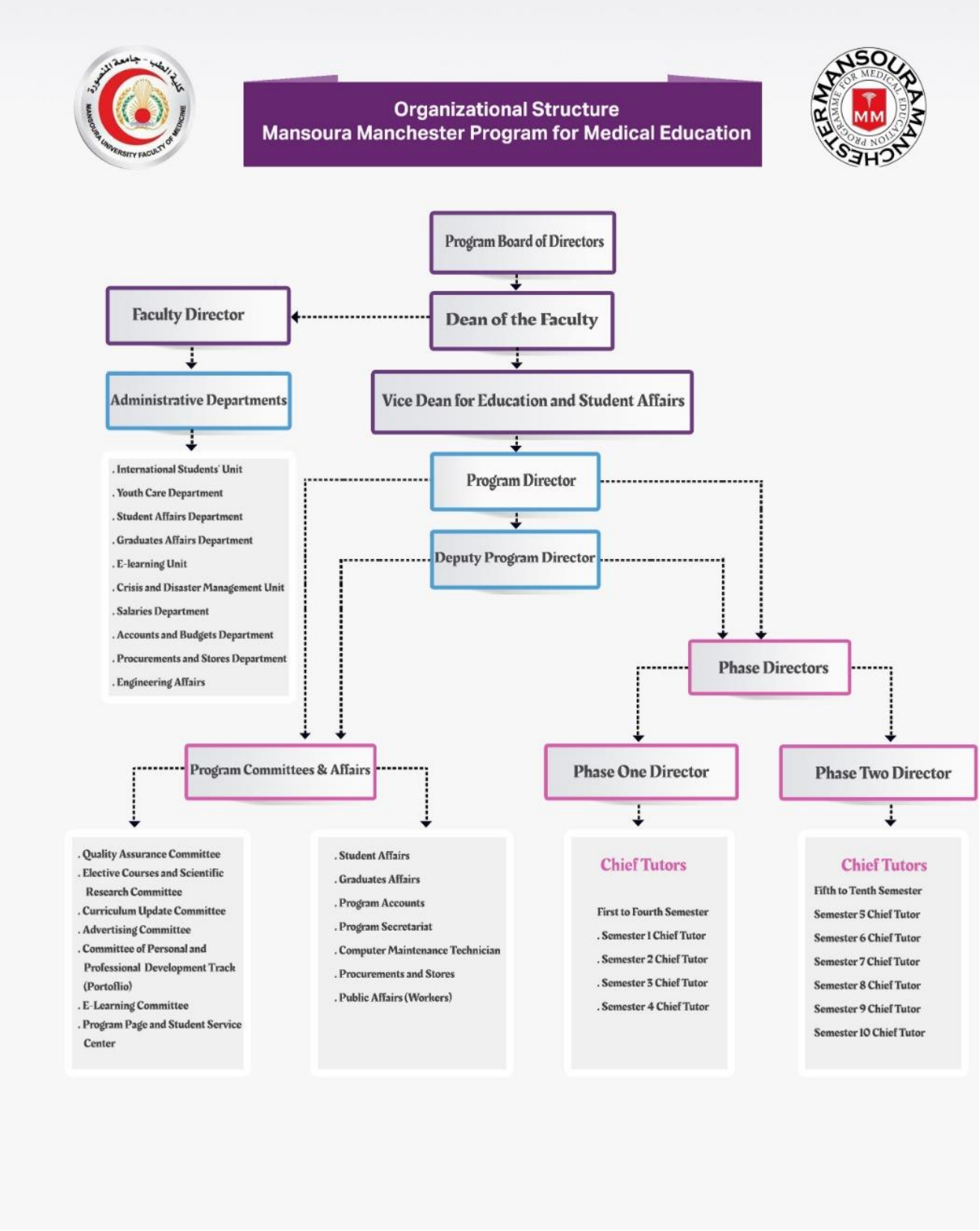
Message from Program Director

Mansours Medical School is a prestigious class of education. It regularly ranks as one of the top faculties of medicine in Egypt, Middle east and Africa. Our Mansoura- Manchester Program for Medical Education was born in 2006. Since then, our program is recognized as a world-class medical bachelor degree specially because it adopts one of the leading medical educational curriculum in UK, that develops in Manchester University. Our corporation boasts superb facilities that relies on both; a problem-based way of teaching plus a competency-based way of product assessment and quality control. Our students gain a comprehensive grounding in medical science before applying that scientific foundation in clinical settings. Since the very early beginning, students receive increasing doses of clinical exposure and research methodology training. Our Institute offers a highly equipped skill lab., andan outstanding library provision. Exceptionally we have huge clinical training facilities through our highly equipped centers and university hospital. We are receiving students from more than 22 different countries. This creates true metropolitan diverse international community and an enhancing vibrant social life. It will be always my pleasure to welcome you here, in Mansoura, the Egyptian Medical capital.

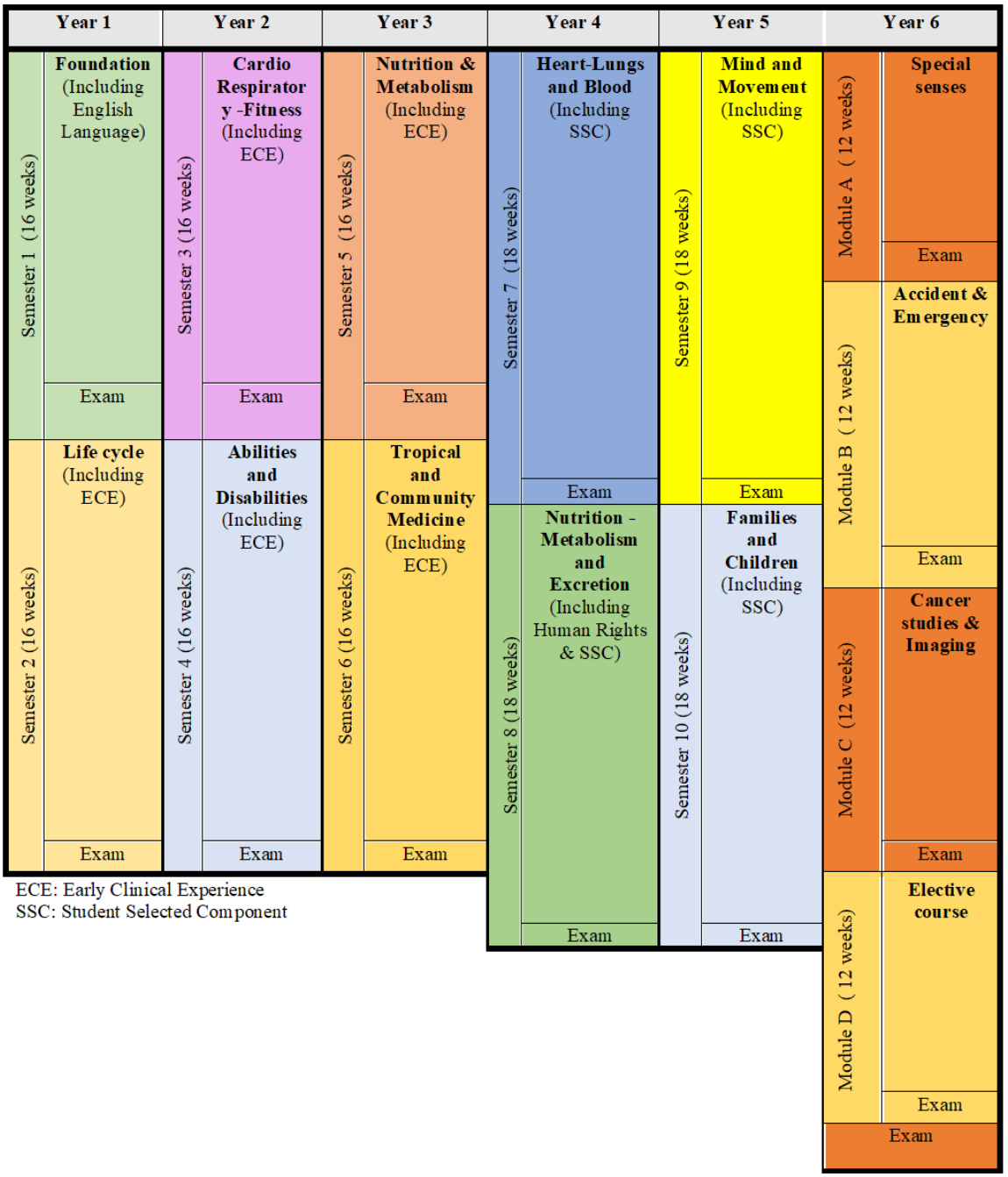
Ahmed Negm
MD, FRCS Professor of Surgery

Mansoura Manchester Programme Director

Administrative structure



Program structure diagram (2013 Bylaws)



ECE: Early Clinical Experience
SSC: Student Selected Component

Mansoura-Manchester Programme for Medical Education is a problem-based learning (PBL) programme. The curriculum was originally designed by Manchester Medical School and have been revised by Mansoura Medical School.

The curriculum is "designed as a spiral with vertical and horizontal integration that in Phase 1 forms a biomedical, clinical and behavioural science base, which is then revisited and expanded in Phases 2 from a clinical perspective.

In this programme, students learn through medical problems (problem-based) in small groups (10-15) students from year one. The problem will highlight certain inter-related topics that can include subjects from both pre-clinical or basic sciences, such as (Anatomy, Physiology, Histology, Biochemistry, Pathology, Microbiology, Parasitology and Pharmacology) as well as clinical sciences, such as (Internal Medicine, Surgery, Paediatrics, Obstetrics & Gynaecology, Ophthalmology, ENT, Forensic Medicine and Community Medicine) in an integrated and modal formal using credit hour system.

The programme depends on the students (student-centred) in a sense that students will learn from different sources like internet, periodicals, library, from one another and lastly from tutors and/or faculty members. Electronic E-Learning is an integral part of the programme, and students should be computer competent and preferably have their own laptop or iPads.

The scientific methods rely on the use of modern technology during the learning process with the implementation of a "hybrid education" model aimed at reducing the density of students inside education halls. The newly approved education system for the programme adopts a blend of traditional classroom instruction and online learning activities.

The graduation certificate from the program qualifies the practice of the medical profession after approval of the competent authorities in the countries in which the graduate intends to practice the profession.

The graduate must pass two years of basic training according to the applicable regulations and laws.

Program Aims

1- To develop competent health care provider and promoter for professional future practice.

2- To train physician on dealing professionally with his patients and their families and colleagues and adhere to medical ethics.

3- To develop physician capable to provide -quality and safe patient-centered care.

4- To develop physician can deal with common health problems in his/her community at the level of primary health care service.

5- To train student on developing and maintaining good doctor/ patient relationship.

6- To provide the student with essential skill that enable medical graduate to work in health care system and be member of health team either as team member or leader.

7- Prepare medical graduates for being lifelong learner and researcher.

8- To prepare initiative physician developing and empowering his community.

Competencies & Key competencies/Program ILOS key competency

Competency Area I: The graduate as a health care provider:

The graduate should provide quality, safe, patient-centered care, drawing upon his/her integrated knowledge and clinical skills, and adhering to professional values. The graduate should collect and interpret information, make clinical decisions, and carry out diagnostic and therapeutic interventions - with an understanding of the limits of his/her expertise considering the patient's circumstances and preferences as well as the availability of resources. The graduate should be able to:

1.1. Take and record a structured, patient centered history.

1.2. Adopt an empathic and holistic approach to the patients and their problems:

1.3. Assess the mental state of the patient.

1.4. Perform appropriately timed full physical examination of patients appropriate to the age,gender, and clinical presentation of the patient while being culturally sensitive.

1.5. Prioritize issues to be addressed in a patient encounter.

1.6. Select the appropriate investigations and interpret their results taking into considerationcost/effectiveness factors.

1.7. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.

1.8. Apply knowledge of the clinical and biomedical sciences relevant to the clinical

problem at hand.

1.9. Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM). 1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.

1.10. Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.

1.11. Adopt strategies and apply measures that promote patient safety.

1.12. Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions. 1.14. Respect patients' rights and involve them and /or their families/carers in management decisions.

1.13. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.

1.14. Apply the appropriate pharmacological and nonpharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life. 1.17. Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification.

Competency Area II: The graduate as a health promoter

The graduate should advocate for the development of community and individual measures which promote the state of well-being, he/she should empower individuals and communities to engage in healthy behaviors, and put his/her knowledge and skills to prevent diseases, reduce deaths and promote quality life style.

The graduate should be able to:

2.1. Identify the basic determinants of health and principles of health improvement.

2.2. Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.

2.3. Discuss the role of nutrition and physical activity in health.

2.4. Identify the major health risks in his/her community, including demographic, occupational and environmental risks, endemic diseases, and prevalent chronic diseases.

2.5. Describe the principles of disease prevention, and empower communities, specific

groupsor individuals by raising their awareness and building their capacity.

2.6. Recognize the epidemiology of common diseases within his/her community and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.

2.7. Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.

2.8. Identify vulnerable individuals that may be suffering from abuse or neglect and take theproper actions to safeguard their welfare.

2.9. Adopt suitable measures for infection control.

Competency Area III: The graduate as a professional

The graduate should adhere to the professional and ethical codes, standards of practice, and laws governing practice. The graduate should be able to:

3.1 Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.

3.2 Adhere to the professional standards and laws governing the practice and abide by the national code of ethics issued by the Egyptian Medical Syndicate.

3.3 Respect the different cultural beliefs and values in the community they serve.

3.4 Treat all patients equally, and avoid stigmatizing any category regardless of their social,cultural, ethnic backgrounds, or their disabilities.

3.5 Ensure confidentiality and privacy of patients' information.

3.6 Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.

3.7 Recognize and manage conflicts of interest.

3.8 Refer patients to appropriate health facility at the appropriate stage.

3.9 Identify and report any unprofessional and unethical behaviors or physical or mental conditions related to himself, colleagues or any other person that might jeopardize patients' safety.

Competency Area IV: The graduate as a scholar and scientist

The graduate should build his clinical practice on a base of knowledge of scientific principles and methods of basic medical and social sciences, applying this knowledge into clinical care, and using it as a foundation for clinical reasoning, care provision, further professional development and research. The graduate should be able to:

4.1 Describe the normal structure of the body and its major organ systems and explain their functions.

4.2 Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.

4.3 Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family.

4.4 Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease.

4.5 Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis).

4.6 Describe altered structure and function of the body and its major organ systems that areseen in various diseases and conditions.

4.7 Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication; and effects on the population.

4.8 Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests.

Competency Area V: The graduate as a member of the health team and a part of the health care system

The graduate should work and collaborate effectively with physicians and other colleagues in the health care professions, demonstrating an awareness of and a respect for their roles in delivering safe, effective patient- and population-centered care. He/she should be committed to his/her role as a part of health care system, respecting its hierarchy and rules and using his/her administrative and leadership skills to add value to the system. The graduate should beable to:

5.1 Recognize the important role played by other health care professions in patients' management.

5.2 Respect colleagues and other health care professionals and work cooperatively with

them, negotiating overlapping and shared responsibilities and engaging in shared decision-making for effective patient management.

5.3 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work.

5.4 Apply leadership skills to enhance team functioning, the learning environment, and/or thehealth care delivery system.

5.5 Communicate effectively using a written health record, electronic medical record, or other digital technology.

5.6 Evaluate his/her work and that of others using constructive feedback.

5.7 Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary.

5.8 Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system.

5.9 Use health informatics to improve the quality of patient care.

5.10 Document clinical encounters in an accurate, complete, timely, and accessible manner,in compliance with regulatory and legal requirements.

5.11 Improve the health service provision by applying a process of continuous quality improvement.

5.12 Demonstrate accountability to patients, society, and the profession.

Competency Area VI: The graduate as a lifelong learner and researcher

The graduate should demonstrate a lifelong commitment to excellence in practice through continuous learning and professional development. He should reflect on his own performance,and plan for his own development making use of all possible learning resources. The graduate should have an inquisitive mind and adopt sound scientific research methodology to deal with practice uncertainty and knowledge gaps and to contribute to the development of his profession as well as for the purpose of his own academic development. The graduate should be able to:

6.1 Regularly reflect on and assess his/her performance using various performance indicatorsand information sources.

6.2 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice.

6.3 Identify opportunities and use various resources for learning.

6.4 Engage in inter-professional activities and collaborative learning to continuously improvepersonal practice and contribute to collective improvements in practice.

6.5 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.

6.6 Effectively manage learning time and resources and set priorities.

6.7 Demonstrate an understanding of the scientific principles of research including its ethicalaspects and scholarly inquiry and contribute to the work of a research study.

6.8 Critically appraise research studies and scientific papers in terms of integrity, reliability,and applicability.

6.9 Analyze and use numerical data including the use of basic statistical methods.

6.10 Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry.

Overall aims of the semesters

- **Semester 1: Foundation**

-This semester aims to provide students with the basic science needed to equip them for studying medicine and to acquire skills in:

  o Self-directed learning.

  o Problem solving.

  o Using technical resources (library, computers).

  o Interpersonal communication.

-To give an understanding of basic aspects of chemistry and biochemistry which underline medicine.

-To teach the basic laboratory skills necessary to medicine.

-To provide a sufficient background in human biology.

-To foster the collaborative skills required for working in groups given broad objectives.

-To encourage self-motivation and independent learning

- **Semester 2: Life cycle**

Semester 1**(life cycle)** aims to provide students with the basic science needed to prepare them for entry into the up-coming modules. Each PBL case contains case learning

outcomes that by definition must be linked to the learning outcomes for the semester. Each case is integrated and contains cues that raise potential learning objectives relating to knowledge, skills and attitudes in all areas of biological and behavioural sciences, and certain aspects of ethics and law. In the Life Cycle module, multiple basic topics will be studied including the cellular and molecular processes that underlie reproduction, development and growth. The semester also discusses the immune system and the pathophysiology of genetic disease and cancer.

- **Semester 3: Cardio-Respiratory Fitness**

Semester 2 (Cardio-Respiratory Fitness) focuses on the chest and the function of the heart, lungs and blood. The main topics in this semester include the structure of cardiorespiratory systems, explanation of their functions and mechanisms underlying pathological conditions affecting them. In addition to discussion of clinical cases related to the heart, lung and blood. Each PBL case is integrated and contains cues that raise potential learning objectives relating to knowledge, skills and attitudes in all areas of biological and behavioral sciences, and certain aspects of ethics and law. The early experience programme is also designed around these objectives and it is expected that students may discuss the clinical experience they have had within the context of a PBL case.

- **Semester 4: Abilities and Disabilities**

Semester 4 (Abilities and Disabilities) main core is neuroscience. The student will explore the development and the structure of the brain and the nervous system and their connections to different parts of the body. The student will study the mechanisms underlying pathological conditions affecting the nervous system to prepare them for concepts applied to clinical medicine, including mental health.

- **Semester 5: Nutrition and Metabolism**

Semester 3 (Nutrition and Metabolism) aims to go through gastrointestinal system, the kidneys and the key hormonal mechanisms involved in regulating these systems. It aims to describe the structures of this system and how its organs normally maintain the body homeostasis. It aims also to explain the functions of the liver, kidney and urinary tract and describe the metabolism and, how nutrients are digested, absorbed and utilized in a coordinated way to generate energy. In addition, to know how the body excretes the waste products of metabolism.

- **Semester 6: tropical medicine:**

Semester 6 (Tropical & community medicine) is about tropical infections that raise potential learning objectives related to all areas of infectious diseases. The early experience programme is also designed around these objectives and it is expected that students may discuss the clinical experience they have had within the context of a PBL case.

- **Semester 7: Heart lung and Blood**

Semester 5 (Heart lung and Blood) main focus is clinical conditions affecting the heart, lung and blood. Starting from this course the student will learn primarily though clinical placements organized around Mansoura University hospital and medical centers and community placements. Each PBL case is integrated and contains cues that raise potential learning objectives relating to knowledge, skills and attitudes in all areas of respiratory, cardiology and hematology medicine with some ethical and medico legal aspects.

- **Semester 8: Nutrition, Metabolism and Excretion**

Semester 6 (Nutrition, Metabolism and Excretion) focuses on clinical aspects related to gastrointestinal, endocrinal and uro-nephrology and surgery. The clinical training programme is also designed around these topics and it is expected that students may discuss the clinical experience they have had within the context of a PBL case. The students will apply the basic scientific knowledge and clinical skills acquired in their earlier years in the clinical settings.

- **Semester 9: Mind and Movement**

Semester 7 (Mind and Movement) aims to enable the student to recognize and assess the severity of common disorders in neurology, psychiatry, neurosurgery, rheumatology, orthopedics and geriatric medicine both in hospital and community settings and know their basic multidisciplinary management. The students will have a great opportunity to broaden their clinical learning across the medical specialties, offering immersion in new clinical placements with supervision and teaching by specialty experts.

- **Semester 10: Families and Children**

Semester 8 (Families and Children) general aim is to provide students with knowledge, skills and attitudes necessary to make an essential obstetrics and gynecology framework of the general practitioner including awareness of the common obstetrics and gynecology emergencies. It is mainly about female health, pregnancy and neonates and child

health. Each PBL case is integrated and prepared in a manner which raises potential learning objectives related to knowledge, skills, and attitudes in all areas of gynecological, maternal, neonatal and child health and welfare.

- **Final year:**
  - **Module (A): Special senses:**

Special Sense module is about ear, nose, and throat (ENT), Ophthalmology, Dermatology and research methodology. The course aims to:

1. Produce undifferentiated medical graduate who is able to be familiar with etiology, pathogenesis, clinical features, diagnoses and complications of common diseases affecting ear, nose and throat.
2. Produce a medical graduate who is able to be familiar with the normal anatomy of the eye, recognize common causes of visual loss, oriented to ophthalmic emergencies and ophthalmic trauma and can provide both basic ophthalmic health care and preventive measures and enable the student to deal safely with the patients of ophthalmic disease.
3. Acquire knowledge about common disorders of skin, hair, nail disorders andrology (including male infertility, sexual disorders) and sexually transmitted diseases (STDs) likely to be seen by general practitioner.
4. Get acquainted with clinical skills such as obtaining a patient's full history, undertaking a comprehensive skin and genital clinical examination. Interpreting the findings, distinguishing the disease from similar conditions, i.e. differential diagnosis and constructing diagnostic and treatment plan.
5. Acquire ethical attitude in general and towards patients with disfiguring of serious skin & STDs and sexual dysfunction.
6. Attain team relationship and personal development including a lifelong continued medical education.
7. Enhance students' abilities in medical research.
8. Hands on how to deal with experimental animals.

  - **Module (B): Accident and emergency:**

To acquire the student the basic knowledge, skills and attitude related to:

1. Basics of resuscitation in ER.
2. Scenarios outside ER: History taking techniques in ER

3. Logical thinking in the differential diagnosis of the most common surgical, medical emergencies and drug intoxications.
4. Differentiate between medical and surgical emergencies.
5. Prepare a physician capable of dealing with surgical emergencies.
6. Collect the data from the patient if possible or his relatives or attendance regarding the condition or root traffic accident.
7. Analyze these data to reach the provisional diagnosis
8. Develop a graduate who will apply the knowledge and skills learned to manage surgical emergencies.
9. Provide basic knowledge, skills and attitude of Forensic medicine for general practitioners.
10. Provide knowledge, skills and attitude to manage intoxicated patients.
11. Acquire basics of ethics, medicolegal aspects of health problems, malpractice and common medical errors.

- **Module (C): Cancer studies and Imaging:**

To acquire the student the basic knowledge, skills and attitude related to:

1. Describing the meaning of cancer and its pathological potentials, pathogenesis, clinical picture, complications and management.
2. Reacting with the environment through medical visits and early detection of cancer.
3. Accepting the modern concepts and recent progress in Oncology e.g: Laparoscopy, endoscopy, PET scan, telesurgery, interventional radiologic interference and targeted therapy ... etc

- **Module (D): Elective module:**

1. Electives provide opportunities to gain considerable hands-on experience and, as they often take place in different health care systems, they provide an opportunity to explore the effects of varying systems as well as cultures on the provision of care

Curriculum Structure and Contents

a Program duration: 6 years and one two Pre-registration House Officer (PRHO) year.

b Program structure:

- **Phase I**: 3 years including 6 semesters (semesters 1-6) and deals with patho-physiology and anatomy of the different organ systems.
- **Phase II:** 2 years including 4 semesters (years 4-5) and deals with clinical clerkship

- **Phase III:** last year including 4 modules **and** deals with clinical clerkship

4.c Number of hours:

Phase	Total Hours Number
Phase I	1398
Phase II	1447
Phase III	834
Internship year	2304

Teaching and Learning Methods

1. Problem-Based Learning (PBL) classes.
2. Themed case discussion.
3. Flipped classrooms.
4. Interactive lectures.
5. Clinical seminars.
6. Practical lab training.
7. Clinical Skills lab training.
8. Clinical sessions (Outpatient Clinics- inpatient - Emergency Department).
9. Mini-Clinical Evaluation Exercise for Trainees (Mini-CEX).
10. Peer learning

Student Assessment

Methods of Assessment:

1- Written (MCQ & short essay): to assess the cognitive domain.
2- OSPE: to assess the laboratory skills.
3- OSCE: to assess the psychomotor and the affective domains.
4- Observations (using observation checklists and rating scales) to assess the clinical skills (used for assessment in the clinical skills Lab, field training and clinical cases).
5- Poster preparation & presentation.
6- Written reports.
7- Portfolio/logbook: to assess the cognitive, psychomotor and the affective domains.
8- Graduation project.

The graduation project

The tenth academic level contains a graduation project that the student implements over

aperiod of seven weeks; includes:

1- Clinical training period in a teaching or university hospital inside or outside Egypt.

2- A review article or experimental research under the supervision of faculty members or physicians in the clinical training place.

Assessment Marks

Phase I

Semester	Course	Code	Weeks	Marks					
				Midterm	Final				Total
					MCQ	Essay	OSPE/OSCE	Total	
Semester 1	Foundation	MPPh1S1F	14w	40	60	50	50	160	200
Semester 2	Life Cycle	MPPh1S2LC	14w	110	200	140	100	440	550
Semester 3	Cardio-Respiratory Fitness	MPPh1S3CRF	14w	110	200	140	100	440	550
Semester 4	Abilities and Disabilities	MPPh1S4AD	14w	110	200	140	100	440	550
Semester 5	Nutrition and Metabolism	MPPh1S5NM	14w	110	200	140	100	440	550
Semester 6	Tropical and Communicable Diseases	MPPh1S6TC	14w	110	200	140	100	440	550

Phase II

Semester	Course	Code						
			Midterm 20%	Final				Total
				MCQ	Essay	OSPE/OSCE	Total	
Semester 7	Heart, Lung and Blood	MPPh2S7HLB	130	200	120	200	520	650
Semester 8	Nutrition-Metabolism Excretion	MPPh2S8NME	130	200	120	200	520	650
Semester 9	Mind and Movements	MPPh2S9MM	130	200	120	200	520	650
Semester 10	Families and Children	MPPh2S10FC	130	200	120	200	520	650

Phase III

Module		Weeks	Midterm	Final exam			Total
				MCQ	Essay	OSCE	
Module A	Special Sensation MPPh3S11SS	12w	150		50	100	300
Module B	Accident and Emergency MPPh3S12AE	12w	30	120			150
Module C	Cancer Studies and Imaging MPPh3S13CI	12w	30	120			150
Module D	Elective module						100
Final exam				150	150	300	600

Academic Standards

Mansoura-Manchester Programme for Medical Education had adopted the National AcademicReference Standards (NARS) 2nd Edition, 2017.

Dates for the Academic Year

Student's intake is fixed for September of each year. Semester 1,3,5,7,9 starts from late September to early January. Semester 2,4,6,8,10 starts from early February to late June. Summer exams for failed students will be held in late July for semesters 1, 3, 5, 7, 9 and late August for semesters 2, 4, 6, 8, 10. For final year, Graduation exam will be held in November and its re-sit in May of the Subsequent year. Human rights exam will be held for year four students according to the university timetable.

Program Admission Requirements

1- For Egyptian Students:

New Egyptian students are accepted into the program from among the following categories:

- New Egyptian students who are candidates for admission to the Faculty of Medicine - Mansoura University through the coordination office of the Ministry of Higher Education or those transferred through the Office for Coordination of Admission to Universities and Institutes.
- It is permissible to accept transferring the registration of new students from equivalent or non- equivalent colleges in government universities as soon as places are available, and meeting the minimum admission requirements for any Egyptian government medical school.

2- For International Students:

- New foreign students are admitted to the program according to the rules set by the Ministry of Higher Education and according to the conditions set by it, through the General Administration of Education and Student Affairs and the Expatriate Department at the university. https:// www.wafeden.gov.eg

Tuition and bench fees (subject to review every year)

- Egyptian students: 90000 Egyptian pounds/academic year.
- Foreign students: 9000 US dollars/academic year.

Regulations for Progression and Program Completion

- The student is considered successful in the academic level and moves to the higher level if he gets 60% of the total grades for the semester level separately.

- The grades obtained by the student in human rights courses (university requirement for graduation) and the listed courses as a college requirement are not added to semester grades or GPA, and failing in these courses does not affect on the student's transition from an academic level to a higher level.
- **Examination Results:** The result is declared as:

Excellence	From - 85% till 100%
Very good	From - 75% to 85% (85% is included in the above category).
Good	From -65% to 75 % (75% is included in the above category).
Pass	From -60% to 65 % (65% is included in the above category).
Not pass	Below 60 % (60% is included in the above category).

- **Rules for dismissal from the program**

The subcommittee considers the dismissal of students who have exhausted their failing times afterspending periods of study and exam entry opportunities as follows:

1. **First-level students:** The maximum number of studies is two academic years (one year as afreshman and another year as a pre-return).
2. **Second level students:** a maximum of three years of study (one academic year as a freshmanand another two years as a repetition).
3. **Third-level students and beyond:** the maximum number of studies is five years (one academic year as a freshman and four other years as a possibility for repetition).
4. The sub-committee may dismiss a student who did not attend faculty and did not pay tuitionfees for two consecutive years.

Medical Centers for Students Training

1. Urology and Nephrology Center.
2. Ophthalmology Center.
3. Gastrointestinal Surgery Center.
4. Medical Experimental Research Center.
5. Oncology Center.
6. Mansoura University Children's Hospital.
7. Mansoura University Hospitals.
8. Internal Medicine Specialist Hospital.

9. Emergency Hospital.

10. Cardio-thoracic surgery center.

Student academic advising

- Students are distributed to academic advisers from staff members.
- An academic advisor is responsible for
- providing educational guidance and assistance for students by planning schedules, recommending courses and determining appropriate education solutions for different types of students.
- They must also follow through and track the advancement of students.
- Additionally, academic advisors must provide case management to students who do not meet local educational requirements.
- Academic advisors also provide assistance for at-risk students.

Student Activities

- The university's role is not only scientific one, but it exceeds to play major role in all activities that can support the student through his /her study.
- This will be done through presenting variable program which prepare the student to face life responsibilities after graduation this in turn will make the faculty a source of spreading cultural, social, and scientific ideas.
- Activities of the Student Welfare Department
  - Social activity and trips
  - MMSS Board elections
  - Arts Activity
  - Cultural activity
  - Sports
  - Student Families
  - Scouts and Public Services
  - Science Club

Student services

Student Hostel

Mansoura University established equipped and air-conditioned housing units with cleaning and ironing services with the provision of excellent health meals and under strict

health supervision. https://alzahraa.mans.edu.eg/studentApplications

Student Services Center (SSC)

SSC is a central point providing information for all students with a special care towards international students.

Services provided by the SSC

- Registration.
- How to apply.
- Scholarships.
- Certificates &Transcripts.
- Student activity.
- welcome party.
- Graduation ceremony.
- Practical matters of university life

E. Mail: ssc.mansoura-manchester@mans.edu.eg

Mansoura University Students Hospital

- Great medical service center run by the university doctors and nurses.
- Allowed booking of clinics online through computers or mobiles through the following steps:
  - Download (MU student portal) program from play store
  - Get user name and password from Faculty students affairs
  - Choose your system of study either conventional or credit hours.
  - Book the required medical examination.
  - Set to the clinics of University Students Hospital in the selected day, bringingyour therapeutic card.

Library

Providing computer labs and wireless Internet and a comprehensive library of the latestscientific references

Mansoura Olympic village

http://olympic.mans.edu.eg/

Guide to Mansoura

https://en.wikivoyage.org/wiki/Mansoura

Key Academic and administration staff

Prof. Ahmed Negm	Program Director
Prof. Adel Bondok	Phase 1 director
Prof. Rafik Barakat	Phase 2 director
Dr. Emad Magdy	Phase 3 director
Ass. Prof. Dalia Moemen	SSC Supervisor
Dr. Mohamed Refaat	E learning Committee Director
Dr. Manar A. Helmy	Quality Assurance Committee Director

Contact

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