



Mansoura University, Faculty of Medicine
MANSOURA
MANCHESTER
Programme for medical education



Mansoura Manchester Program for Medical Education

"Program specification"

(2017 Bylaws)

2022-2023



Table of Content

Content	Page
A. Basic Information	3
B. Professional Information	3
1. Program aims	3
2. Competencies & Key competencies/Program ILOs key competency	4
3. Overall aims of the semesters	9
4. Academic standards	10
5. Curriculum structure and contents	10
6. Program courses & clerkships	12
7. Teaching and Learning Methods	15
8. Student Assessment Methods	15
9. Program admission requirements	15
10. Regulations for progression and program completion	16



Program Specification

University: Mansoura

Faculty: Medicine

A- Basic Information

- 1. Program Title:** Bachelor Degree of Medicine & Surgery (M.B.B.Ch) Mansoura – Manchester Program for Medical Education. Faculty of Medicine-Mansoura University.
- 2. Program Type:** Integrated medical program in two phases in collaboration with the University of Manchester, Problem based learning program.
- 3. Program Duration:** Five years and two years for clinical practice (internship); obligatory for the license from Egyptian Medical Syndicate.
- 4. Department(s):** All departments of the faculty of Medicine.
- 5. Coordinator:** Prof. Ahmed Negm (program director).
- 6. Faculty Dean:** Prof. Ashraf Shoma.
- 7. External Evaluator(s):**
 - 1- Prof. Madiha Wasef, Professor of Forensic Medicine & Clinical Toxicology, Zagazig University - External evaluator in NAQAAE.
 - 2- External review visit from NAQAAE in March 2022. (Prof. Zeinab Nabil, Prof. Dawlat Salem- Prof. Ola Farouk)
- 8. First date of program approval:** 26th March 2019.
- 9. Date of program specification revision approval:** 23th August 2021.
- 10. Date of program specification approval after external evaluation:** October 2022.

B- Professional Information

1- 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.

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Page

3

Total pages

16



- 7- Prepare medical graduates for being lifelong learner and researcher.
- 8- To prepare innovative physician developing and empowering his community.

2- Competencies & Key competencies/Program ILOS key competency:

1- 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 consideration cost/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.
- 1.11. Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.
- 1.12. Adopt strategies and apply measures that promote patient safety.
- 1.13. 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.
- 1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.
- 1.16. 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.

2- 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 groups or 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 the proper actions to safeguard their welfare.
- 2.9. Adopt suitable measures for infection control.

3- 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:

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- 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.

4- 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 are seen 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.

5- 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 be able 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 the health 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.

6- 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 indicators and 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 improve personal 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 ethical aspects 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.



3- Overall aims of the semesters

Semester 1 (Life cycle) aims to promote acquisition of knowledge and skills related to key biological processes from conception to death including reproductive biology; genetics; immunology; and molecular, cellular, tissue, organ and system changes in normal and pathological conditions.

Semester 2 (Cardio-Respiratory Fitness) aims to promote acquisition of knowledge, and skills related to understanding of cardiovascular and respiratory health and promotion, and of cardiovascular and respiratory diseases, their prevention and management, in the context of the individual and society. In addition to develop student competent in the performance of a number of basic procedures and to encourage students to develop attitudes necessary for the achievement of high standards of medical practice.

Semester 3 (Nutrition and Metabolism) aims to promote acquisition of knowledge and facilitate the understanding of key biological processes from digestion and nutrition through metabolism and its integrated control mechanisms to excretion in health and disease. In addition to provide the student with the basic knowledge related to the social and behavioral impact of diseases affecting these processes. In addition, to develop student competent in the performance of several basic procedures and to encourage students to develop attitudes necessary for the achievement of high standards of medical practice.

Semester 4 (Abilities and Disabilities) aims to promote acquisition of knowledge and skills related to the normal structure and function of locomotor and neurological system and different pathological conditions that may affect them. In addition, it aims to develop student competent in the performance of a number of basic procedures and to encourage students to develop attitudes necessary for the achievement of high standards of medical practice.

Semester 5 (Heart, lung and Blood) aims to develop a competent medical student dealing with different diseases affection heart, lung and blood in in ethical and professional framework.

Semester 6 (Nutrition, Metabolism and Excretion) aims to develop a competent medical student dealing with different diseases affection gastrointestinal system, and urinary system. plus, common endocrinal diseases in ethical and professional framework.

Semester 7 (Mind and Movement) aims to develop a competent medical student dealing with different neurological, psychiatric diseases and any disease affecting the locomote system in ethical and professional framework.



Semester 8 (**Families and Children**) aims to develop a competent medical student dealing with all areas of gynecological, maternal, neonatal and child health and welfare in ethical and professional framework.

Semester 9 (**Special Senses, Community & Research Methodology**) aims to develop a competent medical student dealing with different ophthalmological, dermatological, ear, nose and throat diseases in ethical and professional framework. The semester in addition enhances students' abilities in medical research and personal development.

Semester 10 (**Oncology & Accident**) aims to prepare a competent physician capable of managing different emergency situations and oncological disease. In addition, it aims to transfer the students to the training under supervision through the final training and graduation project.

4- Academic Standards:

- Mansoura-Manchester Programme for Medical Education had adopted the National Academic Reference Standards (NARS) 2nd Edition, 2017 and approved it at the Program Council.

- * **External References for Standards (Benchmarks):** General Medical Council (GMC), University of Manchester, United Kingdom.

5- Curriculum Structure and Contents

5.a. Program duration: Five academic years and two Pre-registration House Officer (PRHO) year.

5.b. Program structure: The program consists of **two** phases.

- **Phase 1:** Comprises year 1 and 2 (Semesters 1-4) and deals with patho-physiology and anatomy of the different organ systems.
- **Phase 2:** Comprises years 3, 4 and 5 (Semesters 5-10) and deals with clinical clerkship

5.c. Number of hours:

Total credit hours: 209

Compulsory courses: 193

Elective courses: 6

Faculty requirements: 10

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Phase I credit hours	82 credit hours
• Specialized courses	73.2 credit hours
• Elective courses	2.8 credit hours
• Faculty requirements	6 credit hours
Phase 2 credit hours	127 credit hours
• Specialized courses	119.8 credit hours
• Elective courses	3.2 credit hours
• Faculty requirements	4 credit hours
• Human rights course as university requirement	



6-Program courses:

Semester	Course	Code	Total weeks	Credit hours	Total hours	Marks					
						Midterm 20%	Final				Total
							MCQ	Essay	OSPE/OSCE	Total	
Phase I											
Year 1											
Semester 1	Introductory week		1								
	Life cycle	MPPh1S1LC	18	19	285	120	200	140	140	480	600
Semester 2	Cardio-Respiratory Fitness	MPPh1S2CRF	18	19	265	120	200	140	140	480	600
	Elective course				20	Pass/Fail exam					
	Evidence Based Medicine (1)	MPPh1S2EBM1	2	30	60	40		100	Pass/fail exam		
Year 2											
Semester 3	Nutrition and Metabolism	MPPh1S3NM	18	19	265	120	200	140	140	480	600
	Elective course				20	Pass/Fail exam					
	Evidence Based Medicine (2)	MPPh1S3EBM2	2	30	60	40		100	Pass/fail exam		
Semester 4	Abilities and disabilities	MPPh1S4AD	18	19	285	120	200	140	140	480	600
	Communication skills	MPPh1S4CS			2	30			100	100	Pass/fail exam



Semester	Course	Code	Total weeks	Credit hours	Total hours	Marks					
						Midterm 20%	Final				Total
							MCQ	Essay	OSPE/OSCE	Total	
Phase II											
Year 3											
Semester 5	Heart, lung and blood	MPPh2S5HLB	19	19	285	140	200	120	240	560	700
	Medical Ethics(1)	MPPh2S5ME1		2	28				100	100	Pass/fail exam
Semester 6	Nutrition, Metabolism & Excretion	MPPh2S6NME	19	19	261	140	200	120	240	560	700
	Elective course				24	Pass/Fail exam					
	Medical Ethics(2)	MPPh2S6ME2	2	28				100	100	Pass/fail exam	
Year 4											
Semester 7	Mind and Movement	MPPh2S7MM	19	21	291	140	200	120	240	560	700
	Elective course				24	Pass/Fail exam					
	Human rights	MPPh2S7HR				100					Pass/fail exam
Semester 8	Families and Children	MPPh2S8FC	19	21	315	140	200	120	240	560	700
Year 5											
Semester 9	Special senses, Community & Research Methodology	MPPh2S9SS	21	21	315	140	200	120	240	560	700



Semester	Course	Code	Total weeks	Credit hours	Total hours	Marks					
						Midterm 20%	Final			Total	
							MCQ	Essay	OSPE/OSCE		
Semester 10	Oncology module	MPPh2S10AE	22	8	120	20	80			100	100
	Emergency			8	120	20	80			100	
	Graduation project			6	90					100	100
	Exit exam						200	100	300	600	600



7- Teaching and Learning Methods:

- 7.a. Problem-Based Learning (PBL) classes.
- 7.b. Themed case discussion (TCD).
- 7.c. Flipped classrooms.
- 7.d. Interactive lectures (online and face to face).
- 7.e. Clinical seminars.
- 7.f. Practical laboratory training.
- 7.g. Clinical Skills lab training.
- 7.h. Clinical sessions (Outpatient Clinics- inpatient - Emergency Department).
- 7.i. Student-Assisted Teaching (SAT) (Peer learning).
- 7.j. Self-learning.
- 7.k. Field visits.
- 7.l. Clinical debrief.

8- Student Assessment Methods of the competencies:

➤ **Formative assessment:**

- 8.a. Weekly quiz.
- 8.b. Mini clinical examination (Mini-CEX)

➤ **Summative assessment:**

- 8.c. Written (MCQ & short essay questions)
- 8.d. Objective structured practical examination (OSPE)
- 8.e. Objective structured clinical examination (OSCE)
- 8.f. Skills exam
- 8.g. Poster/essay preparation & presentation.
- 8.h. Community activity.
- 8.i. Research papers evaluation using appropriate guidelines (CARE-STROBE-CONSORT.)
- 8.j. Ongoing student assessment (in PBL/TCD sessions).
- 8.k. Portfolio/logbook.
- 8.l. Field visit report writing.
- 8.m. Graduation project (VIVA).

9- Program Admission Requirements:

a) 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.

b) 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

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Administration of Education and Student Affairs and the Expatriate Department at the university.

10- 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 the student's transition from an academic level to a higher level.
 - **Examination Results:** The result is declared as:

Percent	Points	Grade	
> 90%	4	A	Excellent
85% - <90%	3.67	A-	
80% - <85%	3.33	B+	Very Good
75% - <80%	3	B	
70% - <75%	2.67	B-	Good
65% - <70%	2.33	C+	
60% - <65%	1.67	C	Pass

A student is considered to have failed the semester exams if he obtains a grade of less than 60% from the end of the maximum score for this semester and the grade is (F).

• **Rules for dismissal from the program:**

The subcommittee considers the dismissal of students who have exhausted their failing times after spending 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 a freshman and another year as a pre-return).
- 2) **Second level students:** a maximum of three years of study (one academic year as a freshman and 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 tuition fees for two consecutive years.

Program Director: Prof. Ahmed Negm

Faculty Dean: Prof. Ashraf Shoma