

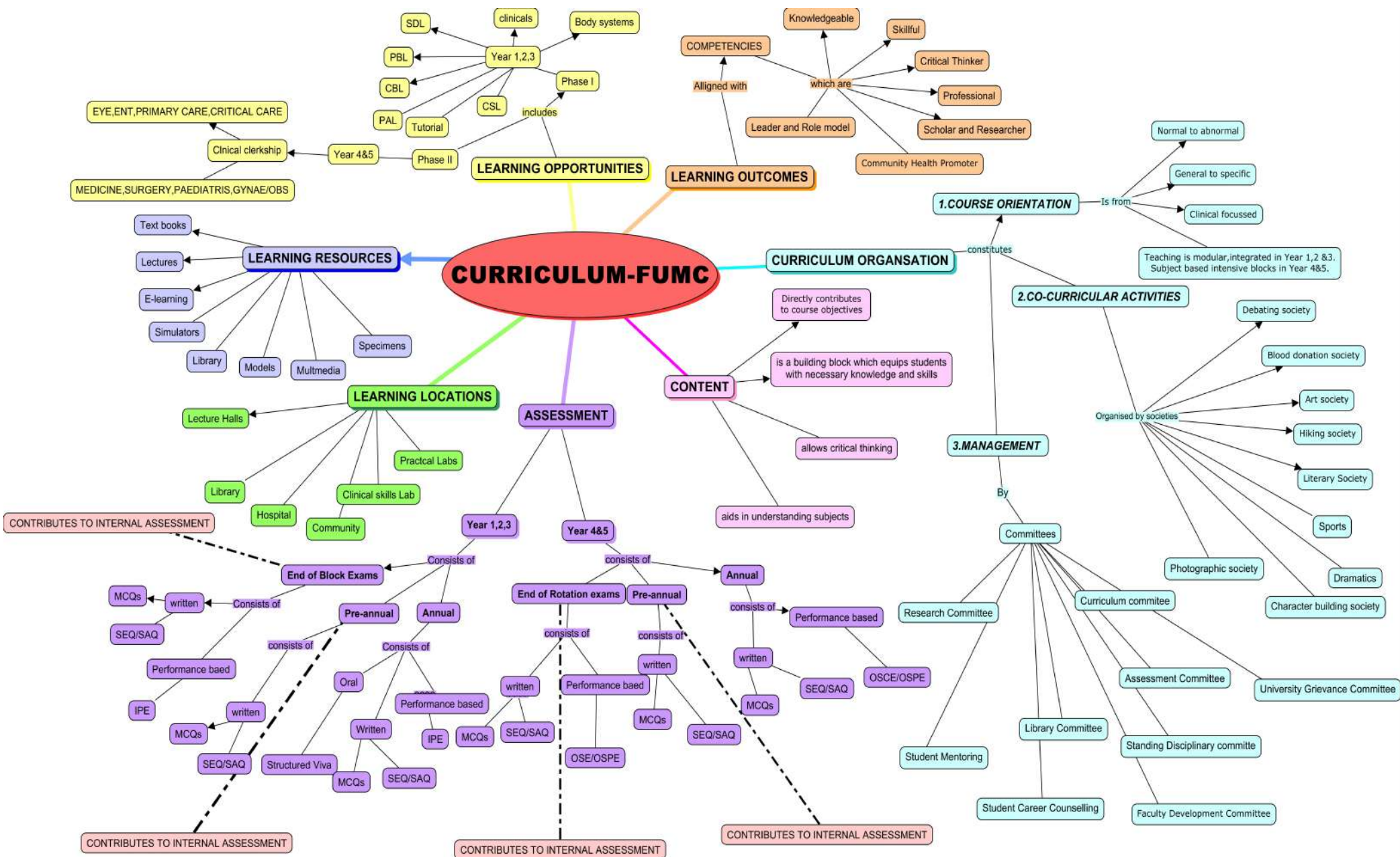
SECTION – I

Content

1. Introduction, Overview and Framework
2. General Education module

INTRODUCTION / OVERVIEW / FRAMEWORK OF CURRICULUM

CURRICULUM MAP - FUMC



INTRODUCTION

This is the Documented Curriculum of Bachelor of Medicine & Bachelor of Surgery (MBBS) Program of 05 years duration that is conducted at Foundation University Medical College (FUMC) Pakistan, which is approved by Pakistan Medical Commission (PM&DC No Dated 29/12/2016/13). FUMC is constituent college of Foundation University Islamabad, which is chartered by the Federal Government of Pakistan (Ordinance No LXXXVIII of 2002 dated 25 October 2002) and is accredited with Higher Education Commission of Pakistan. It is affiliated with Fauji Foundation Hospital Pakistan, which is 850 bedded, tertiary care busy hospital for clinical Clerkship. Foundation University Medical College is enlisted in World Directory of Medical Schools [Merged directories of Foundation for Advancement of International Medical Education and Research (FAIMER; FUMC ID no F0000583) and World Federation of Medical Education (WFME)].

NEED ASSESSMENT

The curriculum was developed by revising the existing curriculum in compliance with 8th Meeting of Academic Council 2010, and in light of MBBS Curriculum Audit (Internal) 2020, MBBS Curriculum Evaluation (External) 2020, and PMC Standards/Framework/Guidelines for Development of MBBS Curriculum 2021 (Tools used for need assessment).

AUTHORS

Department of Medical Education FUMC revised, upgraded and authored the existing curriculum with Co-participation of MBBS Curriculum Upgradation and Development Committee – FUMC, and Curriculum Subcommittees that included student representatives, under the aegis of Curriculum Committee FUMC, whose Terms of Reference stated that the said committee will:

1. be responsible to develop curriculum as per guidelines of all relevant statutory bodies.
2. receive proposal / feedback/ continuous evaluation reports (internal & external) from HODs / Module Coordinators / Clerkships Coordinators / faculty / students and other stakeholders, regarding current implemented curriculum.
3. review the curriculum to ensure the achievement of learning outcomes.

MBBS Curriculum Upgradation and Development Committee – FUMC consists of:

- a. President: Principal FUMC
- b. Members:
 - i. Assoc Dean (BS) MBBS Program
 - ii. Assoc Dean (CS) MBBS Program
 - iii. HOD DME (Secretary)
 - iv. Any other Coopted member at discretion of Chair

MBBS Curriculum Subcommittees (formed under aegis of above)

- a. **MBBS Curriculum Subcommittee Year – 1 MBBS**, consists of following members:
 - i. Senior Class Teacher:
 1. Dr. Nadia Rashid, Asst Prof Anatomy
 - ii. Block in charges
 1. Year 1 Block I: Prof Dr. Maryam Wahid, HOD Biochemistry
 2. Year 1 Block II: Prof Dr. Sadia Ahsan, HOD Physiology
 3. Year 1 Block III: Prof Dr. Huma Musarrat Khan, HOD Anatomy
 - iii. DME Year 1 Coordinator
 1. Dr. Tayyeba Iftikhar, Asst Prof

- iv. Module coordinators
 - 1. Dr. Farzana Hakim, Asst Prof Biochemistry (Foundation)
 - 2. Dr. Madiha Imran, Assoc Prof Physiology (SMS)
 - 3. Dr. Hira Ayaz, Asst Prof Physiology (CVS)
 - 4. Dr. Nasar Abbas, Asst Prof Physiology (Respiratory)
 - 5. Dr. Nadia Rashid, Asst Prof Anatomy (LIR)
 - 6. Dr. Aneela Shabbir, Asst Prof Biochemistry (Hematology)
- v. Student representatives
 - 1. BR: Muhammad Abdullah, (Yr-1)
 - 2. GR: Aimal Waqas, (Yr-1)
 - 3. CR: Maryam Iqbal, (Yr-1)

b. **MBBS Curriculum Subcommittee Year – 2 MBBS**, consists of following members:

- i. Senior Class Teacher
 - 1. Dr. Madiha Imran, Assoc Prof Physiology
- ii. Block in charges
 - 1. Year 2 Block I: Dr. Hajira Siddique, Asst Prof Biochemistry
 - 2. Year 2 Block II: Dr. Hira Ashraf, Asst Prof Physiology
 - 3. Year 2 Block III: Dr. Lubna Akhtar, Assoc Prof Anatomy
- iii. DME Year 2 Coordinator
 - 1. Dr. Mashaal Sabqat, Senior Lecturer
- iv. Module coordinators
 - 1. Dr. Hajira Siddique, Asst Prof Biochemistry (GIT & Nutrition)
 - 2. Dr. Lubna Akhtar, Assoc Prof Anatomy (GUM)
 - 3. Dr. Hira Ashraf, Asst Prof Physiology (Neurosciences)
 - 4. Dr. Sobia Islam, Asst Prof Anatomy (Head, Neck & Endo crine)
- v. Student representatives
 - 1. BR: Usama Mehboob, (Yr-2)
 - 2. GR: Momina Amjad, (Yr-2)
 - 3. CR: Ayia Ahmed, (Yr-2)

c. **MBBS Curriculum Subcommittee Year – 3 MBBS**, consists of following members:

- i. Senior Class Teacher
 1. Prof Dr. Lubna Zafar, Pathology
- ii. Block in charges
 1. Year 3 Block I: Prof Dr. Tariq Sarfaraz, HOD Pathology
 2. Year 3 Block: Prof Dr. Muzammil H Najmi, HOD Pharma.
- iii. DME Year 3 Coordinator
 1. Dr. Tayyeba Iftikhar, Asst Prof
- iv. Module coordinators
 1. Dr. Warda Mazhar, Asst Prof Pharmacology (General)
 2. Prof Dr. Ayesha Janjua Pharmacology (CVS/Renal)
 3. Dr. Madiha Rehan, Asst Prof Pathology (Hematology)
 4. Prof Dr. Fatima Kaleem Pathology (GIT & Liver)
 5. Dr. Umme Farwa, Assoc Prof Pathology (Endocrin/Repro)
 6. Dr. Zarfshan Badar, Assoc Prof Pharmacology (Respiratory)
 7. Prof Dr. Fatima Kaleem Pathology (Neurosciences)
- v. Dr. Mehwish Nawaz, Asst Prof Pharma. (Muscle/Joint/Skin)
- vi. Student representatives
 1. BR: M. Ahmed Nawaz, (Yr-3)
 2. GR: Nida Khurram, (Yr-3)
 3. CR: Amna Shahid, (Yr-3)

d. **MBBS Curriculum Subcommittee Year – 4 MBBS**, consists of following members:

- i. Senior Class Teacher
 1. Dr. Tahira Amjad, Assoc Prof C/Medicine
- ii. Block in charges
 1. Block F/Medicine: Prof Dr. Yasmin Aamir, HOD F. Med.
 2. Block C/Medicine: Prof Dr. Naila Azam, HOD C/Medicine
 3. Block ENT: Dr. Amir Akbar, Asst Prof
 4. Block EYE: Dr. Naila Yasmeen, Senior Registrar
- iii. DME Coordinator Year 4

1. Dr. Ayesha Ghassan, Asst Prof
- iv. Student representatives
 1. BR: M. Muneeb Haider, (Yr-4)
 2. GR: Irum Malik, (Yr-4)
 3. CR: Haleema Sadia, (Yr-4)
- e. **MBBS Curriculum Subcommittee Year – 5 MBBS**, consists of following members:
 - i. Senior Class Teacher
 1. Prof Dr. Uzma Bano, Medicine
 - ii. Block in charges
 1. Block Medicine: Prof Dr. Uzma Bano, Medicine
 2. Block Surgery: Brig Prof Dr. Aurangzeb (Retd), HOD Surgery
 3. Block Paeds: Brig Prof Dr. Munir A Lodhi (Retd) HOD Paeds
 4. Block Gynae/Obs: Prof Dr. Azra Saeed Awan, HOD Gynae/Obs
 - iii. DME Coordinator Year 5
 1. Dr. Ayesha Ghassan, Asst Prof
 - iv. Block Coordinators
 1. Medicine: Prof Dr. Uzma Bano
 2. Surgery: Prof Dr. Syed Inam Ullah Shah
 3. Paeds: Dr. Huma Saleem Khan, Assoc Prof
 4. Gynae/Obs: Prof Dr. Faiza Ibrar
 - v. Student representatives
 1. BR: M. Usama Adil, (Yr-5)
 2. GR: Minahil Khalid, (Yr-5)
 3. CR: Izza Mahnoor, (Yr-5)
- f. **MBBS Assessment Subcommittee**, consists of:
 - i. Chair:
 1. Maj Gen Prof Dr. Jawad Khaliq Ansari (Retd) Director FUIC
 - ii. Members:
 1. Assoc Dean (CS)

2. Assoc Dean (BS)
3. HOD DME
4. Prof Dr. Huma mussarat Khan I/C Exam Cell FUMC
5. Dr. Ayesha Ghassan, Asst Prof DME
6. Dr. Shazia Inam, Sen Lec Coordinator Exam Cell/DME

OVERVIEW / FRAMEWORK

The curriculum is in alignment with the guiding framework provided by PMC. The said guidelines have been developed keeping in view of the latest (third revision, 2020) World Federation of Medical Education (WFME) Standards for basic medical/dental education

PRECISE DESCRIPTION OF CURRICULUM

The Curriculum of FUMC is “*Subject-based, Integrated, Modular, Hybrid Problem-based (hPBL)*” for preclinical years, and “*Clerkship-based, Community oriented, and Experiential*” for clinical years.

VISION

**Foundation
University
Islamabad Campus
(FUIC)**

Foundation University Islamabad Campus aspires to be the leading institution in medical education and research, to produce high quality health care professionals, academicians and researchers imbued with the sense of humanism, ethics and moral esteems for the national and international community.

MISSION

**Foundation
University Medical
College (FUMC)**

Foundation University Medical College aspires to be the leading institution in medical education to produce high quality health care professionals, academicians and researchers, imbued with the sense of humanism, ethics and moral esteems for the national and international community.

- Offer the best learning experience by ensuring quality teaching and training
- Implement best processes and practices to run its academic and administrative affairs
- Enhance critical thinking and skills for clinical judgment and decision making in the maintenance and restoration of optimal health of individuals, families and communities in a culturally diverse society
- Imbue in its students the sense of humanism with ethical and moral esteems in the professional practice

**Basic Sciences
Foundation
University Medical
College (BS-FUMC)**

To Impart Teaching of Basic Medical Sciences In an Integrated, Modular, Spirally Connected Curriculum with vertical participation of clinical sciences, aspiring to:-

- Develop a conceptual foundation of basic subjects to enhance understanding and facilitate scientific practice of the clinical disciplines for optimum benefit of the patients
- Foster inquisitive minds eager for continued learning and research
- Promote professionalism and ethical esteems to enrich the moral values of society

**Clinical Sciences
Foundation
University Medical
College (CS-FUMC)**

We aspire to transform scholars of medical education into efficient, passionate, ethical and motivated health care professionals imbued with humanism who have the capacity to interact and communicate effectively with their patients and relatives, advance medical knowledge and skills to new limits and to carry out research in the field of medicine.

**Anatomy
Department**

- To educate scholars about anatomical basis of diseases in integration with other basic and clinical sciences at undergraduate and postgraduate level so that they can display excellence in professional growth, academics, research and delivery of medical care to the community
- To produce dedicated and updated faculty in the field of Anatomy
- To conduct high quality research for publication in impact factor journals.

**Biochemistry
Department**

- To educate scholars molecular and biochemical basis of diseases in integration with other basic and clinical sciences at undergraduate and postgraduate level so that they can display excellence in professional growth, academics, research and delivery of medical care to the community.
- To produce dedicated and updated faculty in the field of biochemistry and molecular sciences.
- To conduct high quality research for publication in impact factor journals.

**Physiology
Department**

- To educate scholars physiological basis of diseases in integration with other basic and clinical sciences at undergraduate and postgraduate level so that they can display excellence in professional growth, academics, research and delivery of medical care to the community.
- To produce dedicated and updated faculty in the field of Physiology
- To conduct high quality research for publication in impact factor journals.

Pathology

- To educate students about the pathological impact of various

Curriculum

Bachelor of Medicine & Bachelor of Surgery Program

Revised & upgraded 2021.

Foundation University Medical College Pakistan

- Department** diseases in integration with other basic and clinical sciences at undergraduate and postgraduate level so that they can display excellence in professional growth, academics, research and delivery of medical care to the community
- To produce dedicated and updated faculty in the subject of Pathology
 - To conduct high quality research for publication in impact factor journals.
- Forensic Medicine Department**
- The department aspires to produce future doctors who are able to serve the society with scientific, accurate and ethical practices in the field of medical jurisprudence to assist the judicial and law enforcing authorities in dispensation of justice.
- Community Medicine Department**
- To educate students about burden of various diseases and their preventive aspects, communication skills in integration with other basic and clinical sciences at undergraduate and postgraduate level so that they can display excellence in professional growth, academics, research and delivery of medical care to the community
 - To produce dedicated and updated faculty in the subject of Community Medicine
 - To conduct high quality research for publication in impact factor journals.
- Pharmacology & Therapeutics**
- The department undertakes to impart basic and applied knowledge of the subject of pharmacology & therapeutics to train the medical students in scientific, rational and cost-effective use of drugs and assist in developing them into safe, ethical and socially responsible prescribers for the patients.
- Medical Education Department**
- To inspire creative inquiry and research to foster personal and professional development of its students and faculty in a best evidence medical educational environment to produce valuable health professional resource for the local and the global communities.

GOAL OF CURRICULUM

To produce medical doctors who are skillful, knowledgeable, community health promoters, critical thinker, professional, scholar, leader and role model.

COMPETENCIES AND LEARNING OUTCOMES

The Curriculum of MBBS program of FUMC is a strategic document which is aimed at achieving the following predefined competencies and learning outcomes:

Competencies	Outcomes
Skillful (Clinical, Cognitive & Patient Care skills):	<p>By the end of the MBBS program, the FUMC graduates will be able to:</p> <ul style="list-style-type: none">• Demonstrate focused history taking skill and physical examination with formulation of appropriate provisional diagnosis and order suitable investigations in patients with medical diseases.• Formulate management plan ensuring best evidence-based medicine, patient safety and cost-effective approach to treat patients with medical disease.
Knowledgeable (Scientific Knowledge for Good Medical Practice):	<p>By the end of the MBBS Program, the FUMC graduates will be able to:</p> <ul style="list-style-type: none">• Differentiate between normal and abnormal structures, functions, pathophysiological mechanisms and processes of human body in order select most appropriate medical treatment for common diseases.• Relate the natural history of acute and chronic medical disease with respective etiological agents and effect of appropriate intervention on progress of medical diseases.
Community Health Promoter (Knowledge of population health & healthcare systems):	<p>By the end of the MBBS Program, the FUMC graduates will be able to:</p> <ul style="list-style-type: none">• Fulfill their role for protecting community health by taking into consideration the determinants of health and their effect on disease and injury.

- Work as an effective healthcare team member to adopt a multi-disciplinary approach based on national and global trends in community health.

Critical Thinker (Problem Solving and Reflective Practice):

By the end of the MBBS Program, the FUMC graduates will be able to:

- Critically evaluate knowledge necessary for solving medical problems through reflection on their own and latest evidence based medical practices.

Professional (Behavior and Professionalism):

By the end of the MBBS Program, the FUMC graduates will be able to:

- Demonstrate professional values, attitudes and behaviors that embody good medical practice i.e., life-long learning, altruism, empathy, honesty, religious sensitivity, accountability, communication skills and working in teams during management of patients with medical diseases.

Scholar and Researcher:

By the end of the MBBS Program, the FUMC graduates will be able to:

- Identify a researchable problem, review literature, develop research questions and hypotheses, select appropriate research design and analytical tests, collect and analyze data, and present results.
- Demonstrate ethics in conducting research.

Leader and Role model:

By the end of the MBBS Program, the FUMC graduates will be able to:

- Demonstrate leadership potential in advancing healthcare, enhancing medical education, adapting to change and role-modelling exceptionally.
- Accept leadership if required.

TIME BOUND SCHEDULE

MBBS program is of 05 years duration of regular study.

OVERVIEW OF THE ACDEMIC YEARS

Years	Subjects	Active teaching	Examination	*Electives	Summer Break & Eid / extracurricular	Total weeks
First year	Anatomy, Physiology, Biochemistry, Pak. Studies, Islamiyat	32 weeks	11 weeks (3+4,4)	01 Week (Shadowing)	07 weeks	51 weeks
2nd year		32 weeks	11 weeks (3+4,4)	01 Week (Shadowing)	07 weeks	51 weeks
3rd year	Pharmacology, F. Med, Pathology (General Path + Microbiology + Relevant Special Path).	32 weeks	10 weeks (2+4+4)	02 Weeks	07 weeks	51 weeks
4th year	ENT, Ophthalmology, C. Medicine, Special Pathology	32 weeks	11 weeks	02 Weeks	06 weeks	51 weeks
Final year	Medicine, Surgery, Obstetrics & Gynecology, Pediatrics.	36 weeks	12 weeks	-	08 weeks	56 weeks

*Weeks more than mentioned above will be adjusted from summer break

DISTRIBUTION OF CURRICULAR HOURS

Distribution of curricular hours among different subjects of basic and clinical sciences span over 6000 hours of teaching.

	Subject	Curricular hours
1	Anatomy	500

2	Physiology	500
3	Biochemistry	500
4	Pathology-I	250
5	Pharmacology	300
6	Forensic Medicine	100
7	Pathology-II	250
8	Community Medicine	250
9	Ophthalmology (Eye)	100
10	Otorhinolaryngology (Ent)	100
11	MEDICINE (Including Emergency Medicine, Dermatology, Psychiatry/Family Medicine)	1100
12	SURGERY (Including Trauma, Radiology, Orthopedics/ Pediatric Surgery/ Neurosurgery/ Anesthesiology)	1100
13	Gynaecology & Obstetrics	400
14	Paediatrics	200
15	GENERAL EDUCATION (Including Behavioral Sciences, Social Sciences (Islamiat & Pakistan Studies, Ethics & Professionalism, Communication & Study Skills, Patient Safety Etc.)	480

TIME LINE



Start of Academic Year													
YE AR 1	BLOC K	I			II			III			Pre- ann uals	Annual Exam ination	
	MODU LES	Founda tion (5 weeks)	SMS (6 week s)	EO B Exa m	CVS (6 weeks)	Respiratory (4 weeks)	EO B Ex am	LIR (6 weeks)	Hematology (4 weeks)	EO B Ex am			
	CLINIC AL	Clinical Rotation in Skills Lab = 09 hours (history taking & GPE)											
ELECT IVES	01 Week (Elective Shadowing)												
ENTER													
YE AR 2	BLOC K	I			II			III			Pre- ann uals	Annual Exam ination	
	MODU LES	GIT (6 weeks)	GUM (5 week s)	EO B Exa m	Neurosciences (9 weeks)			EO B Ex am	Head, Neck & Endo (11 weeks)				EO B Ex am
	CLINIC AL	Clinical Rotation in hospital (Medicine)= 16 hours											
ELECT IVES	01 Week (Elective Shadowing)												
ENTER													
YE AR 3	BLOC K	I				II					Pre- ann uals	Annual Exam ination	
	MODU LES	Gene ral (6 week s)	CVS & Renal (4 weeks)	Hematol ogy (3 weeks)	GIT & Hepatobili ary (3 weeks)	EOB Exam	Endo/ Repro (4 week s)	Resp (4 weeks)	Neuros ci.(4 weeks)	Muscle/Jo int/Skin (4 weeks)			EO B Ex am
	CLINIC AL	The lectures of Forensic Medicine continue throughout the year along with a 2 weeks rotation for each batch.											
	ELECT IVES	Clinical Rotation in hospital = 2 weeks each in Orthopedics, Urology, Neurosurgery, Pulmonology, Dermatology, Rheumatology, Gynecology, Pediatrics & Psychiatry with EOR assessment.											
ELECT IVES	02 Week (Electives before or after summer holidays)												
ENTER													
YE AR 4	BLOC K	I		II		1 st term exam	III		IV		Pre- ann uals	Annu al Exam ination	
	CLINIC AL	The lectures of ENT, Eye, Community Medicine & Pathology continue throughout the year.											
	ELECT IVES	Clinical Rotations in hospital/laboratory											
	ELECT IVES	ENT (8 weeks)	EO R Exa m	Eye (8 weeks)	EO R Exa m	1 st term exam	Community Med. (8 weeks)	EOR Exa m	Pathology (8 weeks)				EO R Ex am
ELECT IVES	02 Week (Electives before or after summer holidays)												
ENTER													
YE AR 5	BLOC K	I		II			III		IV		Pre- ann uals	Annu al Exam ination	
	MODU LES	Medicine (12 weeks)		EO R exa m	Surgery (12 weeks)			EO R Ex am	OBG (6 week s)	EOR Exam			Pediatrics (6 wks)
EXIT													

ORGANIZATION OF CURRICULUM

Curricular document outlines principles of curricular organization to clarify the subjects combine to promote comprehensive learning. There is fusion of knowledge from different subjects. This interconnectedness and interrelationship among the subjects is linked around organ-systems of human body. The unit of organization of curriculum is a 'Block' that is independent, nonsequential, and of 10-16 weeks duration. The Block consists of subunits of organization called Modules of 3-8 weeks duration. The Blocks of clinical subjects are in format of 'clinical clerkship'. The detail follows

1st Year	Block	Modules	Duration (weeks)
	I	Foundation	5
		SMS (Skin & Musculoskeletal)	6
	II	CVS (Cardiovascular system)	6
		Respiratory	4
	III	LIR (Lower limb & Immunology)	6
		Hematology	4
2nd Year	Block	Modules	Duration (weeks)
	I	GIT & Nutrition	6
		GUM (Genitourinary & Metabolic)	5
	II	Neurosciences	9
	III	Head, Neck & Endocrine	11
3rd Year	Block	Modules	Duration (weeks)
	I	General	6
		CVS & Renal	4
		Hematology	3
		GIT & Hepatobiliary	3

		Endocrine/ Reproductive	4
	II	Respiratory	4
		Neurosciences	4
		Muscle/Joint/Skin	4
4th Year	Block		Duration (weeks)
	I	ENT	8
	II	Eye	8
	III	C. Med	8
	IV	Path – II	8
5th Year	Block		Duration (weeks)
	I	Medicine	12
	II	Surgery	12
	III	OBG	6
	IV	Paeds	6

FORMAT: The organizing **format of curriculum** is as following

Years 1 & 2

1. The curriculum of Anatomy, Physiology and Biochemistry are delivered in an integrated modular format, where these subjects are given appropriate weightage. These subjects are integrated horizontally with each other and vertically with Clinical Sciences.

2. Anatomy, Physiology and Biochemistry are assessed by a subject based 'Integrated theory Paper' and subject based 'Integrated Practical Examination'.

Year 3

1. The curriculum of Pharmacology and Pathology are delivered in an integrated modular format, where these subjects are given appropriate weightage. These subjects are integrated horizontally with each other and vertically with Clinical Sciences,

2. The curriculum of Forensic Medicine is delivered primarily in a Subject-based format with integration, where appropriate.

3. Pharmacology and Pathology are assessed by a subject based 'Integrated Paper' and 'Integrated Practical Examination', while Forensic medicine is assessed as subject based separate paper and practical

Year 4 – Community Medicine & Pathology

1. The curriculum of Pathology in Fourth Year is delivered primarily in a Subject-based format with integration with C. Med and clinical sciences, where appropriate.

Year 4 & 5 – Clinical

1. The curriculum is delivered in a comprehensive student-centered, problem-based, community-oriented, hospital-based, subject focused clinical clerkship. It is taught according to table of specification and assessed accordingly.

INTEGRATION: The fusion of knowledge from different subjects results in Integration. Using nomenclature proposed by Harden, where there are System-based modules, the integration is at Step 7 (Correlation).

Year 1,2 & 3

Students first study from the perspective of each subject that is temporally coordinated and then meet in an integrated session of PBL to correlate the subjects.

Year 4 & 5

In Clinical years there is integration of content of different subjects bringing together areas of interest, common to the topics, in an integrated session of CPC. There is shared planning between subjects of Medicine & allied and Surgery & allied for teaching of Basic Life Support program and Primary Trauma Care (*Sharing*). Moreover, the faculty of clinical subjects, teaches within its subject, the content related to basic sciences and other clinical subjects, where appropriate (*Nesting*).

TEACHING METHODOLOGIES

Teaching methodologies used to implement curriculum are student centered and include Large Group interactive Session / Small Group interactive Session/ Problem based Learning/ Case based learning / Practical /Clinicopathological conferences / Clinical clerkship / Bed site teaching / Community Clinic based teaching.

INTERACTIVE SESSIONS:

Traditional lectures are replaced with Large Group Interactive Sessions (LGIS) to ensure active learning of the student.

Small group teaching includes groups of students < 20 in number, and 20-50 in number, termed small group teaching in large group.

Small Group Teaching methodologies in preclinical subjects and clinical subjects are 45-55% and > 95% respectively.

There are >25 PBLs, based on clinical problem solving conducted in two to three sessions, >80 CPCs, Case Base learning, Clinical teaching sessions resulting in fusion of knowledge from different subjects.

In Basic Life Support and Primary Trauma Care the students experience shared planning between subjects of Medicine and Surgery & allied.

CLINICAL TRAINING:

Year 1: Early clinical exposure from first year of professional education is included to facilitate knowledge of basic sciences through applied and practical information transfer.

Students are exposed to simulated clinical environment where they learn history taking and physical examination on simulated patients and mannequins.

Year 2 to 5: Students are exposed to clinical environment in-patient, outpatient clinics and Accident and Emergency from 2nd year onwards of their education. It encourages contextual learning with opportunity to observe how information being learned is practiced in real time. In year 3, 4 and 5 they contextually learn in Orthopedics, Urology, Neurosurgery, Pulmonology, Dermatology, Rheumatology, Gynecology, Pediatrics & Psychiatry; ENT and Eye; and Medicine, Surgery, Pediatrics and Obstetrics and Gynecology wards in the hospital respectively.

In addition, they learn skills in simulated clinical environment of skill laboratory, where they learn skills on trainers.

COMMUNITY ORIENTED MEDICAL EDUCATION (COME)

The teaching at FUMC is focused on community oriented medical education. In addition, community based medical education (CBME) is introduced where by 4th year MBBS students are taken to the primary health care units in the community and other similar field visits.

RESEARCH:

A well-structured research opportunity is provided to the students.

ELECTIVES

Elective rotations outside / within parent institution and respective affiliated hospitals are incorporated in curricular plan for the development of visionary professionals

ASSESSMENT

The curriculum incorporates both formative and summative assessment plans.

There are five annual professional examinations. In every subject , 20% marks are awarded by internal assessment through well-developed tools and table of specification. Methods of Examination are Oral, Written and Performance based. Tools of examination include MCQ, SAQ, SEQ, Structured Viva, TOACS, OSCE, Long cases and short cases. Each student is required to achieve at least 50% marks separately in theory paper and Practical/Clinical examination. The result of annual examination is communicated to the students as:

Raw score

Aggregate Percentage

Grade: A (80% and above) , B (70%- 79.99%) , C (60%-69.99%) , D (50%-59.99%) , F (less than 50%)

GPA: Grade point Average is calculated at a scale of 4 using HEC approved formula. In addition to annual examinations formative examinations include, Pre-annual, End of Block, End of Rotation and Midterm examinations, that contribute to 20% Internal Assessment.

IMPLEMENTATION OF CURRICULUM

EDUCATIONAL STRATEGIES

The Curriculum encourages educational strategies to move towards left in various parameters on SPICES model. The position on the continuum of:

- a. “Student-centered –Teacher-centered” is in the middle.
- b. “Problem-based – Information gathering” is in the middle.
- c. “Integrated – Discipline-based” is at the right-middle.
- d. “Community-based – Hospital-based” is at the right.
- e. “Electives – Standard” program is at the right.
- f. Systematic – Apprenticeship-based or Opportunistic is far left in the preclinical years and is in the middle in clinical years.

INFRASTRUCTURE FACILITIES:

State of the art infrastructure facilities are provided to the student to enhance their educational environment. These include Clinical Skills Laboratory with state of art simulated mannequins and trainers, library, Computer lab, Lecture halls, Museums, Multi-disciplinary laboratories, dissection halls, auditorium, SGT rooms, examination halls, biomedical equipment, sports grounds etc.

CO-CURRICULAR ACTIVITIES / PHYSICAL FITNESS / SPORTS

The curriculum is developed, providing equal opportunities for co-curricular activities, physical fitness and sports to both male and female students.

STUDENT SUPPORT

The curriculum incorporates an extensive Student Support Program, which includes the following:

- Student Mentoring Program
- Financial support
- Career counselling
- FUMC Alumni

FACULTY DEVELOPMENT

The curriculum provides sufficient scope for cultivation of unique teaching skills, interests and unerring attitudes in the faculty. It has incorporated a robust faculty development program that caters for Continuous Medical Education both for experienced and newly inducted faculty.

EVALUATION OF CURRICULUM

FORMAL PROGRAM EVALUATION

Evaluation of the FUMC curriculum is done regularly every 4 years by external evaluator appointed by the university.

FUMC curriculum is also evaluated by the national statutory body (PMC) on regular basis.

INFORMAL PROGRAM EVALUATION

Internal evaluation / Internal audit of the FUMC curriculum is done every 3 years or any time on the directives of Principal FUMC.

Faculty evaluation is conducted yearly based on student feedback and is made a part of formal faculty portfolio.

Course / Block / Clerkship evaluation is done periodically throughout the year.

Regular PTMs (Parent-teacher meetings) are conducted to provide parents with the opportunity to interact with the faculty and submit feedback.

Department of Quality Assurance (DQA) at Foundation University Islamabad regularly conducts 360° feedback, of the curriculum, from various stakeholders.

PBL/CSL/CBL
General Education / Research / Behavioral Sciences

	Islamiat	Pak. study	Behavioral sciences	General Education Ethics & Professionalism Patient safety. Infection Control. Study skills Communication skills Leadership & teamworking skills Community services	EOB Paper discussion	Intro module	Mentoring	Research (C. Med.)	PBL	CSL	CPC	Case Base Learning on Professionalism
	Tuesday & Wednesday only											
1 st year	18	18	9	9	3	6	3 cycles	0	9	6 Topics	0	
11weeks + 10 weeks + 10 weeks = 31 weeks												
2 nd Year	7 (First block only)	7 (First block only)	9	9	3	4	3	0	9	0	0	
11 weeks + 09 weeks + 11 weeks = 31 weeks												
3 rd year	0	0	16	9	2	8	0	14	10	0	16	
16 weeks + 16 weeks = 32 weeks												
4 th Year	0	0	9	9				xx		0	24	10
5 th Year	0	0	14	14				0		0	41	20
Total	25	25	50	50				16	18		81	30

Year	Block	Module		Topics				
		Code	Name	PBL 4 + 2 + 3	Behavioral Sciences 4 + 4 + 5 = 13	General Education 5 + 4 + 4 = 13	Research 1 + 0 + 0 = 1	CSL 2 + 2 + 2 = 6
First	I	MBBS-01-M-01	Foundation	PBL – 1 Busy factory	Child development Dept Psy.	Medical ethics Med Dept Prof GM Gondal		History taking – I
				PBL -2 Worries turn into delight	Puberty & Adolescence Dept Psy.	Study skills DME		
					Aging Dept Psy.	Introduction to Mentoring – 1 C. Med		
		MBBS-01-M-02	SMS	PBL – 3 Bone Strong	Gender Harassment Com. Med	Learning methods DME	Research introduction - I	History Taking - II
				PBL – 4 Myasthenia Gravis		Learning styles DME	Research introduction - II	
		MBBS-01-M-03	CVS	PBL – 5 Yusuf Congested heart	Stress management. Psy. Dept.	Attribution DME	0	History taking – III
	COVID precautions C. Med Dept.							
	MBBS-01-M-04	Respiratory	PBL – 6 When every breath hurt	Civic Sense DME (Tafseer) Effects of Academic dishonesty on Behavior DME	Time management DME	0	GPE – I	
					Leadership & Team working skills DME			
	MBBS-01-M-05	LIR	PBL – 7 Oops! Bad shot buddy! PBL – 8 Why do I get sick very often?	Sensation & Perception Psy. Dept	Verbal Communication DME	0	GPE – II	
					Nonverbal communication DME			
				Culture & Health care Psy. Dept	Doctor patient relationship Psy. Dept			

					Anthropology and Health Care Psy. Dept				
		MBBS-01-M-06	Hematology	PBL – 9 Naseem dizzy	Medical ethics in context of Islam DME (Tafseer)	International safety goals DME (Ms Saduq Fatima)	0	GPE - III	
Second	I			PBL 3 + 3 + 3 = 9	Behavioral Sciences 3 + 3 + 3 = 9	General Education 3 + 3 + 3 = 9	Research 0	0	
		MBBS-02-M-01	GIT & Nutrition	PBL – 1 Babu's burning stomach	Family Psy Dept.	Personal and social Effect of diet on student DME	0	0	
				PBL – 2 The lost ileum		Emotional Intelligence Psy. Dept.			
		MBBS-02-M-02	Genitourinary & Metabolic (GUM)	PBL – 3 My body is swollen	Academic honesty DME	Behaviors in a doctor expected by PMC & World regulatory bodies DME	Grit & resilience DME	0	0
		II	MBBS-02-M-03	Neurosciences	PBL – 4 Trembling Grandpa	Gender Harassment Com. Med	Attribution DME	0	0
					PBL – 5 The deadly domino-effect	Verbal Communication skills DME	Using Memory system effectively during studies DME		
					PBL – 6 Am I having a fit?	Non-Verbal Communication Skill DME	Infection control in hospital setting Dept Path		

	III	MBBS-02-M-04	Head, Neck & Endocrine	PBL – 7 Family of diabetes	Reaction to illness <i>Psy. Dept</i>	Patient safety DME		
				PBL – 8 Swelling in my neck	Sociology and Health care <i>Psy. Dept</i>	Leadership & team working Skill DME		
				PBL – 9 Why can't I whistle	Mental health promotion. <i>Psy. Dept</i>	Study skills for Prof Exam. DME		
THIRD YEAR MBBS								
				PBL 6 + 4 = 10	Behavioral Sciences 11 + 5 = 16	General Education 7 + 2 = 9	Research C. Med 5 + 9 = 14	CPC 8 + 8 = 16
Third	I	MBBS-03-M-01	General	PBL -1	Personalities (<i>Psy. Dept</i>)	Hippocratic Oath (F. Med)	Research 1 C. Med	CPC - 1
						7 Star doctor DME		
				PBL -2	Physicians & Pharmaceutical interaction Pharma Dept	Infection control (Path. Dept)	Research 2 C. Med	CPC - 2
		Communication skills (Verbal) DME						
							Using memory effectively study skills DME	
		MBBS-03-M-02	CVS / Renal	PBL – 3	Adherence to treatment (Pharma dept)	Communication skills (Nonverbal) (DME)	Research 3 C. Med	CPC-3
				PBL - 4	Informed consent (F. Med dept)			CPC - 4
								CPC - 5

		MBBS-03-M-03	Hematology	PBL – 5	Medically unexplained symptoms (Psy. Dept)	Academic integrity	Research – 4 C. Med	CPC – 6
					Behavioral influence on health (Psy. Dept)			CPC – 7
	MBBS-03-M-04	GIT & Liver	PBL – 6	Medical negligence (F. Med)			Research – 5 C. Med	CPC – 8
				Consent (F. Med)				
				Drs as a witness (F. Med)				
				Dying declaration (F. Med)				
				Bio-psycho-social model (Psy. Dept)				
				PBL	Behavioral Sciences	General Education	Research - 6 C. Med	CPC
	II	MBBS-03-M-05	Endocrinology / Reproductive	PBL – 7 Why is sugar in my urine?	International patient safety goals (DME)	Attribution (DME)	Research – 7 C. Med	CPC – 9
							Research – 8 C. Med	CPC – 10
		MBBS-03-M-06	Respiratory	PBL – 8 Still coughing	Gender harassment C. Med	0	Research – 9 C. Med	CPC – 11 Asthma
							Research - 10 C. Med	CPC – 12 Pneumonia
	MBBS-03-M-07	Neurosciences	PBL – 9 Groggy grandma	A doctors' attitude – guide from Sunnah DME Ethics & Professionalism	Stress management Psy.	Research – 11 C. Med	CPC - 13	
						Research – 12 C. Med		
	MBBS-03-M-08	Muscle / joint / skin	PBL – 10 Ahmad's painful toe	Breaking bad news (DME) Communication Skills	0	Research – 14 C. Med	CPC - 15	

					Empathy (Psy. Dept)		Research – 15 C. Med	CPC - 16
Fourth Year MBBS								
					Case Based Learning			CPC
					Case based Learning x 10			Total CPC are 15 of pathology, 4 of ENT, 4 of Eye, 6 x C. Med (communicable disease
Fifth Year MBBS								
					Case based Learning X 20			Total CPC are 41, of Med 11, of Surg 18, of Gyne 6, of Paed 6.