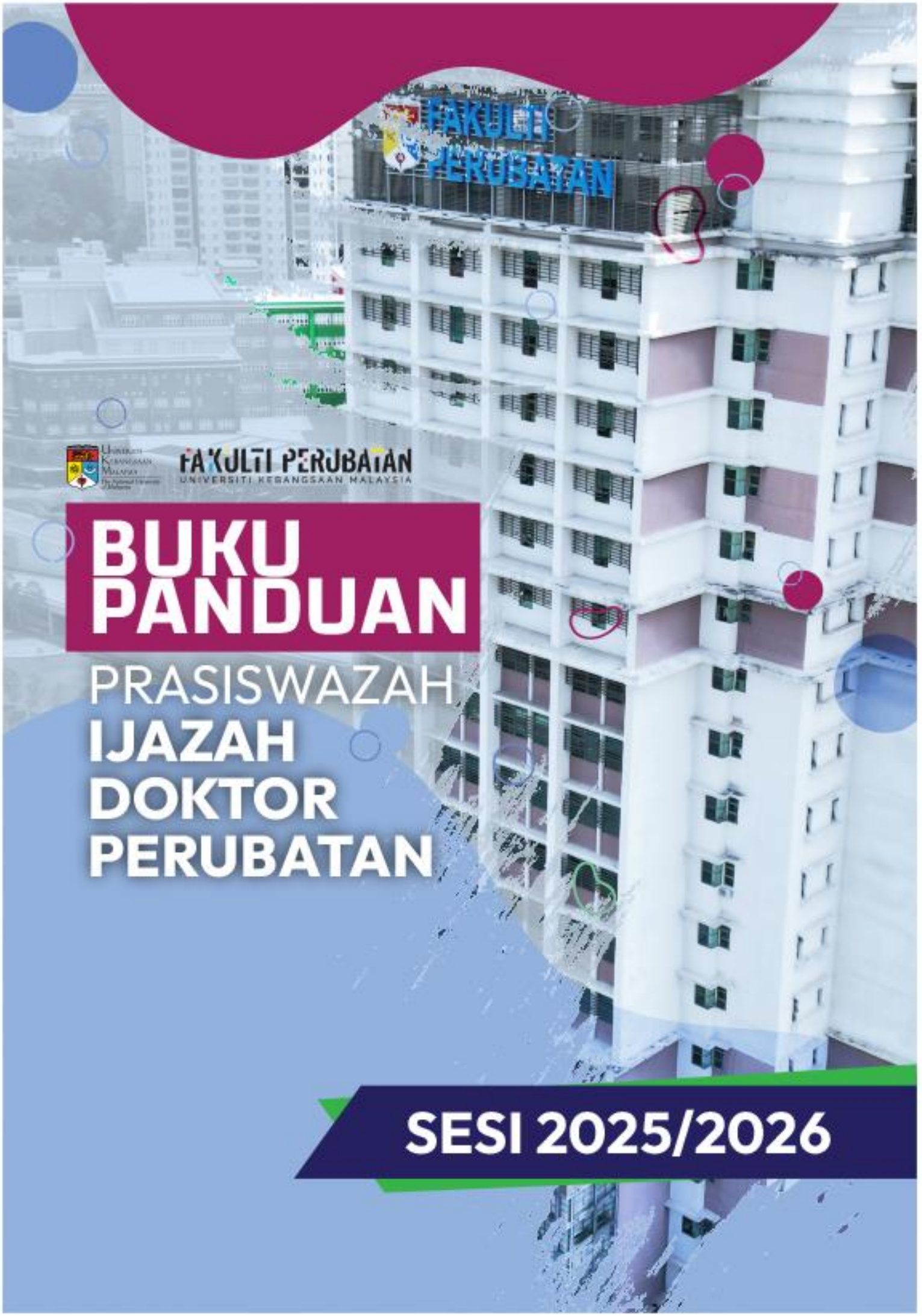

FAKULTI PERUBATAN
UNIVERSITI KEBANGSAAN MALAYSIA

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IJAZAH DOKTOR PERUBATAN

SESI 2025/2026

PANDUAN PRASISWAZAH
Fakulti Perubatan
Sesi Akademik 2025-2026

AHLI PENGURUSAN

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Universiti Kebangsaan ini merupakan puncak dari usaha kita ke arah memenuhi tuntutan dan aspirasi rakyat yang ingin melihat bahawa bahasa ibunda mempunyai kedaulatan dan kedudukan yang sewajarnya di dalam usaha memenuhi keperibadian nasional

(Ucapan Tun Abdul Razak di Konvokesyen Pertama UKM, 1973)

Lambang

Universiti Kebangsaan Malaysia (UKM) ialah sebuah perisai yang berpetakempat. Setiap petak mengandungi gambar dan warna latar yang berlainan dengan membawa maksud tertentu. Gambar yang didapati dalam petak tersebut ialah seperti yang berikut :

* Seekor harimau berwarna kuning yang gagah sedang menyerang ke arahkanan berlatar warna merah.
* Simbol atom berlatar warna kuning.
* Simbol teknologi berlatar warna biru.
* Sekuntum bunga raya berwarna merah berlatar warna putih.

Buku

Buku melambangkan ilmu pengetahuan, iaitu peranan utama UKM sebagaiinstitusi pengajian tinggi dan penyelidikan.

Perisai

Perisai bererti keteguhan. Keteguhan yang dimaksudkan ialah kemampuanUKM memainkan peranan sebagai institusi pengajian tinggi di negara ini.

Harimau

Harimau melambangkan keberanian dan kegagahan. Harimau mencerminkanmasyarakat Malaysia yang berteraskan kebudayaan Melayu. Harimau garangmenggambarkan kesediaan dan keupayaan UKM mara memerangi kejahilan,kejahatan dan kepalsuan.

Atom dan Teknologi

Simbol atom dan teknologi melambangkan konsep pembangunan negara yang berlandaskan sains dan teknologi moden. UKM sebagai institusi ilmu bertanggungjawab mengeluarkan tenaga mahir dalam semua bidang untukmemenuhi keperluan pembangunan negara.

Bunga Raya

Bunga raya adalah bunga kebangsaan Malaysia. Lima helai ranggi melambangkan lima prinsip Rukun Negara yang dihayati dan sentiasadipelihara oleh rakyat Malaysia.

Kandungan

Kata Alu-aluan

Assalamualaikum w.b.t dan Salam Sejahtera

Saya merakamkan setinggi-tinggi tahniah dan mengucapkan Selamat Datang kepada saudara dan saudari yang berjaya melanjutkan pengajian ke Universiti Kebangsaan Malaysia (UKM) di peringkat Ijazah Sarjana Muda. UKM juga merakamkan sekalung penghargaan kepada saudara dan saudari yang telah memilih serta memberi kepercayaan kepada UKM untuk melanjutkan pengajian.

Sebagai sebahagian dari warga baharu UKM, saudara dan saudari diharap dapat menghayati aspirasi penubuhan universiti ini yang ditubuhkan hasil daripada perjuangan para pejuang bangsa yang ingin melihat bahasa Melayu dimartabatkan sebagai bahasa ilmu tinggi berasaskan acuan kebangsaan. Saya berharap saudara dan saudari sentiasa menjadi mahasiswa yang mampu menyerlahkan lagi kecemerlangan UKM diperingkat kebangsaan dan antarabangsa.

Bagi membolehkan saudara dan saudari mencipta kejayaan yang gemilang, UKM menyediakan pelbagai kemudahan dan peluang di sepanjang tempoh pengajian di UKM. Justeru, manfaatkanlah peluang yang disediakan ini untuk memperkayakan ilmu pengetahuan dan berusaha gigih untuk mengejar kejayaan dalam akademik. Saudari dan saudari juga digalakkan menyertai secara aktif dalam pelbagai aktiviti kokurikulum, kebudayaan, sukan dan sebagainya bagi memantapkan kemahiran sahsiah masing-masing.

Semoga saudara dan saudari akan terus mencapai kejayaan yang cemerlang dalam pengajian dan mempamerkan sahsiah terpuji. Saudara dan saudari juga diharap menjadi modal insan yang dapat berbakti kepada kemajuan masyarakat dan negara. Saudara dan saudari juga disaran agar sentiasa bergerak seiring dan mendokong peranan UKM sebagai pemangkin pembangunan negara dan perpaduan nasional.

Sekian.

Prof. Dr. Sufian Jusoh
Naib Canselor
Universiti Kebangsaan Malaysia

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TAHUN 1 PROGRAM DOKTOR PERUBATAN
FAKULTI PERUBATAN UKM

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TARIKH	**MINGGU**	**AKTIVITI**
27 Sept 2025 - 05 Okt 2025	1	Pendaftaran & Minggu Apresiasi Watan (MAW)
06 Okt 2025 - 12 Okt 2025	1	Sesi Pembelajaran (Kem PPA)
13 Okt 2025 - 07 Dis 2025	8	Sesi Pembelajaran
08 Dis 2025 - 14 Dis 2025	1	CUTI PERTENGAHAN SEMESTER
15 Dis 2025 - 08 Feb 2026	8	Sesi Pembelajaran
09 Feb 2026 - 15 Feb 2026	1	MINGGU ULANGKAJI
16 Feb 2026 - 22 Feb 2026	1	CUTI
23 Feb 2026 - 08 Mac 2026	**2**	**PEPERIKSAAN AKHIR SEMESTER I**
09 Mac 2026 - 15 Mac 2026	1	CUTI AKHIR SEMESTER I
JUMLAH MINGGU	**24**	

SEMESTER II		
TARIKH	**MINGGU**	**AKTIVITI**
16 Mac 2026 - 22 Mac 2026	1	Sesi Pembelajaran
23 Mac 2026 - 29 Mac 2026	1	CUTI
30 Mac 2026 - 17 Mei 2026	7	Sesi Pembelajaran
18 Mei 2026 - 24 Mei 2026	1	CUTI PERTENGAHAN SEMESTER
25 Mei 2026 - 19 Jul 2026	8	Sesi Pembelajaran
20 Jul 2026 - 26 Jul 2026	1	MINGGU ULANGKAJI
27 Jul 2026 - 9 Ogos 2026	**2**	**PEPERIKSAAN AKHIR SEMESTER II**
10 Ogos 2026 - 30 Ogos 2026	3	CUTI/ MINGGU ULANGKAJI (U) SEMESTER I & II
31 Ogos 2026 - 13 Sept 2026	**2**	**PEPERIKSAAN (U) SEMESTER I & II**
JUMLAH MINGGU	**26**	

JUMLAH KESELURUHAN MINGGU	**50**

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20 Oktober 2025	Isnin	Cuti Hari Deepavali
25 Disember 2025	Khamis	Cuti Hari Krismas
01 Januari 2026	Khamis	Cuti Tahun Baru
01 Februari 2026	Ahad	Cuti Thaipusam
01 Februari 2026	Ahad	Cuti Hari Wilayah
2 Februari 2026	Isnin	Cuti Gantian (Cuti Thaipusam/ Hari Wilayah)
17 & 18 Februari 2026	Selasa & Rabu	Cuti Tahun Baru Cina
7 Mac 2026	Sabtu	Cuti Nuzul Quran
21 & 22 Mac 2026	Sabtu & Ahad	Cuti Hari Raya Aidilfitri
23 Mac 2026	Isnin	Cuti Gantian (Hari Raya Aidilfitri)
01 Mei 2026	Jumaat	Cuti Hari Pekerja
27 Mei 2026	Rabu	Cuti Hari Raya Haji
30 & 31 Mei 2026	Sabtu & Ahad	Pesta Keamatan
31 Mei 2026	Ahad	Hari Wesak
1 Jun 2026	Isnin	Hari Keputeraan YDP Agong
1 & 2 Jun 2026	Isnin & Selasa	Hari Gawai
17 Jun 2026	Rabu	Cuti Awal Muharram
25 Ogos 2026	Selasa	Cuti Maulidur Rasul
31 Ogos 2026	Isnin	Cuti Hari Kebangsaan
16 September 2026	Rabu	Cuti Hari Malaysia

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Falsafah, Wawasan, Misi dan Matlamat UKM

Falsafah

Paduan antara iman kepada Allah dengan ilmu yang bermanfaat serta gabungan antara teori dengan amal adalah dasar utama bagi perkembangan ilmu, proses pembinaan masyarakat terpelajar dan pembangunan Universiti.

Wawasan

UKM bertekad menjadi Universiti terkehadapan yang mendahului langkah masyarakat dan zamannya bagi membentuk masyarakat dinamis, berilmu dan berakhlak mulia.

Misi

Menjadi Universiti terpilih yang memartabatkan bahasa Melayu serta mensejagatkan ilmu beracuan budaya kebangsaan.

Matlamat

Untuk menjadi pusat keilmuan yang terkehadapan, berteknologi dan berdaya saing yang memartabatkan bahasa Melayu sebagai pusat bahasa ilmu, membangun masyarakat dinamis dan berakhlak mulia, mengantarabangsakan citra dan sumbangan UKM bagi masyarakat sejagat, menjana teknologi yang bermanfaat kepada masyarakat.

Imbasan Sejarah
Universiti Kebangsaan Malaysia

Cetusan pertama gagasan perlunya pendidikan tinggi untuk orang Melayu muncul dalam Mesyuarat Majlis Raja- raja pada tahun 1903. Za'ba, seorang cendekiawan, menulis berkenaan gagasan tersebut dalam akhbar Lembaga Melayu pada tahun 1917. Gerakan pemikiran, perdebatan serta tekad golongan cendekiawan Melayu untuk menubuhkan sebuah universiti dan menggunakan Bahasa Melayu sebagai bahasa pengantar di institusi pengajian tinggi bermula pada tahun 1923 apabila Abdul Kadir Adabi, seorang lagi cendekiawan Melayu mengemukakan memorandum gagasan tersebut kepada DYMM Sultan Kelantan. Namun demikian, pemikiran dan tekad tersebut tidak dapat berkembang dan terlaksana kerana wujudnya pelbagai halangan dan rintangan oleh tekanan kolonialisme.

Mulai tahun 1957 hingga 1967, perjuangan untuk penubuhan universiti kebangsaan menjadi semakin bersemarak sebagai memenuhi tuntutan dan semangat kemerdekaan bangsa dan negara. Sehubungan itu, pada 1968 cendekiawan Melayu telah membentuk sebuah jawatankuasa penaja yang berperanan merancang penubuhan sebuah universiti kebangsaan. Pelbagai forum budaya dan politik diadakan bagi mendapat sokongan kerajaan dan rakyat untuk mewujudkan sebuah institusi pengajian tinggi yang memartabatkan Bahasa Melayu sebagai bahasa pengantar dalam semua bidang pangajian dan keilmuan. Perjuangan yang tidak pernah luput itu mencapai kejayaan dengan penubuhan Universiti Kebangsaan Malaysia (UKM) pada 18 Mei 1970 yang memulakan operasi pertamanya di Lembah Pantai Kuala Lumpur. Kumpulan pertama pelajar prasiswazah seramai 192 orang dan dua (2) orang pascasiswazah mula mendaftar di tiga (3) buah fakulti iaitu Fakulti Sains, Fakulti Sastera dan Fakulti Pengajian Islam.

Pada tahun 1974, UKM menubuhkan UKM Kampus Sabah di Kebun Kawang, Papar. Nama Kebun Kawang kemudiannya ditukar kepada Limauan oleh Tun Datu Mustapha Datu Harun yang ketika itu sebagai Ketua Menteri Sabah. Kampus yang menempatkan Fakulti Sains dan Sumber Alam ini berpindah ke Bukit Padang, Kota Kinabalu pada tahun 1980. Seterusnya berpindah ke Menggatal, Tuaran pada tahun 1990 bersama Fakulti Sains Pembangunan yang asalnya ditempatkan di Kampus Induk Bangi. Dengan penubuhan Universiti Malaysia Sabah pada tahun 1994, UKM Kampus Sabah ditutup secara rasminya pada tahun 1996 dan kedua-dua fakulti berkenaan dipindahkan ke Kampus Induk Bangi, Selangor.

Sejak 53 tahun penubuhannya, UKM telah menghasilkan 229,452 graduan. Universiti ini terus berkembang pesat sebagai sebuah universiti awam terkehadapan yang kini mempunyai 14 fakulti dan 13 institut penyelidikan. UKM juga mempunyai entiti yang beroperasi secara komersil, iaitu UKM Holdings Sdn. Bhd. sebagai satu pendekatan dalam mengkomersilkan dan memasyarakatkan kepakaran yang dimiliki di samping menjana kewangan Universiti.

Kampus induk UKM di Bangi yang memulakan operasinya pada tahun 1977 mempunyai keluasan 1,096.29 hektar. Kampus Induk Bangi menempatkan sepuluh (10) fakulti, dan duabelas (12) institut penyelidikan. Manakala Kampus Kuala Lumpur UKM yang terletak di Jalan Raja Muda Abdul Aziz, Kuala Lumpur menempatkan Fakulti Sains Kesihatan, Fakulti Pergigian dan Fakulti Farmasi dengan keluasan 20 hektar. Kampus Kuala Lumpur UKM yang terletak di Cheras dengan keluasan 22.3 hektar menempatkan Fakulti Perubatan, Hospital Canselor Tuanku Muhriz (HCTM), Hospital Tunku Ampuan Besar Tuanku Aishah Rohani, Hospital Pakar Kanak-Kanak UKM (HPKK) dan Institut Biologi Molekul Perubatan (UMBI).

Berasaskan kecemerlangan dalam bidang penyelidikan lebih empat dekad, UKM dipilih sebagai salah sebuah universiti penyelidikan di Malaysia pada tahun 2006. UKM juga adalah penerima Anugerah Kualiti Perdana Menteri 2006, memperoleh status SwaAkreditasi pada 2010 dan diberikan status Universiti Autonomi pada Januari 2012. Penganugerahan ini adalah pengiktirafan bagi kecemerlangan UKM dalam bidang akademik dan tadbir urus.

Sebagai panduan kepada seluruh warga universiti untuk meningkatkan universiti watan ini, lima nilai utama telah dijadikan sebagai lembayung dan kerangka bagi UKM dan ia dikenali sebagai TERAS. TERAS ini terdiri daripada Bakat (Talent), Etika (Ethics), Memperkasa (Revitalise), Tangkas (Agile) dan Jiwa (Soul). Ia bertujuan untuk membolehkan warga UKM membuat rujukan dan panduan terhadap hala tuju universiti dalam usaha meningkatkan pencapaian ke tahap yang tertinggi.

Bagi menyokong nilai TERAS, UKM telah membangunkan 5 Bitara TERAS, iaitu Watan, i-Minda, Holistik, Digital dan Prihatin. Lembayung TERAS dan Bitara inilah yang sewajarnya menjadi nadi dan nafas untuk universiti bergerak ke hadapan dan melangkah jauh. Ia juga perlu difahami dan dihayati serta diterapkan dalam aspek pengembangan akademik, kecemerlangan penyelidikan, pembangunan pelajar dan pemerkasaan jaringan antarabangsa serta khidmat komuniti.

Bagi memastikan roh perjuangan para pelopor UKM terus subur dan segar, kesedaran terhadap sejarah penubuhan dibugar secara berterusan. Menginsafi bahawa UKM adalah institusi harapan masyarakat, seluruh warga universiti sama ada warga kerja mahupun pelajar diimbau supaya menyelami dan memahami keperluan rakyat menerusi persoalan yang berlegar dalam kehidupan bernegara. Namun ini tidak menghadkan jangkauan universiti terhadap segenap perkembangan malah pergolakan yang berlaku di peringkat antarabangsa. Universiti yang memiliki pelbagai kepakaran merentas disiplin diyakini berupaya melangkaui garis psikologikal yang membolehkannya beraksi tangkas dalam arena global serta samasama memberi penyelesaian permasalahan yang menghambat kehidupan sejagat.

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Fellow Tabacco Control (WHO)
Fellow Addiction Medicine (M'sia)

Prof. Madya Dr. Ezura Madiana
Md. Monoto, IBCLC MBBS (IIUM), Dr. Fam.Med (UKM)

Dr. Teh Rohaila Jamil
MB BCh BAO (Ireland), Dr. Fam.Med (UKM)

JABATAN PSIKIATRI

Ketua Jabatan

Prof. Dr. Nik Ruzyanei Nik Jaafar
MBBCh BAO(Ireland), M.Med. Psych(UKM)

Pensyarah

Prof. Madya Dr. Azlin Baharudin
MD(UKM), M.Med. Psych(UKM)

Prof. Madya Dr. Wan Salwina Wan Ismail
MBBS(Adelaide), M.Med. Psych(UKM), Adv.M.Ch.Ado.Psych.(UKM)

Prof. Madya Dr. Fairuz Nazri Abdul Rahman
MBChB(Glasgow), M.Med. Psych(UKM)

Prof. Madya Dr. Chan Lai Fong
MD(UKM), M.Med. Psych(UKM)

Prof. Madya Datin Sri Dr. Suriati Mohamed Saini
MBBS(Adelaide), M.Med. Psych(UKM)

Prof. Madya Dr. Suzaily Wahab
MD(UKM), M.Med. Psych(UKM)

Prof. Madya Dr. Tuti Iryani Mohd Daud
MBBS(Adelaide), M.Med. Psych(UKM)

Puan Raynuha A/P Mahadevan
BA(Hons.)(UKM), M.A.(Clin. Psych)(UKM)

Dr. Shalisah Sharip
BA(Hons.)(UKM), M.A.(Clin. Psych)(UKM), P.hD (University of Newcastle Australia)

Dr. Luke Woon Sy-Cherng
MD (USU), M.Med Psych (UKM)

Dr. Hajar Mohd Salleh Sahimi
M.B.B.Ch, B.A.O. (Dublin), MRCPsych (UK)

Dr. Eu Choon Leng
MD.VSMU (Russia), Dr. Psych (UKM)

Dr. Nurul Ain Mohamad Kamal
MD (UNPAD), Dr. Psych (UKM)

Dr. Nuur Asyikin Mohd Shukor
MBBS (Monash Malaysia), Dr. Psych (UKM)

Dr. Farah Deena Abdul Samad
MD(UPM), M.Med Psych (UKM)

Dr. Kanit Tha Deang
MD(UKM), M.Med Psych (UKM)

Dr. Jane Lim Tze Yn
MD(UKM) Dr Psych (UKM)

JABATAN RADIOLOGI

Ketua Jabatan

Prof. Madya Dr. Faizah Mohd Zaki
MD(UKM), MMed(Rad)(UKM), Fellowship in Paediatric Radiology (Toronto)

Pensyarah

Prof. Madya Datin Dr. Shahizon Azura Mohamed Mukari
MBChB(Glasgow), MMed (Rad) (UKM), Fellowship in Neuroradiology (UM)

Prof. Dr. Hamzaini Abdul Hamid
MBBCh(Ireland), M Med (Rad) (UKM), Fellowship in Paediatric Radiology (Toronto)

Prof. Madya Dr. Suraya Aziz
BMBS, BMedSci (Nottingham), MMed(Rad)(UKM)

Prof. Madya Dr. Nur Yazmin Yaacob
MBchB(Otago), MMed(Rad)(UKM)

Prof. Madya Dr. Kew Thean Yean
BMBS, BMedSci (Nottingham), MMed(Rad)(UKM)

Prof Madya Dr. Hanani Abdul Manan
B.Sc.(UKM), M.Sc.Medical Physics (USM) , PhD.Biomedicine (Neuroimaging) (UKM)

Dr. Rizuana Iqbal Hussain
MBBS(Bangalore), MMed(Rad)(UKM)

Dr. Nik Azuan Nik Ismail
MBBcH, BAO (Ireland), MMed(Rad)(UKM)

Dr. Erica Yee Hing @ Wong
MBBS (Mal), MMed (Rad) (UKM)

Dr. Mohd Imree Azmi
MBChB (Manchester), Dr Rad (UKM)

Dr. Aida-Widure Mustapha Mohd Mustapha
MBChB (Sheffield), Dr (Rad) (UKM)

Dr. Leong Yuh Yang
MD (UKM), Dr Rad (UKM), FRCR UK, MMED Nus Sg

Dr. Nik Farhan Nik Fuad
MBBChBaO (NUI), Dr Rad (UKM)

Dr. Juliana Fairuz Maktar
MD(Moscow), Dr Rad (UKM)

Dr. Ho Shuang Yee
MD (RSMU Russia), MMed(Diagnostic Radiology) (NUS Singapore), FRCR UK

Dr. Emilia Rosniza Mohammed Rusli
MBBChBaO (NUI), Dr Rad (UKM)

Dr. Isa Azzaki Zainal
MD(UGM), Dr Rad (UKM)

Dr. Chai Jia Ning
MBBS (UM), Dr Rad (UKM)

Dr. Ani Anisa Basir
MBBS (UM) , Dr Rad (UKM)

Dr. Mohamed Ariff Jaafar Sidek
BSc (USA) , Dip Edu, MSc (UK)

Dr. Mohamad Izzat Arslan Che Ros
MD (VSMU Russia), Dr Rad (UKM)

Dr. Muhammad Aminuddin Ashari
MBBCh BAO (Ireland) , Dr Rad (UKM)

JABATAN SURGERI

Ketua Jabatan

Prof. Madya Dr. Shahrun Niza Abdullah Suhaimi
MBBS(Mal) MS SURG (UKM), AM (Malaysia) Fellowship in Endocrine (Tokyo)

Pensyarah

Prof. Dato' Dr. Razman Jarmin
SmSn (UKM), MD (UKM), MS (UKM), FRCS (Edin), FAM (Mal) Fellowship in Hepatobiliary Surgery (Mel)

Professor Dato' Dr Hanafiah Haruna Rashid Dbns, Dns
BScMed(St And), MBChB(Edin), FRCSI(Ire), FRCS(Ed), C.C.S.T.(UK Vascular), FRCS (Gen), FAMS (Singapore), FAMM (Mal), FAMP (Phil) Hon., FACS (USA), FCSI (Indon) Hon. ,FAFPM (Mal) Hon.

Prof. Dato' Sri Dr. Mohd. Ramzisham Abdul Rahman
SSAP, SIMP, DSAP, DIMP
MBChB (Sheffield), MRCS(Edinburgh), MRCS(England), MS (UKM)

Prof. (Klinikal) Dr. Norlia Abdullah
MBBS(Malaya), Dr. Gen. Surg. (UKM), Kepakaran Lanjutan (Fellowship) Rawatan Barah Payudara & Rekonstruktif Payudara (Univ. of London)

Lt. Kol (PA) Prof. Dato' Dr. Zulkifli Md. Zainuddin
MD(UKM), MSurg(UKM), Board of Urology (Mal), Fellow in Urology (Australia) FRCS (Urol) Glasgow

Prof. Datuk Dr. Ismail Sagap
MB, BcH, BAO (Ireland), FRCS Edin, M.S (UKM), FAM (M'sia)

Prof. Madya Dr. Azizi Bin Abu Bakar
MBBS(Malaya), MS (UKM)

Prof. Madya Dato' Dr. Jegan Thanabalan
MBBS(Mangalore), MS (UKM)

Prof. Madya Dr. Ramesh Kumar A/L Athi Kumar
MBBCh BAO, LRCP&SI (Ire.), MMedSc.(1st Hons.) (Ire.), MRCS(Ire.), MD(England), FRCS Neurosurgery (Ire.), CCST(England)

Prof. Madya Dr. Azlanudin Azman
MBBCh.BAO, BMedSc.(Ireland), MS (UKM)

Prof. Madya Dato' Dr. Nik Ritza Kosai Nik Mahmood
BSc.(St. Andrews), MBChB (Manchester), MRCS (England), FRCS(UK)

Prof. Madya Dr. Farrah Hani Imran
PhD (Ireland), AMM (Malaysia), MS (Plast Surg), MRCS (Ireland), MBBCh BAO LRCPI&SI (Ireland)

Prof. Madya Dato' Dr. Ainul Syahrilfazli Jaafar
MBChB(Sheffield), MS (UKM), MRCS(Edin), GCCT (Uni Melbourn)

Dr. Marjmin Osman
MD(USM), MS (UKM) European Board of Examination (EBPS)

Dr. Mohamad Azim Md. Idris
MBChB(Sheffield), MS (UKM)

Dr. Sanmugarajah a/l Paramasvaran
MBBS(Banaras), FRCS(Edinburgh), Masters in Neuro-Oncological Surgery(Sydney)

Dr. Zairul Azwan Mohd Azman
MD (UKM), MS Gen. Surg (UKM), Fellow in Robotic & Laparoscopic Colorectal Surgery (Seoul, South Korea), Fellow in Colorectal & General Surgery (Malaysia)

Dr. Nur Afdzillah Abdul Rahman
MBBS (Lon) MS (UKM), Colorectal Fellowship (SUH, UK)

Prof. Madya Dr. Farizal Fadzil
MBChB (Manchester), MS (USM)

Dr. Hairulfaizi Haron
MBBS (Bangalore), MS (UKM)

Prof. Madya Dr. Kamalanathan a/l Palaniandy
MD (UKM), MS (USM), AM (Mal), NeuroSpine Fellowship (WFNS), AOSpine Fellowship (Mal), Pain Fellowship (Ind), Pain Fellowship (UKM)

Prof. Madya Dr. Fam Xeng Inn
MD (UKM), Dr. Gen Surg (UKM) FRCS (Urol), (Glasg), Board Of Urology (Mal), AM

Prof. Madya Dato' Dr. Nur Ayub Md. Ali
MBBCh,BAO (Ireland), Dr. Gen Surg (UKM)

Dr. Soon Bee Hong
MD (UKM), PhD

Muhammad Ishamuddin Ismail.
M.S. (UKM)

Dr. Lenny Suryani Safri
MD (USM) M. Gen Surg (UKM)

Dr. Chik Ian
MD (Canada), Dr of Gen Surg (UKM)

Dr. Adzim Poh Yuen Wen
MD(UKM) MRCSEd, MS (Plastic Surgery) USM

Dr. Fahrol Fahmy Jaafar
BSc (UM), MBBS (IMU), M. Gen. Surg (UKM)

Dr. Khoo Hau Chun
MBBS (IMU), MRCS (Ire), Dr. Gen. Surg (UKM) FRCS (Uro) (Glasg)

Dr. Adi Syazni Muhammed
MBBS BSc (UNSW), M. Gen. Surg (UKM)

Dr. Azrina Syarizad Kuthubul Zaman
MBBS (KCL, London) Fellow of European Board of Paediatric Surgery

Dr. Lim Li Yi
MBBS (Australia) Doctor Of Surg (UKM) FRCS Urology (Glasgow)

Dr. Kishen Raj a/l Chandra Sakaran
MBBS (AIMST), Doctor of General Surgery(UKM)

Dr. Guhan A/L Muthkumaran
MBBS (IMU), MRCSEd. Dr. Gen Surg (UKM)

Dr Loo Guo Hou
MBBS (JIPMER), MRCS (Ire), Dr of Gen Surg (UKM)

Dr. Nabil Mohammad Azmi
MBBS (Cyberjaya) Doctor Of Surg (UKM)

Dr Hisham Arshad bin Habeebullah Khan
MBBS (Manipal) DrGenSurg (UKM)

Dr. Abdul Fattah Bin Abdul Hamid
MD (UPM), MRCS (Edinburgh), Doctor of Surgery (UKM)

DR.(Ms) Diana Melissa Dualim
MD, MRCS (Edin), Dr. of Surgery (UKM)

Dr Kishore Kumaar A/L Veerasamy
MBBS (AIMST) MS (UKM)

Dr Soma Balaganapati a/l Chandra Kanthan
MBBS (MMMC) MS SURGERY (KPJUC)

JABATAN KEJURUTERAAN TISU DAN PERUBATAN REGENERATIF (DTERM)

Ketua Jabatan

Prof. Madya Dr. Mohd Fauzi Mh Busra
BSc. Hons. (Biomedical Science) UKM,. Ph.D (Tissue Engineering), UKM

Timbalan Ketua Jabatan

Dr. Manira Maarof
BSc. Hons. (Biomedical Science, UKM), Ph.D (Tissue Engineering, UKM)

Pensyarah

Prof. Madya Dr. Ng Min Hwei
BSc Hon (Biotechnology,UPM), MSc Med Sci (Pathology, UM), PhD Med Sci (Physiology, UKM)

Dr. Fazlina Nordin
BSc. (Microbiology) UKM, MMedSc (Pathology) UKM, PhD. (Cancer Studies) King's College London, UK.

Dr. Muhammad Dain Yazid
BSc. Hons. (Genetics, UKM), MSc. (Molecular Biology, UKM), Ph.D (Birmingham, UK)

Prof. Madya Dr. Yogeswaran Lokanathan
BAppSc. Hons.(Biotechnology, USM),.PhD (Biochemistry,UKM)

Dr. Nadiah Sulaiman
BSc. (Industrial Biology,UTM), MMedSc. (Physiology, UKM), PhD. (Uni. of Bristol, UK)

Dr. Nur Atiqah Haizum Abdullah
BSc Hons (Biochemistry, UM), MSc (Biochemistry, UM), PhD (Biochemsitry and Cell Biology, Monash University, Australia)

Prof. Madya Dr. Law Jia Xian
BSc (Hons) Biomedical Science, UKM), PhD (Tissue Enginering, UKM)

Dr. Nur Izzah Md Fadilah
BSc.(Hons)(USIM), MSc. (USIM), PhD (UPM)

Penerangan Mengenai Fakulti Perubatan

Latar Belakang

Fakulti Perubatan telah ditubuhkan pada 30 Mei 1972 dengan Dekan pertama Dato' Dr.Amir Abas. Tujuan penubuhan Fakulti ini adalah untuk memberi peluang kepada pelajar-pelajar aliran kebangsaan mengikuti kursus perubatan dan dapat melahirkan ramai doktor-doktor Melayu dan tempatan. Fakulti ini memulakan kursus pra-perubatan di Fakulti Sains UKM Jalan Pantai Baharu, Kuala Lumpur pada Mei 1973 dengan pengambilan seramai 44 orang pelajar (39 lelaki dan 5 perempuan). Kursus perubatan praklinikal bermula pada bulan Mei 1974 di bangunan sementara Fakulti Perubatan di Jalan Raja Muda Abdul Aziz dalam Kompleks Hospital Kuala Lumpur. Pada 27 Februari 1975, Menteri Kesihatan Tan Sri Lee Siok Yew telah mengisytiharkan Hospital Kuala Lumpur sebagai Hospital Pengajar Fakulti Perubatan UKM bagi latihan tahun klinikal.

Pada awal penubuhannya, Fakulti Perubatan telah mendapatkan khidmat tenaga pengajar pinjaman dari Indonesia untuk pengajaran praklinikal dan dari negara-negara Commonwealth untuk pengajaran klinikal sementara menunggu pensyarah-pensyarah pelatih UKM kembali dari latihan perubatan di luar negara. Peperiksaan Ikhtisas AkhirIjazah Doktor Perubatan yang pertama telah diadakan pada 19 hingga 31 Mac 1979 dan daripada 42 orang pelajar yang mengambil peperiksaan, 37 daripadanya telah lulus dan dikurniakan Ijazah Doktor Perubatan. Ini merupakan detik gemilang bagi Fakulti Perubatan khasnya dan UKM amnya kerana telah berjaya mengeluarkan graduan pertama Ijazah Doktor Perubatan. Fakulti juga telah memulakan program sarjana kepakaran perubatan mulai sesi 1981/82 bermula dengan Sarjana Surgeri (Surgeri Am) dan Sarjana Surgeri (Ortopedik) dan diikuti dengan Sarjana Sains Perubatan dan Doktor Falsafah.

Pada awal 1990, Fakulti bercadang menubuhkan hospital pengajarnya sendiri dan pada 2 November 1993 pembinaan Hospital UKM (HUKM) telah dimulakan di tapak seluas 23 hektar di Jalan Tenteram, Bandar Tun Razak, Cheras. Pada 1 Julai 1997 HUKM telah siap dan memulakan operasinya. Pejabat Dekan dan jabatan-jabatan klinikal telah berpindah ke kompleks HUKM sementara jabatan-jabatan praklinikal masih mendiami kampus Jalan Raja Muda Abdul Aziz dan pelajar-pelajarnya menginap di Kolej Tun Dr. Syed Nasir, Jalan Temerloh, Kuala Lumpur; sementara pembelajaran Tahun III, IV,dan V dilakukan di HUKM dan pelajarnya menginap di Kolej Tun Dr. Ismail. HUKM mempunyai keluasan lantai 200,000 meter persegi, kos pembinaannya bernilai RM 327,822,000.00 dan boleh menampung 1054 katil pesakit. Fakulti juga menawarkan program-program kejururawatan seperti Sarjanamuda Kejururawatan Dengan Kepujian, Diploma Kejururawatan dan Diploma Lanjutan Kebidanan. Fakulti juga telah mengorak langkah dengan menawarkan program Sarjana Kepakaran Lanjutan seperti Sarjana Lanjutan Dermatologi, Sarjana Lanjutan Kardiologi dan Sarjana Lanjutan Psikiatri Kanak- kanak dan Remaja. Sehingga kini, Fakulti Perubatan telah melahirkan 4423 orang doktor perubatan dan lebih 2100 orang pakar klinikal.

Visi

Untuk menjadi hab akademik perubatan yang terkehadapan dan berdaya saing berteraskan ilmu, inovasi dan pasukan profesional perubatan yang berdedikasi dalam membentuk masyarakat yang sihat dan bermaklumat.

Misi

Untuk memberi pendidikan dalam penyediaan profesional perubatan dan perkhidmatan bermutu tinggi berteraskan penyelidikan dalil perubatan, inovasi dan kepekaan sosial.

Objektif

Program ini dijalankan dengan tujuan untuk melahirkan doktor yang mahir dalam bidangnya. Semasa melaksanakan khidmat utamanya untuk memenuhi keperluan dan tuntutan kesihatan Malaysia, doktor ini akan berupaya :

1. Menggunakan pengetahuan, kemahiran dan memperlihatkan sikap yang diperlukan dengan cekap dan bijaksana.

2 Menceburi mana-mana bidang pengkhususan perubatan yang dipilihnya.

3. Bertugas di mana-mana situasi (hospital, pusat kesihatan dan lain-lain) yang berkenaan.

4. Mengenal pasti dan menganalisis masalah-masalah kesihatan pada tahap individu, keluarga dan masyarakat serta menyelesaikan masalah-masalah ini melalui peningkatan kesihatan pada tahap individu, keluarga dan masyarakat serta menyelesaikan masalah-masalah ini melalui peningkatan kesihatan, pencegahan, penyembuhan dan pemulihan semula dengan menggunakan sumber dengan cermat dan berkesan.

5. Menunjukkan kepekaan terhadap nilai-nilai agama dan moral, adat resam dan tradisi masyarakat serta menghormatinya di mana pun mereka bertugas.

6. Memimpin dan berperanan sebagai ahli pasukan kesihatan yang berkesan.

7. Menerima hakikat bahawa pendidikan perubatan adalah suatu proses yang berterusan seumur hidup.

DOKTOR PERUBATAN

1. CURRICULUM STRUCTURE

The curriculum structure is based on 8 broad outcome domains :

i. Clinical Skills.
ii. Scientific Foundation.
iii. Professional Values & Attitude.
iv. Population Health.
v. Critical Thinking.
vi. Information Management.
vii. Communication Skills.
viii. Enterpreneurship Skills

2. PROGRAMME EDUCATIONAL OBJECTIVES

The objective of this programme is to produce doctors who are able to:

1. apply their knowledge and skills in an effective and judicious manner whilst demonstrating an attitude that is appropriate and desirable.
2. function effectively in any healthcare setting (hospitals, healthcare centres, etc.)
3. recognize and analyze health problems at the level of the individual, family and community; and solve these problems through health promotion,disease prevention, treatment and rehabilitation, using the available resources in a cost-effective manner.
4. demonstrate sensitivity towards religious, moral, cultural and traditional values of the community they serve.
5. lead and play an effective role in the healthcare team.
6. pursue any field of specialization of their choice.
7. accept the principle of life-long learning.

3. GENERAL OBJECTIVE

This curriculum is designed to train students to apply knowledge and skills effectively in a holistic and professional manner expected of a doctor. It also prepares them to be leaders in the field of medicine in both the local context and the global arena.

4. PROGRAMME LEARNING OUTCOMES

By the end of the course students will demonstrate :

1. the ability to apply knowledge and clinical skills to practice safely and competently.
2. a scientific critical approach to problem solving and decision-making.
3. the ability to work collaboratively within a multi-professionals team with integrity and enthusiasm and to assume a leadership role when appropriate.
4. the ability to lead and collaborate with other health professionals in health promotion and disease prevention.
5. a caring attitude and sensitivity to the needs of self, patients and their families, colleagues and the community.
6. the ability to adopt a holistic approach to patient management.
7. effective communication and social skills.
8. ethical, spiritual and moral principles and abide by legal requirements.
9. competency in information and communication technology and its management.
10. the appropriate teaching skills and willingness to educate patients, their families, the community and colleagues.
11. a commitment to life long learning.

5. COURSE STRUCTURE

5.1 Faculty

Year 1

Semester I

FFFF1133	Cellular Biochemistry & Omics
FFFF1213	Tissues of Body
FFFF1333	Membrane & Receptor
FFFF1433	Metabolism
FFFF1813	Personal & Professional Advancement (PPA) IA

Semester II

FFFF1322	Medical Genetics
FFFF1244	Infection & Immunity
FFFF1223	Mechanisms of Diseases
FFFF1424	Musculoskeletal System
FFFF1411	Clinical Sciences I
FFFF1822	Personal & Professional Advancement (PPA) IB

Year 2

Semester I

FFFF2113	Blood & Lymph
FFFF2214	Cardiovascular System
FFFF2313	Respiratory System
FFFF2433	Urinary System
FFFF2511	Clinical Sciences IIA
FFFF2613	Medicine & Society II
FFFF2812	Personal &Professional Advancement IIA

Semester II

FFFF2125	Gastrointestinal & Hepatobiliary System
FFFF2242	Endocrine System
FFFF2325	Neuro Sciences
FFFF2443	Reproductive System
FFFF2522	Clinical Sciences IIB
FFFF2822	Personal & Professional Advancement IIB

Year 3

FFFF311A	Internal Medicine I
FFFF312A	Surgery I
FFFF3127	Public Health Medicine
FFFF3112	Personal & Professional Advancement III
FFFF3512	Radiology I
FFFF3212	Otorhinolaryngology – Head and Neck Surgery (ORL-HNS)
FFFF3312	Opthalmology
FFFF3412	Anaesthesiology

Elective

FFFF3922 Elective Posting

Year 4

FFFF4117	Psychiatry
FFFF4127	Paediatrics I
FFFF4618	Obstetrics & Gynaecology I
FFFF4228	Orthopaedics
FFFF4711	Personal and Professional Advancement IV
FFFF4113	Special Study Module I (Proposal Design)

FFFF4227	Special Study Module II ((Data Collection, Analysis & Manuscript Writing)
FFFF4522	Forensic Pathology I
FFFF4621	Radiology II

Year 5

FFFF5124	Family Medicine II
FFFF5518	Surgery II
FFFF5214	Emergency Medicine
FFFF5128	Paediatrics II
FFFF5118	Internal Medicine II
FFFF5228	Obstetrics & Gynaecology II
FFFF5822	Personal & Professional Advancement V

5.2 Citra UKM

Year 1

Semester I

LMCE1072	*Academic Literacy (Muet 3 & 4)*
LMCE1082	*Page To Stage (Muet 5 & 6)*
LMCW2193	*Bahasa Melayu Komunikasi II – Pelajar Bukan Warganegara*

Semester II

LMCW1022	*Asas Keusahawanan Dan Inovasi*
LMCE2103	*Advanced Communication Project (Muet 5 & 6)*
LMCE2092	*Speak To Persuade (Muet 3 & 4)*

Year 2

Semester I

LMCW2153	*Penghayatan Etika Dan Peradaban – Pelajar Warganegara*

Semester II

LMCW2022	*Pengurusan & Analitik Data*
LMCE2143	*Falsafah Dan Isu Semasa*
LMCE3071	*Professional Communication (Muet 3 & 4)*

Struktur Penawaran Kursus Pendidikan Citra Sesi Akademik 2025 - 2026

Struktur Penawaran Kursus Pendidikan Citra Sesi Akademik 2025-2026

1. Pelajar baru yang mula mendaftar Semester I Sesi Akademik 2025-2026 perlu lulus dan melengkapkan:

   1.1 22 unit kredit Kursus Pendidikan Citra untuk tujuan pengijazahan bagi pelajar Program Profesional iaitu melibatkan Fakulti Undang-Undang, Fakulti Kesihatan, Fakulti Farmasi, Fakulti Pergigian, Fakulti Kejuruteraan dan Alam Bina, Fakulti Perubatan dan Fakulti Ekonomi dan Pengurusan (Program Perakaunan);

2. Kursus Pendidikan Citra bagi Program Profesional dan Program Berasaskan Model 2u2i & Model 3u1i terbahagi kepada dua (2) komponeniaitu:

   2.1 Kursus Wajib Universiti – 10 kredit
   2.2 Kursus Citra Rentas – 12 kredit

3. Kursus Wajib Universiti - Taraf kursus adalah CW dan kursus ini ditawarkan oleh Pusat Citra Universiti. Pelajar perlu lulus dan melengkapkan 10 kredit. Kursus Wajib Universiti adalah :

   2.3 Bagi pelajar Warganegara

   i. LMCW1022 – Asas Keusahawanan dan Inovasi (2 kredit)
   ii. LMCW2022 – Pengurusan & Analitik Data (2 kredit)
   iii. LMCW2143 - Falsafah dan Isu Semasa (3 kredit)
   iv. LMCW2153 - Penghayatan Etika dan Peradaban (3 kredit)

   2.4 Bagi pelajar Bukan Warganegara

   i. LMCW1022 – Asas Keusahawanan dan Inovasi (2 kredit)
   ii. LMCW2193 – Bahasa Melayu Komunikasi 2 (3 kredit) ATAU
   iii. LMCW2022 – Pengurusan & Analitik Data (2 kredit)
   iv. LMCW2143 - Falsafah dan Isu Semasa (3 kredit)

   LMCW2193 - Bahasa Melayu Komunikasi 2 perlu diambil semasa Tahun1 Semester I

3. Kursus Citra Universiti - Taraf kursus adalah C1, C2, C3, C4, C5 & C6. Pelajar perlu melengkapkan keperluan kredit minimum mengikut Citra seperti rajah dibawah:

	Domain Citra	**Program Profesional, ProgramBukan Profesional dan Program berasaskan model 2u2i/3u1i/2u1i**
Citra 1	Literasi Bahasa & Komunikasi	2 Kredit
Citra 2	Pemikiran Kritis & Reka Cipta	2 Kredit
Citra 3	Literasi Sastera, Budaya & Ketamadunan	2 Kredit
Citra 4	Literasi Sains, Teknologi & Kesihatan	2 Kredit
Citra 5	Keusahawanan & Tanggungjawab Sosial	2 Kredit
Citra 6	Keterampilan Diri & Pasukan	2 Kredit

3.1 Kursus Citra Universiti Luar Fakulti adalah Kursus Citra Universiti(Taraf C1, C2, C3, C4, C5, C6) yang bukan ditawarkan oleh fakultipelajar. Pelajar perlu mengambil kursus yang ditawarkan samada oleh Pusat Citra Universiti (kod kursus LMXX) atau fakulti lain.

3.2 Baki keperluan kredit Kursus Citra mengikut domain adalah ditentukan oleh pelajar. Pelajar bebas memilih sendiri mana-mana kursus yang bertaraf Kursus Citra melalui mana-mana Domain Citra

5.1.1 Year 1

General Objectives

By the end of Year 1, students should be able to :

1. explain the structures and functions of biomolecules, cell tissues, human genetics, endocrine changes and metabolism in relation to the basic pathological processes of common diseases and principles of drug action.
2. differentiate among the various pathogens and their interactions with the host's immunity.
3. apply the principles of history taking, basic life support, aseptic techniques and universal precautions in clinical practice.
4. explain the concepts and principles of community health and its management, related health care services and the effects of globalization on health care.
5. demonstrate skills in problem-solving, decision-making, self-management, and teamwork effectively with a caring attitude and sensitivity.
6. apply connectivism by using networks of people, ideas, and digital tools to support and enhance their learning.

Specific Objectives

By the end of Year 1, students should be able to :

1. explain the normal structures and functions of biomolecules, cells and tissues of the body.
2. explain biochemical processes and their regulation in the cells.
3. explain genetic inheritance and mutation and relate their effects on individuals and population.
4. differentiate among the various pathogens and their interactions with the host's immunity.
5. explain the basic pathological processes of diseases.
6. explain the principles of drug actions.
7. explain the concepts and principles of community health and its management, related health care services and the effects of globalization on health care.
8. explain the principles of ecology in relation to human health.
9. perform history taking, basic life support and hand washing.
10. explain the concepts and principles of aseptic techniques and universal precaution in clinical practice.
11. demonstrate self-management and coping skills in the university environment.
12. work effectively as a team member, as well as a team leader.
13. demonstrate caring attitude and sensitivity to the needs of others.
14. demonstrate problem solving, decision-making and implement connectivism to support their learning.

FFFF1133 CELLULAR BIOCHEMISTRY & OMICS

This module aims to introduce students to the structure and function of key biomolecules and their essential roles in maintaining cellular structure and function. Emphasis will be placed on the relationship between protein structure and its biological activity. Students will learn about enzymes as vital biocatalysts and their application in diagnostic medicine. The module will also cover protein synthesis and its regulatory mechanisms. In exploring nucleic acids, students will study DNA structure in the context of inheritance and gene expression, including comparisons between eukaryotic and prokaryotic systems, and how these differences offer therapeutic potential. Examples of structural abnormalities in biomolecules that lead to disease will be discussed to highlight the clinical relevance of biochemical concepts. In line with current scientific advancements, omics technologies topics will be included. Students will explore how these high-throughput approaches contribute to understanding molecular biology, personalized medicine, and disease mechanisms. Practical sessions will allow students to perform biochemical tests related to the structure and function of biomolecules and gain hands-on experience in selected omics-based techniques.

References:

1. Michael Lieberman & Allan Marks. 2022. Basic Medical Biochemistry: A Clinical Approach. 6th Edition. Lippincott Williams & Wilkins, USA.
2. Murray RK, Granner DK, Mayes PA & Rodwell VW. 2022. Harper's Illustrated Biochemistry 32nd Edition. Appleton & Lange, USA.
3. Emine Ercikan Abali, Susan D. Cline, David S. Franklin, Dr. Susan M. Viselli. 2025. Lippincott's Illustrated Reviews. Biochemistry. 9th Edition. Lippincott Williams & Wilkins, USA.
4. Emine Ercikan Abali, Roy Carman, Douglas Spicer. 2023 Biochemistry Behind the Symptoms. 1st Edition. Wolters Kluwer.
5. Peter D Turnpenny, Sian Ellard and Ruth Cleaver 2021. Emery's Elements of Medical Genetics and Genomics, 16th Edition. Elsevier
6. Muzafar A Macha, Ajaz A. Bhat. 2025. Multi-Omics Technology in Human Health and Diseases: Genomics, Epigenomics, Transcriptomics, Proteomics, Metabolomics, Radiomics, Multi-omics. Academic Press.

FFFF1213 TISSUES OF BODY

Cells are the functional unit of all living organisms. The aim of this module is to describe the living body, based on cells, classification of basic tissues and explain their embryological derivatives. The knowledge will then be applied in stating the cellular basis of diseases. This module helps in learning about the structure of body tissues which are composed of cells. Each tissue is closely related to its cell's function. Together with the knowledge from physiology, biochemistry, pathology and other basic sciences, the study of body tissues can provide a powerful tool in understanding the normal function of the body as well as the disease process.

References:

1. Moore, K.L., Dalley, A.F., Agur, A.M.R. 2023. Clinically Oriented Anatomy. 9th edition. Lippincott, Williams & Wilkins.
2. O'Dowd, G., Bell, S.,Wright, S. 2023. Wheater's Functional Histology. 7th edition. Elsevier.
3. Sadler, T.W. 2023. Langman's Medical Embryology. 15th edition. Lippincott Williams & Wilkins.
4. Kumar, V., Abbas, A.K., Aster, J.C. 2025. Robbins & Cotran Pathologic Basis of Disease. 11th edition, Elsevier.
5. Hoffbrand, V., Moss, P.A.H. 2024. Hoffbrand's Essential Haematology. 9th edition. Wiley Blackwell,.

6. Lieberman, M. and Peet, A. 2022. Marks' Basic Medical Biochemistry: A Clinical Approach. 6th edition. Wolters Kluwer.
7. Kennelly, P.J., Botham, K.M., McGuinness, O.P., Rodwell, V.W., Weil, P.A. 2022. Harper's Illustrated Biochemistry. 32nd edition. McGraw-Hill Education.
8. Wineski, L.W. 2024. Snell's Clinical Anatomy by Regions. 11th edition. Lippincott, Williams & Wilkins.
9. Mescher, A.L. 2023. Junqueira's Basic Histology: Text & Atlas. 17th edition. McGraw-Hill.

FFFF1223 MECHANISMS OF DISEASES

The module aims to provide an introduction to basic pathological processes which will help students to understand the diseases of the organ systems. Appreciation of the mechanisms and characteristics of the principle types of disease processes facilitates an understanding of the symptoms with which patients present, the physical signs which they demonstrate and the abnormal investigation results. It will also allow an appreciation of how various therapeutic interventions affect disease processes.

References:

Core textbooks

1. Lakhani SR, Finlayson C, Dilly SA and Gandhi M. 2016. Basic Pathology: An introduction to the mechanisms of disease. 5th Edition, Arnold, London.
2. Kumar V, Abbas VK, Aster JC and Deyrup AT. 2023. Robbins & Kumar Basic Pathology. 11th Edition, Saunders, Philadelphia.
3. Underwood JCE (Ed) and Cross SS. 2018. General and Systemic Pathology. 7th Edition, Churchill Livingstone, Edinburgh.
4. Reid R, Robert F and MacDuff E. 2018. Pathology Illustrated. 8th Edition, Churchill Livingstone, Edinburgh.
5. Katzung BG and Trevor AJ. 2021. Basic & Clinical Pharmacology. 16th Edition, Appleton & Lange.
6. Levinson W. 2022. Review of Medical Microbiology & Immunology. 18th edition. Lange McGraw Hill.

Supplementary Reading Books

1. Rang H, Ritter JM, Flower R, Henderson G. 2021. Rang and Dale's Pharmacology. 10th Edition. Churchill Livingstone.
2. Whalen K, Finkel R, Panavelil TA. 2022. Lippincott's Illustrated Reviews: Pharmacology. 8th Edition. Philadelphia: Lippincott Williams and Wilkins.
3. Kumar V, Abbas AK and Aster J (Eds). 2025. Robbins and Cotran Pathologic Basis of Disease: with STUDENT CONSULT Online Access (Robbins Pathology). 11th Edition. Philadelphia: Saunders.
4. Klatt EC. 2020. Robbins and Cotran Atlas of Pathology. 4th edition. Philadelphia: Saunders.

Online resources

1. Website: https://webpath.med.utah.edu/
2. Website: https://www.webpathology.com/
3. Website: https://www.rosaicollection.org/

FFFF1244 INFECTION & IMMUNITY

The aim of this module is to enable the students to acquire the fundamental knowledge of a wide range of organisms that are pathogenic to humans. The scope includes introduction to classification of microorganisms (such as bacteria, viruses, fungi, helminths and protozoa), their genetics, virulence factors, pathogenesis and laboratory identification of these microorganisms from clinical specimens. This module also emphasizes the importance of the role of the host's immune system (cellular and humoral) in protecting the body from the invading pathogens. The components of the immune system and the mechanisms of immune response will be covered and the consequences of an abnormal immune response will be briefly introduced. A basic understanding of the antigen-antibody reactions in vivo and in vitro is also covered. Despite the availability of many new antibiotics, there are few instances where antimicrobial therapy fails to combat the pathogens. This module will enable the students to know the appropriate use of antibiotics and its mechanism of action. They will also understand the different mechanisms how the pathogens can successfully evade the immune system and develop antibiotic resistance. Relevant to the education of future doctors in Malaysia, the students will be taught the basics of the various types of infectious diseases and medical entomology. In addition, the elementary aspects of some emerging diseases of non-human origin will be introduced to raise awareness to their importance. Where relevant, the basic principles of host-pathogen relationship, epidemiology, control and prevention strategies will be highlighted. This is to provide a foundation for the students' understanding of the common types of infectious diseases to be learned in the forthcoming systemic modules respectively.

References:

IMMUNOLOGY

1. Levinson, W. 2023. Review of Medical Microbiology and Immunology. 17th Edition. McGraw-Hill.

MICROBIOLOGY

1. Chen, E.M. & Kasturi S.S. 2020. Deja Review: Microbiology and Immunology. 3rd Edition. McGraw-Hill.
2. Goering, R.V., Dockerel, H.M., Zuckerman, M. & Chiodini, P.L. 2024. Mim's Medical Microbiology. 7th Edition. Elsevier.
3. Levinson, W. 2023. Review of Medical Microbiology and Immunology. 17th Edition. McGraw-Hill Education.
4. Murray, P.R., Rosenthal, K.S. & Pfaller, M.A. 2025. Medical Microbiology. 10th Edition. Elsevier.

PHARMACOLOGY

1. Katzung, B.G. 2024. Basic & Clinical Pharmacology. 16th Edition. McGraw-Hill Education.

PARASITOLOGY

1. Arora DR & Arora BB. 2024. Textbook of Microbiology with Parasitology. 7th Edition. India. CBS Publishers & Distributors Pvt. Ltd.
2. Paniker CKJ & Ghosh S. 2021. Paniker's Textbook of Medical Parasitology. 9th Edition. India. Jaypee Brothers Medical Publishers.
3. Noor Hayati Mohd Isa & Karis Misiran. 2020. Colour Atlas on Medical Parasitology. 1st Edition. Malaysia. UiTM Press.
4. Mewara A & Khurana S. 2021. Textbook of Medical Parasitology. 1st Edition. India. CBS Publishers Distributors Pvt. Ltd.

FFFF1322 MEDICAL GENETICS

This module aims to present the principles of inheritance and communicate an understanding of the origin and amount of genetic diversity. Students will learn about the causes of mutation and how these mutations can lead to disease. The molecular mechanisms of genetic diseases will be learned and how these may affect patients individually and in discrete populations. Students will also be exposed to the principles and applications of DNA technologies in managing patients through personalized medicine.

References:

1. Peter Turnpenny, Sian Ellard, Ruth Cleaver 2022. Emery's Elements of Medical Genetics and Genomics 16th edition. Elsevier Churchill Livingstone.
2. Michael R Cummings 2016. Human Heredity: Principles and Issues 11th edition. Thomson, Brooks and Cole.
3. Lynn B Jorde, John C Carey, Michael J Bamshad 2019. Medical Genetics. 6th edition. Elsevier
4. Bruce R Korf, Mira B Irons, Andrew K Sobering 2024. Human Genetics and Genomics. 5th edition. Blackwell Publishing.
5. Robert L Nussbaum, Roderick R McInnes, Huntington F Willard. 2015. Thompson and Thompson Genetics in Medicine. 8th edition. Saunders.
6. R J McKinlay Gardner, Grant R Sutherland. 2011. Chromosome Abnormalities and Genetic Counselling 4th edition. Oxford University Press.
7. Tom Strachan, Judith Goodship, Patrick Chinnery. 2014. Genetics and Genomics in Medicine. 1st Edition, Garland Sciences
8. Ramos E. Genetic Counseling, Personalized Medicine, and Precision Health. 2019 Cold Spring Harb Perspect Med. 2019 Sep 30. pii: a036699.
9. Yahaya TO, Salisu TF. A Review of Type 2 Diabetes Mellitus Predisposing Genes. Curr Diabetes Rev. 2019;16(1):52-61. doi: 10.2174/1573399815666181204145806. PMID: 30514191.

FFFF1333 MEMBRANE AND RECEPTOR

Continuous medical learning requires an adequate knowledge of the membrane structure and function of membrane lipids and proteins. This module helps the students to learn about the movement of ions and molecules across membrane, as well as the properties of cell surface and other receptors. By understanding how chemical messengers such as hormones and neurotransmitters influence the activity of cells and organs through their interactions with the receptors, students will appreciate how drugs might modify the action of such chemical messengers. In relation to that, they will learn the fate of drugs in the human body and the mechanisms of drug action and toxicity.

References:

1. Barrett KE, Barman SM, Yuan JX-J & Brooks H.L. Ganong's Review of Medical Physiology. 27th edition, 2025. McGraw-Hill Education LLC: New York.
2. Baynes JW & Dominiczak MH. 2022. Medical Biochemistry. 6th edition. Elsevier Health Sciences, UK.
3. Goodman & Gilman's The Pharmacological Basis of Therapeutics. 14th edition. 2022. Brunton BL, Hilal-Dandan R, Knollman BC (eds). McGraw Hill, New York.
4. Katzung BG & Trevor AJ. 2021. Basic and Clinical Pharmacology. 15th edition, Appleton & amp; Lange, McGraw Hill.
5. Lieberman MA & Marks A. 2022. Basic Medical Biochemistry: A Clinical Approach. 6th Edition, Lippincott Williams & Wilkins.
6. Ritter, J.M. & Flower, R.J. 2023. Rang & Dale's Pharmacology. 10th edition, Elsevier Health Sciences, UK.

FFFF1433 METABOLISM

The aim of this module is to describe the basic knowledge on biochemical processes in cells with regards to synthesis, degradation, storage, utilisation and inter-conversion of sugar, amino acids, fatty acids and their role in energy expenditure to the students. This module emphasises the metabolic pathways responsible for energy production from carbohydrates, lipids, and amino acids under various physiological states—including the fed state, fasting, starvation, and physical exercise—and highlights how these pathways contribute to the maintenance of glucose homeostasis. Students will also learn about the biosynthesis of essential small molecules derived from these biomolecules and their role in supporting cellular function and systemic balance. In the context of cholesterol metabolism, students are introduced to antihyperlipidaemic agents, including their classification, mechanisms of action, side effects, and appropriate clinical use based on patient conditions. In addition to the core metabolic processes, the module addresses the impact of nutrition and gut microbiota on metabolic health and disease, considering variations across different age groups and life stages. Students will analyse how metabolic imbalances and inborn errors of metabolism contribute to common diseases, and will examine the biochemical basis of current treatment strategies. To reinforce theoretical knowledge with hands-on experience, students will conduct a series of simple biochemical tests related to carbohydrate metabolism. The module also fosters an understanding of the importance of balanced nutrition and energy regulation in achieving and maintaining overall health and appropriate body weight.

References:

1. Liebermanns M & Peet A. 2022. Mark's Basic Medical Biochemistry: A Clinical Approach. 6th Edition. Lippincotts, Williams & Wilkins, USA.
2. Baynes JW & Dominiczak MH. 2022. Medical Biochemistry. 6th edition. Elsevier Health Sciences, UK.
3. Rodwell, V.W., Bender, D.A., Botham, K.M., Kennelly, P.J., Weil, P.A. 2018. Harper's Biochemistry 32nd edition. Prentice Hall Int.
4. Harvey, R.A., Ferrier, D.R. 2025. Lippincott's Illustrated Reviews. Biochemistry 9th edition. Lippincotts Williams and Wilkins Publications. Pennsylvania. USA.
5. Katzung BG & Trevor AJ. 2023. Basic and Clinical Pharmacology. 16th edition, Appleton & amp; Lange, McGraw Hill.

FFFF1424 MUSCULOSKELETAL SYSTEM

The aim of this module is to enable the student to acquire the cardinal principles of the structures of the bones, joints, muscles, and neurovascular supply and their function. The emphasis on the application of basic knowledge to the common clinical disorders and diseases of the musculoskeletal system will be discussed. In addition, clinical correlations classes in radiology and orthopaedic disciplines will be introduced to enhance the students' knowledge and appreciation of this module. The students shall learn through concept lectures, practicals, Problem-Based Learning (PBL) and Self-Learning packages (SLP).

References:

1. Arthur F. Dalley, Anne M. R. Agur. 2022. Moore's Clinically Oriented Anatomy. 9th edition. Lippincott, Williams & Wilkins.
2. Sherwood L. 2015. Human Physiology, From Cells to Systems. 9th edition. Cengage Learning.
3. Kumar, V., Abbas, A. & Aster, J. 2023. Robbins & Cotran Pathologic Basis of Disease. 11th edition. Elsevier.
4. Richard Goering, Hazel M. Dockrell, Mark Zuckerman, Peter L. Chiodini. 2024. Mims' Medical Microbiology and Immunology. 7th edition. Elsevier.
5. Katzung BG and Vanderah TW. 2021. Basic and Clinical Pharmacology. 15th edition. McGraw-Hill-Lange.

FFFF1411 CLINICAL SCIENCES I

History-taking is an integral component of doctor-patient relationship. Early clinical exposures among students are essential for them to develop awareness to appreciate a patient as an individual in an unfamiliar and stressful situation. Specific skill objectives include proficiency in history-taking. Various teaching-learning methodologies including role-play will further emphasize the need for effective communication skills. In this module, the student will learn techniques to obtain basic history in adults and special groups like children, women, elderly and disabled patients and in patients who do not communicate well, thus the need for using interpreters or third parties. This module also aims to integrate the teaching of basic sciences with clinical practice by revisiting the cases and clinical problems learnt in the basic sciences modules.

References:

1. Mahbubani K. History Taking in Clinical Practice. Springer; 2023 Jul 4.
2. Baldwin, Andrew (ed.), *Oxford Handbook of Clinical Specialties*, 11 edn, Oxford Medical Handbooks (Oxford, 2020; online edn, Oxford Academic, 1 Oct. 2020)
3. Williamson T, Thoms L. The Practical Pocket Guide to History Taking and Clinical Examination. Radcliffe Publishing; 2014 Jun 15.
4. Douglas G, Nicol F, Robertson C. Macleod's Clinical Examination E-Book: Macleod's Clinical Examination E-Book. Elsevier Health Sciences; 2013 Jun 21.
5. Glynn M, Drake WM. Hutchison's Clinical Methods International Edition, 25th Edition. Elsevier 2022.
6. John E Murtagh, Clare Murtagh. John Murtagh's General Practice, 8th Edition. 2022. Australia: McGraw Hill.
7. Talley NJ, O'Connor S., 2014. Clinical Examination: A Systemic Guide to Physical Diagnosis. 7th Edition. Churchill Livingstone
8. Talley NJ, O'Connor S. Talley & O'Connor's Clinical Examination Essentials-eBook: An Introduction to Clinical Skills (and how to pass your clinical exams). Elsevier Health Sciences; 2019 Jul 1.
9. UKM. 2005. CD audio-visual package on History Taking.

FFFF1813 PERSONAL PROFESSIONAL ADVANCEMENT (PPA) IA

This is the first Personal and Professional Advancement (PPA) module introduced in Year 1, aimed at supporting students' personal and professional growth in a holistic and comprehensive manner. The module focuses on easing students' transition into university life and medical school, while cultivating core competencies essential to their development as future healthcare professionals. Students will be introduced to key skills including teamwork and leadership, effective communication, spiritual well-being, time and emotional management, as well as critical thinking and decision-making. A variety of teaching and learning methods will be employed, including small group discussions, camps, seminars, and concept lectures, to meaningfully engage students throughout the module.

References:

1. Walker, K.D., & Kutsyuruba, B. 2024. *The Emerald Handbook of Wellbeing in Higher Education: Global Perspectives on Students, Faculty, Leaders, and Institutions.* Leeds: Emerald Publishing Limited.
2. Adams KL, & Galanes GJ. 2021. *Communicating in Groups: Applications and Skills (Communication). 11th Edition*. New York: McGraw-Hill Education.
3. Paul, R., & Elder, L. 2021. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life. 4th Edition*. Maryland: Rowman & Littlefield Publishing Group.
4. Duffin, J. 2021. *History of Medicine: A Scandalously Short Introduction. 3rd Edition*. Toronto: University of Toronto Press.

5. Holly Wei & Sara Horton-Deutsch. 2022. *Visionary Leadership in Healthcare : Excellence in Practice, Policy, and Ethics.* Indianapolis: Sigma.
6. Hungerford, C., Hodgson, D., Clancy, R., Murphy, G., Doyle, K., Bernoth, M., & Cleary, M. 2024. *Mental Health Care: An Introduction for Health Professionals, 5th Edition.* Brisbane: John Wiley & Sons Australia Ltd.
7. Danielson, M. & Ekenberg, L. 2025. *Real-Life Decision-Making.* Oxfordshire: Taylor & Francis; CRC Press.
8. Wang, C.W. 2025. *English for Medical Communication: A Guide to Course Design.* Oxfordshire: Taylor and Francis; Routledge.
9. Siti Munirah Mohd, Hatika Kaco, & Fadzilah Mohd Idris. 2021. *Active learning in 4.0 : student as owner of learning*. Bandar Baru Nilai: USIM Press.
10. Gerda Hagenauer, Rebecca Lazarides, & Hanna Järvenoja. 2023. *Motivation and Emotion in Learning and Teaching across Educational Contexts: Theoretical and Methodological Perspectives and Empirical Insights. New Perspectives on Learning and Instruction.* Routledge, Taylor & Francis Group. Kentucky: Routledge, Taylor & Francis Group.

FFFF1822 PERSONAL & PROFESSIONAL ADVANCEMENT (PPA) IB

This module is a continuation of previous FFFF1813. Being the second module in this PPA strand for the first year semester 2, the required personal and professional skills are further emphasized. The major aim is to further enhance the students' understanding and skills in critical areas in PPA such as adaptation skills, critical thinking, communication skills, teamwork, leadership and spiritual development. The student will be taught using various teaching-learning methodologies such as small group discussions, self-learning package, seminar and concept lectures.

References:

1. Andrei P ,2020. How Highly Effective People Speak: How High Performers Use Psychology to Influence With Ease (Speak for Success).Independent Press
2. Barak. ME. 2021. Managing Diversity: Toward a Globally Inclusive Workplace. 5th Edition. SAGE Publications, Inc
3. Boullad A. 2022. Living a Life in Balance: A Holistic Guide for Physical, Mental, Social, Spiritual Health & Performance. The Balance
4. Cohen.H. 2022. You Can Negotiate Anything: The Groundbreaking Original Guide to Negotiation. Echo Point Books & Media,
5. Cottrell. S, 2023. Critical Thinking Skills: Effective Analysis, Argument and Reflection (Bloomsbury Study Skills)4th Edition. Bloomsbury Academic.
6. Covey, SR. 2020. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. 30th Anniversary Edition, Simon & Schuster. New York.
7. Dawson N. 2021. TeamWork: How to Build a High-Performance Team. Houndstooth Press
8. Patterson R.J. 2022. The Assertiveness Workbook: How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships . 2nd Edition, New Harbinger Publications
9. Sinek.S. 2017. Leaders Eat Last: Why Some Teams Pull Together and Others Don't. Reprint Edition. Portfolio Press
10. Trenton N. 2021. Stop Overthinking: 23 Techniques to Relieve Stress, Stop Negative Spirals, Declutter Your Mind, and Focus on the Present. Pkcs Media, Inc.

5.1.2 YEAR 2

General Objectives

By the end of Year 2, students should be able to :

1. explain the structures and functions of, the pathological process, effects and complications of common diseases in the musculoskeletal, blood and lymph, cardiovascular, respiratory, gastrointestinal, urinary, reproductive and nervous systems and the principle of drug action.
2. perform history taking, physical examination and basic clinical procedures.
3. interpret results of basic laboratory investigations in the diagnosis of common diseases.
4. compare and contrast the approaches used in the health care services, in the provision of comprehensive and holistic care to patients, families and the community, as well as groups with special needs and those related to occupational and environmental problems.
5. apply critical thinking, demonstrate leadership, effective communication skills, basic principles of religious and cultural values in dealing with patients, colleagues and the community.
6. demonstrate the ability to utilize various resources to obtain relevant and current information.

Specific Objectives

By the end of Year 2, students should be able to :

1. describe the anatomy and explain the physiology of the following organ systems :

    i. Blood and lymph
    ii. Cardiovascular system
    iii. Respiratory system
    iv. Gastrointestinal & Hepatobiliary system
    v. Urinary system
    vi. Reproductive system

2. discuss the aetiology, pathological processes, effects and complications, and describe the pathological changes of common diseases affecting them.
3. perform physical examination of the above organ systems in a normal person as well as take his/her history.
4. interpret the results of basic laboratory investigations in the diagnosis of common diseases of the above organ systems.
5. discuss the pharmacology of different drugs used in the treatment of diseases of the above organ systems.
6. compare the different approaches used in health care services for patient, family and the community.
7. apply basic principles of epidemiology and statistics in conducting small research.
8. apply basic principles of a comprehensive and holistic approach in health care.
9. describe basic principles of health care services and health programme for groups with special needs such as mothers, children and workers.
10. discuss the risk factors, problems and preventive approaches related to occupational and environmental health.
11. perform the following basic clinical procedures :

    i. Venepuncture
    ii. Dressing
    iii. Blood pressure measurement
    iv. Catheterization

12. recognize basic teachings of various religions and apply universal, spiritual and humanistic values in self development and interpersonal interaction.
13. demonstrate critical thinking in the learning process.
14. demonstrate the ability to work collaboratively in a team as well as the ability to lead.

FFFF2113 BLOOD & LYMPH

The module aims to enable the students to acquire basic knowledge of the normal blood cells production and the mechanisms and pathophysiology of common blood and lymphoreticular disorders. It will also facilitate students to understand the signs and symptoms of these common blood disorders and enable them to interpret the relevant investigation results for the diagnosis of these disorders. The module will also cover the principles of blood grouping and transfusion and the basic principles of stem cell transplantation. In this module, students shall learn through concept lectures, practical, Problem-Based Learning packages (PBL) and self-learning packages (SLP). The scope of learning is outlined in the guide book as shown in the content and specific objectives of the topics. Students are expected to further acquire their knowledge through reading the suggested textbooks and websites.

References:

1. Arora DR and Arora B. 2007. Medical Parasitology. 2nd edition. New Delhi: CBS Publishers and Distributers
2. Atul B. Mehta and Keith Gomez. 2017. Clinical Haematology. 2nd edition. CRC Press.
3. Bertram G. Katzung, Anthony J. Trevor. 2015. Basic and Clinical Pharmacology. 13th Edition. McGraw-Hill Education.
4. CK Jayaram Paniker. 2013. Textbook of Medical Parasitology. 7th Edition. New Delhi: Jaypee Brothers Medical Publishers
5. David Male Jonathan Brostoff David Roth Ivan Roitt. 2013. Immunology. 8th Edition. London: Gower Medical Publishing
6. Hoffbrand, A.V., and Moss, P.A.H. 2016. Hoffbrand's Essential Haematology. 7th edition. Wiley Blackwell.
7. Kenneth J Ryan and C George Ray. 2004. Sherries Medical Microbiology. An Introduction to Infectious Diseases. 4th Edition. Mc Graw Hill
8. Kumar, Abbas and Aster. 2015. Robbins and Cotran: Pathologic Basis of Disease. 9th edition. Philadelphia: Elsevier
9. Lewis S.M., Bain B.J., Bates I and Laffan M. 2012. Dacie and Lewis Practical Haematology. 11th edition. Churchill Livingstone.
10. Martin R Howard, Peter J Hamilton. 2013. Haematology, an Illustrated Colour Text. 4th edition. Churchill Livingstone.
11. Noor Hayati Md Isa. 2004. Atlas Berwarna Parasitologi Perubatan. Edisi Kedua, Kuala Lumpur: NHMIKBM Enterprise
12. Parakrama Chandrasoma, Clive R. Taylor. 1997. Concise Pathology. 3rd edition. Appleton and Lange.
13. Sallehuddin Sulaiman. 1999. Entomologi Perubatan. Penerbit Universiti Kebangsaan Malaysia Bangi.
14. www.BloodMed.com

FFFF2125 GASTROINTESTINAL & HEPATOBILIARY SYSTEM

The aim of this module is to guide the students in understanding and learning the development (embryology), structure, relation, radiology and histology (anatomy), functions (physiology) and metabolisms (biochemistry) of gastrointestinal tract and hepatobiliary system. It also emphasizes on the pathological aspects in terms of epidemiology, aetiology, pathogenesis, clinical manifestations (pathology, microbiology and parasitology) and basic principles of management and control (pharmacology & public health) of gastrointestinal diseases and infections.

References:

1. Abali EE., Cline SD., Frankin DS., Viselli SM. 2025. Lippincott's Illustrated Reviews - Biochemistry. 9th.Edition. Philadelphia, USA. Wolters Kluwer.
2. Barrett, K.E., Brooks, H.L., Barman, S.M., & Yuan, J. 2025. Ganong's Review of Medical Physiology. 27th Edition. McGraw Hill / Medical.
3. Brunton, L.L. and Knollmann, B.C. (eds.), 2023. Goodman & Gilman's The Pharmacological Basis of Therapeutics. 14th ed. New York: McGraw Hill.
4. Carroll, K.C., Morse, S.A., Mietzner, M., et al. 2019. Jawetz, Melnick, & Adelberg's Medical Microbiology. 28th edition. McGraw-Hill Education
5. Dalley, A.F. & Agur, A.M.R. 2023. Moore's Clinically Oriented Anatomy, 9th Edition. Philadelphia: Lippincott Williams & Wilkins.
6. Elizabeth Ziebig. Clinical Parasitology – A Practical Approach 3rd Edition. 2019. Elsevier Saunders.
7. Goering, R.V., Dockrell, H.M., Zuckerman, M., et al. 2021. Mims' Medical Microbiology. 9th edition. Elsevier Saunders
8. Hall, J.E., & Hall, M.E. 2025. Guyton and Hall Textbook of Medical Physiology. 15th Edition. Philadelphia: Elsevier.
9. Katzung, B.G., Vanderah, T.W. and Trevor, A.J., 2023. Basic and Clinical Pharmacology. 16th ed. Norwalk, CT: McGraw Hill.
10. Kennelly PJ., Botham KM., McGuinness O., Rodwell VW., Weil PA. 2022. Harper's Illustrated Biochemistry. 32nd Edition. USA. The McGraw-Hill Lange.
11. Kumar, V. Abbas, K.A. Aster J.C et al. 2025. Robbin, Cotran and Kumar Pathologic Basis of Disease. 11th Edition. Philadelphia: Elsevier Saunders.
12. Lauralee Sherwood, J.H.P. 2019. Human Physiology-From Cells to Systems. 9th Edition. USA: Brooks/Cole Thompson Learning.
13. Lieberman M., Peet A. 2023. Marks' Basic Medical Biochemistry, A Clinical Approach. 6th Edition. Philadelphia, USA. Lippincott Williams & Wilkins Publications or Wolters Kluwer.
14. Netter, F.H. 2022. Atlas of Human Anatomy (A systems approach). 8th Edition. Elsevier.
15. O'Dowd, G., Bell, S., & Wright, S. 2023. Wheater's functional histology. 7th edition. Elsevier Health Sciences.
16. Reid, R. & Roberts, F. 2018. Pathology Illustrated. 8th Edition. Churchill Livingstone.
17. Ritter, J.M., Flower, R.J., Henderson, G., Loke, Y.K., MacEwan, D., Robinson, E. and Fullerton, J., 2023. Rang & Dale's Pharmacology. 10th ed. Amsterdam: Elsevier.
18. Simon S Cross. 2024. Underwood Pathology: A Clinical Approach. 8th Edition. Elsevier.
19. T.W. Sadler. 2023. Langman Medical Embryology, 15th edition. Wolters Kluwer Health. Lippincott Williams & Wilkins.
20. Tripathi, K.D., 2024. Essentials of Medical Pharmacology. 9th ed. New Delhi: Jaypee Brothers Medical Publishers.
21. Underwood, J.C.E. 2018. Underwood Pathology. 7th Edition. Elsevier.
22. Whalen, K.L., Lerchenfeldt, S.M. and Giordano, C.R., 2022. Lippincott Illustrated Reviews: Pharmacology. 8th ed. Philadelphia, PA: Lippincott Williams & Wilkins.

FFFF2214 CARDIOVASCULAR SYSTEM

The aim of this module is to expose students to disease processes affecting the cardiovascular system. The module builds upon an understanding of the structure, functions and metabolism of the heart and blood vessels. Students will be able to acquire knowledge on the underlying mechanisms and the principles of management of common diseases of the cardiovascular system, enabling them to integrate basic science knowledge and clinical concepts related to the system.

References:

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2. Dalley, A.F., Agur, A.M.R, & Moore, K. L (2023). *Moore's Clinically Oriented Anatomy*. 9th Edition. Wolters Kluwer.
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5. Drake, R.L, Vogl, A.W., & Mitchell, A.W.M. (2023). Gray's Anatomy for Students. 5th edition. Elsevier.
6. Fox, S.I, & Rompolski, K.L (2021). *Human Physiology*. 16th Edition. New York: Mc-Graw Hill Education.
7. Ritter , J.M, Flower, R.J., Henderson, G., Loke, Y.K., MacEwan, D., Robinson, E. & Fullerton, J. (2023). *Rang and Dale's Pharmacology*. 10th Edition. Elsevier.
8. Sadler, T.W. (2023). *Langman's Medical Embryology*. 15th Edition. Wolters Kluwer Health.
9. Whalen, K.L, Lerchenfeldt, S.M and Giordano, C.R. (2022). *Lippincott Illustrated Reviews: Pharmacology*. 8th Edition. Philadelphia. Lippincott Williams & Wilkins.
10. Chia, B.L. 2016. Clinical Electrocardiography. 4th edition. New Jersey: World Scientific.

FFFF2242 ENDOCRINE SYSTEM

The aim of this module is to enable the students to acquire basic knowledge on the endocrine system which include the anatomy of the endocrine glands, the hormones they secrete including their synthesis and degradation, mode of action and regulation of their secretion and also the mechanisms and pathophysiology of common endocrine disorders. It will also facilitate students to understand the signs and symptoms of these common endocrine disorders and enable them to interpret the relevant investigation results for the diagnosis of these disorders. The module will also cover the pharmachological management of some common endocrine disorders.

References:

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2. Chandrasoma, P. & Taylor, C.R. 2002. Concise Pathology. 4th Edition. Appleton and Lange. (C)
3. Marshall W, Lapsley M, Day A, Shipman K. 2020. Clinical Chemistry. 9th Edition. Elsevier. (S)
4. Lieberman, M., & Peet, A. (2022). Marks' basic medical biochemistry: A clinical approach (sixth edition.). Philadelphia: Wolters Kluwer.(S)
5. Katzung, B.G. 2020. Basic and Clinical Pharmacology. 15th Edition. McGraw Hill Education. 6. Brunton LL, Knollmann, B.C. 2022. Goodman & Gilman's. The Pharmacological Basis of Therapeutics. 14th Edition, McGraw Hill Education. (S)
7. Karen Whalen. Lippincott's Illustrated Reviews. 2022 Pharmacology. 8th Edition, Williams & Wilkins Lippincotts
8. Snell, R.S. 2004. Clinical Anatomy for Medical Students. 7th Edition. Lippincott Williams and Wilkins Publications. (C)

9. Luiz Carlos Junqueira 2020. Basic Histology Atlas. 16 th Edition. McGraw-Hill. (C)
10. Moore, K.L. & Dalley. A.F. 2022. Clinically Oriented Anatomy. 9th Edition. Lippincotts Williams & Wilkins. (S)
11. Young, B. & Heath, J.W. 2013. Wheater's Functional Histology – A Textbook and Colour Atlas. 6th Edition. Churchill Livingstone Publication. (C)
12. Sadler, T.W. 2018. Langman's Medical Embryology. 14th Edition. Lippincott Williams & Wilkins Publications, USA.(C)
13. Lauralee Sherwood. 2016. Human Physiology. From Cells to Systems. 9th Edition. Cengage Learning. Boston, USA.
14. Netter, F.H. 2022. Atlas of Human Anatomy. 8th Edition. Icon Learning System. New Jersey, USA. (C)

FFFF2313 RESPIRATORY SYSTEM

The aim of this module is that the students should be able to understand the structure of the respiratory system and relate the structure to its functions. The knowledge of basic sciences obtained in year 1 such as infection and immunity, the mechanism of diseases and the pharmacokinetics of drugs will help students to understand the diseases commonly affecting the respiratory system and the drugs used in respiratory diseases.

References:

1. Barret, K.E., Barman, S.M., Brooks H. & Yuan, J. 2019. Ganong's Review of Medical Physiology. Edisi ke-26. USA: McGraw Hill.
2. Kumar, V, Abul, A. & Jon A. 2022. Robbins & Cotran Pathologic Basis of Disease. Edisi ke-11. USA: WB Saunders Company.
3. Katzung, Bertram G.. Basic & clinical pharmacology. Edisi ke-16. New York: McGraw-Hill, 2023.
4. Sherwood, L. 2016. Human Physiology: From Cells to System. Edisi ke-9. USA: Brooks/Cole Thomson Learning.
5. Murray, P.R., Rosenthal K.S., Kobayashi G.S., PFaller M.A. 2021. Medical Microbiology. Edisi ke-9. USA: Elsevier.
6. Snell, R.S. 2024. Snell's Clinical Anatomy by Regions. Edisi ke-11. Philadelphia: Lippincot Williams & Wilkins.
7. Sadler, T.W. 2023. Langman's Medical Embryology. Edisi ke-15. Philadelphia: Lippincot Williams & Wilkins.
8. Walter & Israel. 1996. General Pathology. Edisi ke-7. Connecticut: Appleton & Lange.
9. O'Dowd, G., Bell, S. & Wright, S. 2023. Wheather's Functional Histology. Edisi ke-7. Philadelphia: Elsevier.

FFFF2325 NEURO SCIENCES

Through this Neuroscience Module, we are aiming to provide medical students a detailed view of the structure and the function of the major components of the human nervous system, the important connections and the concept of its functions and dysfunctions. The students also would gain insight into the testing and imaging of the nervous system as applied to patients' problems. It will make the diagnostic importance of concepts such as upper and lower motor neurons and peripheral and central divisions of the nervous system and the associated lesions more apparent. Besides, examining discrete malfunction of the major elements, the global function of the cerebral cortex and the other parts of the nervous system, is covered with reference to the neurochemistry of the brain. They will also understand common infections of the nervous system including toxoplasmosis, prevention and the drugs used in the treatments. In addition, they will understand the drugs used in degenerative diseases, drugs of abuse, sedative-hypnotics, anaesthetics, anticonvulsants, antidepressants, and antipsychotics. Furthermore, the student will understand the common cerebral neoplasia, the effects,

and complications. Similarly, they will understand the effects of the space-occupying lesions in the nervous system.

References:

1. Baynes JW and Dominiczak MH, 2018. Medical Biochemistry. 5th Edition.Elsevier.
2. Barret KE, Barman SM, Brooks HL, and Yuan J. 2019. Ganong's Review of Medical Physiology. 26th Edition, Boston: McGraw Hill.
3. Brunton L.L. & Hilal-Dandan R. 2018. Goodman and Gilman's The Pharmacological Basis of Therapeutics. 13th Edition. USA: McGraw Hill.
4. Moore, K.L. and Dalley, A.F., 2018. Clinically oriented anatomy 8th Edition. Wolters kluwer india Pvt Ltd.
5. Splittgerber, R., 2018. Snell's clinical neuroanatomy 8th Edition. Lippincott Williams & Wilkins.
6. Goering, R. V., Dockrell, H. M., Zuckerman, M. & Chiodini, P.L. 2018. Mims' Medical Microbiology and Immunology. 6th Edition. Philadelphia: Elsevier.
7. Hall, J.E. 2020: Guyton and Hall Textbook of Medical Physiology. 14th Edition. Philadelphia: Elsevier.
8. Katzung, B.G. 2020: Basic and Clinical Pharmacology. 15th Edition. Boston: McGraw Hill/Lange.
9. Kumar V., Abbas A.K. & Aster J.C. 2020. Robbins & Cotran Pathologic Basis of Disease. 10th Edition. Elsevier.
10. Lieberman M. & Peet, A. 2017: Marks' Basic Medical Biochemistry: A Clinical Approach. 5th Edition, USA: Wolter Kluwer/Lippincott Williams & Wilkins.
11. Ritter, J., Flower, R.J., Henderson, G., Loke, Y.K., MacEwan, D.J. and Rang, H.P., 2019. Rang and Dale's pharmacology. 9th Edition. Elesevier.
12. Sadler, T.W. 2019: Langman's Medical Embryology. 14th Edition. Philadelphia: Wolters Kluwer.
13. Sherwood, L. 2015: Human Physiology: From Cells to Systems. 9th Edition. Canada: Cengage Learning.
14. Katzung B, .Kruidering-Hall M, Tuan R..L, Vanderah T.W, and Trevor, A. 2021. Katzung & Trevor's Pharmacology Examination & Board Review, 13th Edition. McGraw-Hill Education / Medical.
15. Underwood, J.C.E, and Cross, S.S. 2009. General and Systemic Pathology. 5th Edition. Churchill Livingstone, Edinburgh.
16. Waller D.G. & Sampson A.P. 2017. Medical Pharmacology and Therapeutics. 5th Edition. Philadelphia: Elsevier.
17. Whalen K., Radhakrishnan R. & Field C. 2018: Lippincott Illustrated Reviews: Pharmacology. 7th Edition. Philadelphia: Wolters Kluwer.
18. Koeppen BM, Stanton BA. 2017. Berne and levy physiology e-book. Elsevier Health Sciences. Nasr, Seyyed Hossein. 1976. Islamic Science: an Illustrated Study. London: World Islamic Festival Publishing Co. Ltd.
19. Saddler, T.W. 2004. Langman's Medical Embryology. 10th Edition. Williams & Wilkins, Lippincott, USA. Sezgin, Fuat. 1984.
20. Sherwood, L. 2012. Human Physiology. From Cells to System. 8th Edition. Brooks/Cole Thompson Learning, USA.
21. Snell RS. 2001.Clinical Neuroanatomy for Medical Students. 5th Edition, Lippincott Williams and Wilkins Publications.
22. Snell, R.S. 2004. Clinical Anatomy for Medical Students. 7th Edition. Lippincott Williams and Wilkins Publications.
23. Underwood, J.C.E. 2004. General and Systemic Pathology. 4th Edition. Churchill Livingstone, Edinburgh.

FFFF2433 URINARY SYSTEM

This module provides a comprehensive understanding of the urinary system, tailored specifically for undergraduate medical students. The students will delve into the intricacies of its anatomy, exploring both macroscopic and microscopic structures. The module will build a strong foundation in the physiological mechanisms governing renal function, including the crucial roles the kidneys play in maintaining fluid balance, acid-base equilibrium, and electrolyte concentrations. Building upon this foundational knowledge, the students will then explore the pathology and pathophysiology of common urinary tract diseases, learning how to conduct basic investigations and apply treatment principles.

References:

1. Barrett, K. E., Barman, S. M., Yuan, J., & Brooks, H. L. 2019. Ganong's Review of Medical Physiology (26th ed.). McGraw Hill.
2. Snell, R. S. 2012. Clinical Anatomy by Regions (9th ed.). Lippincott Williams & Wilkins.
3. Murray, R. K., Bender, D. A., Botham, K. M., Kennelly, P. J., Rodwell, V. W., & Weil, P. A. 2018. Harper's Illustrated Biochemistry (31st ed.). McGraw Hill.
4. Young, B., O'Dowd, G., & Woodford, P. 2013. Wheater's Functional Histology: A Text and Colour Atlas (6th ed.). Churchill Livingstone.
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7. Roberts, F., MacGillivray, W. S., & Stevens, A. 2018. Pathology Illustrated (7th ed.). Churchill Livingstone.
8. Chandrasoma, P., & Taylor, C. R. 1998. Concise Pathology (3rd ed.). McGraw Hill.
9. Marshall, W. J., & Bangert, S. K. 2008. Clinical Chemistry (8th ed.). Churchill Livingstone.
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11. Virella, G. 2019. Medical Immunology (6th ed.). CRC Press.
12. Katzung, B. G., Masters, S. B., & Trevor, A. J. 2017. Basic and Clinical Pharmacology (14th ed.). McGraw Hill.
13. Brunton, L. L., Hilal-Dandan, R., & Knollmann, B. C. 2017. Goodman & Gilman's: The Pharmacological Basis of Therapeutics (13th ed.). McGraw Hill.
14. Feather, A., Randall, D., & Waterhouse, M. 2020. Kumar and Clark's Clinical Medicine (10th ed.). Elsevier.
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17. Kouri, T. T., Hofmann, W., Falbo, R., Oyaert, M., Schubert, S., Gertsen, J. B., Merens, A., Pestel-Caron, M., & Task and Finish Group for Urinalysis (TFG-U), European Federation of Clinical Chemistry and Laboratory Medicine (EFLM). 2024. The EFLM European Urinalysis Guideline 2023. *Clinical chemistry and laboratory medicine*, 10.1515/cclm-2024-0070. Advance online publication. https://doi.org/10.1515/cclm-2024-0070
18. http://www.bartleby.com/107/253.html
19. https://labtests.co.in/urine-renal-crystals/

FFFF2443 REPRODUCTIVE SYSTEM

The aim of this module is that students should understand the processes of human reproduction from the production of gametes to the establishment of independent life of the neonate. Students should understand common problems and disorders of the male and female reproductive tract, mechanisms of contraception and the sexual transmission of infections.

References:

1. Wineski, L. E. 2018. Snell's Clinical anatomy by Regions 10th ed. Lippincott Williams & Wilkins.
2. Dalley, A.F. & Agur, A.M.R. 2022. Moore's Clinically Oriented Anatomy, 9th Edition. Philadelphia: Lippincott Williams & Wilkins.
3. O'Dowd, G., Bell, S., & Wright, S. 2023. Wheater's functional histology (7th ed.). Elsevier Health Sciences.
4. Saddler T.W. 2023. Langman's Medical Embryology. 15th Edition, USA: Lippincott Williams & Wilkins.
5. Netter, F.H. 2023. Atlas of Human Anatomy (Netter Basic Science). 7th Edition. Elsevier.
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7. Sherwood, L. 2015. Human physiology: from cells to systems. 9th edition. Belmont, CA: Brooks/Cole, Cengage Learning.
8. Hall, J.E. and Hall, M.E. 2020. Guyton and hall textbook of medical physiology. 14th edition. Elsevier.
9. Costanzo, L. 2021. Constanzo Physiology. 7th edition. Elsevier.
10. Kumar, V., Abbas, A. and Aster, J. 2020. Robbins and Cotran Pathologic Basis of Diseases. 10th Edition, Elsevier, Amsterdam.
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13. Sastry, A.S., Bhat, S. 2021. Essentials of Medical Microbiology. 3rd edition. Jaypee Brothers Medical Publishers, New Delhi.
14. Murray, P.R., Rosenthal, K.S., Pfaller, M.A. 2021. Medical Microbiology. 9th edition. Elsevier.
15. Vanderah, T.W. 2023 Katzung Basic and clinical pharmacology. 16th edition. McGraw Hill. LANGE

FFFF2511 CLINICAL SCIENCES IIA

This module is to provide the students with a basic knowledge on clinical procedure relevant to cardiorespiratory, abdomen, urinary and nervous system. The students will also be performing venipuncture, aseptic technique learning on how to interpret chest Xray interpretation. These will make them familiarise with the indications, interpretations & complications of clinical procedures. Their learning will be further reinforced by performing basic life support.

References :

1. Douglas, G., Nichol, F. & Robertson, C. 2013. Macleod's Clinical Examination. 13th Edition. Churchill Livingstone
2. Glynn, M., Drake, W.M. 2012. Hutchinson's Clinical Methods: An Integrated Approach to Clinical Practice. 23rd edition. WB Saunders.
3. Swash, M. 2002. Hutchinson's Clinical Methods. 21st Edition. London: WB Saunders.
4. Talley, N. & O'Connor, S. 2014. Clinical Examination: A Systemic Guide to Physical Diagnosis. 7th Edition. Churchill Livingstone
5. Talley, N. & O'Connor, S. 2015. Clinical Examination Essentials: An Introduction to Clinical Skills (and how to pass your Clinical Exams). 4th Edition. Elsevier Science Health Science.

FFFF2522 CLINICAL SCIENCES IIB

The module is designed to expose students to knowledge of clinical science as applied to medicine. This module will be divided into four clinical blocks. In each block, students will be exposed to a complete approach to history taking and physical examination of the respective block/systems. The module also provides an understanding of the interface between basic and clinical sciences, and enable students to integrate basic sciences with clinical concepts related to the respective systems.

References:

1. Douglas, G, Nichol, F. & Robertson, C. 2013. Macleod's Clinical Examination. 13th Edition. Churchill Livingstone
2. Glynn M, Drake WM. 2012. Hutchinson's Clinical Methods: An Integrated Approach to Clinical Practice. 23rd edition. WB Saunders.
3. Jeremy J N Oats, Suzanne Abraham. 2016. Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology. 10th Edition. Elseveir
4. Louise Kenny, Helen Bickerstaff. 2017. Gynaecology by Ten Teachers. 20th Edition. CRC Press
5. Louise Kenny, Jenny Myers. 2017. Obstetrics by Ten Teachers. 20th Edition. CRC Press
6. Nicholas J Talley and Simon O'Connor. 2013. Clinical Examination: A Systematic Guide to Physical Diagnosis. 7th edition. Churchill Livingstone
7. OJ Garden, AW Bradbury and JLR Forsythe. 2017. Principles and Practice of Surgery.7th edition. Churchill Livingstone.
8. Parveen Kumar and Michael Clark. 2016. Kumar and Clark's Clinical Medicine. 9th edition. Saunders Ltd.
9. Reider B. Saunders. 2005. The Orthopaedic Physical Exam. 2nd edition
10. Swash, M. 2002. Hutchinson's Clinical Methods. 24th Edition. London: WB Saunders.
11. Talley, N. & O'Connor, S. 2014. Clinical Examination: A Systemic Guide to Physical Diagnosis. 7th Edition. Churchill Livingstone
12. Talley, N. & O'Connor, S. 2015. Clinical Examination Essentials: An Introduction to Clinical Skills (and how to pass your Clinical Exams). 4th Edition. Elsevier Science Health Science.
13. UKM. 2005. CD audio-visual package on Physical examination (of the system)

FFFF2613 MEDICINE & SOCIETY II

This module explores the principles of prevention and control of both communicable and non-communicable diseases, with particular emphasis on emerging and re-emerging diseases of public health significance. It also introduces foundational concepts in demography, including vital statistics, fertility data, and population dynamics.
The module covers essential aspects of occupational safety and health (OSH), highlighting the importance of hazard identification, risk assessment, and the implementation of control measures in the workplace. Students will examine key occupational safety and health legislation and regulations currently in force.
Additionally, the module equips students with fundamental research skills, guiding them through the research process—from proposal development and data collection to data analysis and report writing. Basic statistical techniques, including descriptive and inferential statistics, are introduced to support data interpretation and research outcomes.

References:

1. **Daniel, W. W., & Cross, C. L.** (2020). *Biostatistics: A Foundation for Analysis in the Health Sciences* (11th ed.). Wiley.
2. **Katz, D. L., Wild, D. M. G., & Elmore, J. G.** (2023). *Jekel's Epidemiology, Biostatistics, and Preventive Medicine* (6th ed.). Elsevier.
3. **Merrill, R. M.** (2024). *Introduction to Epidemiology* (9th ed.). Jones & Bartlett Learning.
4. **Ray, M., & Singh, J.** (2021). *Occupational Health and Safety: Principles and Practice*. Oxford University Press.
5. **Creswell, J. W., & Creswell, J. D.** (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.

FFFF2812 PERSONAL & PROFESSIONAL ADVANCEMENT IIA

The aims of this module are to enhance students' holistic approach to medical education, incorporating the integration of AI in learning. It emphasizes the students' ability to adapt to the demands of medical school, with a focus on stress management and resilience. Additionally, the module places significant emphasis on interprofessional learning, where students will further develop their communication, teamwork, leadership, and critical thinking skills, particularly in the context of peer and patient interactions.

References:

1. Gamble, T.K. &Michael W. Gamble, M.W. 2013. Interpersonal Communication: Building Connections Together.California: SAGE Publications,
2. Hay, I., Bochner,D., Blackett,Gill. &Dungey,Carol. 2015. Communication Skills Guidebook. Melbourne: Oxford University Press Australia & New Zealand,
3. Paul, R. & Elder, L. 2014.Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life (2nd Edition). Pearson Education, Inc. New Jersey.
4. Paul, R. & Elder, L. 2014. The Miniature Guide to Critical Thinking Concepts & Tools. 7th edition. California: Foundation for Critical Thinking.
5. Tummers, N. 2013. Stress Management: A Wellness Approach. Human Kinetics, Illinois.
6. Weiss,D., Tilin, F. & Morgan, M.J. 2014.The Interprofessional Health Care Team: Leadership and Development. Jones & Bartlett Learning, Massachusetts.

FFFF2822 PERSONAL & PROFESSIONAL ADVANCEMENT IIB

The aims of this module in the second semester of the second year program are centered on achieving a satisfactory standard of communication skills and to provide guidance for managing diversity. This is primarily because the students will be moving to the clinical years. There is also a need to consolidate their professional judgements and critical thinking skills.

References: :

1. Brookfield, S.D. 1999. Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting. San Francisco: Jossey-Bass.
2. Donald, J.G. 2002.Learning to think: Disciplinary perspectives. San Francisco: Jossey-Bass.
3. Gosall N. &GosallG.. 2012. The Doctor's Guide to Critical Appraisal. 3rd Ed. Cheshire: PasTest Ltd.
4. Hakim A. C. & Solomon M. 2016.Working with Difficult People, Second Revised Edition: Handling the Ten Types of Problem People Without Losing Your Mind. New York: Tarcher and Perigee.
5. Malaysian Medical Council: Ethical Code & Guidelines. 2015. http://www.mmc.gov.my/index.php/ethical-code-guidelines

5.1.3 YEAR 3

General Objectives

At the end of Year 3, students should be able to:

1. take a complete history, perform a proper physical examination, formulate provisional and differential diagnoses, justify relevant investigations and plan patient management taking into considerations the pathogenesis of diseases;pharmalogical principles of drug use; medico-legal aspect; psychosocial, cultural,religious, and ethical values of patients, family and the community.
2. perform basic investigations and procedures.
3. communicate effectively as an individual, a leader and a team member.
4. demonstrate a sense of responsibility in self development and life-long learning ability as a junior doctor.
5. discuss health services provided by district health offices, health clinics and hospitals.
6. make a research proposal, conduct a survey, diagnose the main health problems in the community and perform health promotion activities.

Specific Objectives

At the end of year 3, students should be able to:

1. demonstrate self-learning and self-independence in acquiring clinical skills and interacting with patients and the community.
2. work effectively as a team member as well as a leader.
3. take clinical history and perform relevant physical examination, taking intoconsideration the holistic approach in the respective disciplines :

    3.1 Medicine.
    3.2 Surgery.
    3.3 Radiology.

4. formulate provisional and differential diagnoses in the respective disciplines:

    4.1 Medicine.
    4.2 Surgery.

5. relate the pathogenesis of disease to the clinical diagnosis.
6. perform basic investigations and procedures.

FFFF311A INTERNAL MEDICINE I

The module is aimed to give an early exposure to the clinical approach to various diseases in medicine. By applying basic and clinical sciences, the students learn through an integrated approach encompassing history taking, clinical examination and interpretation of relevant investigations. At the end of this module, students should also have knowledge of the principles of patient management in a holistic manner and are expected to be able to perform basic clinical procedures.

References:

1. Ian D Penman, Stuart H. Ralston, Mark W J Strachan, Richard Hobson. 2022. Davidson's Principles and Practise of Medicine. 24th Edition. Elsevier

2. Firth, John, Christopher Conlon, and Timothy Cox (eds), *Oxford Textbook of Medicine*, 6 edn (Oxford, 2020; online edn, Oxford Academic, 1 Jan. 2020)
3. Joseph Loscalzo, Anthony Fauci, Dennis Kasper, Stephen Hauser, Dan Longo, J. Larry Jameson. 2022. Harrison's Principles of Internal Medicine. 21st edition. The McGraw-Hill Companies Inc.
4. Malaysian Clinical Practice Guidelines (CPG). http://www.acadmed.org.my/index.cfm?&menuid=67
5. Nicholas J Talley. Simon O'Connor. 2022. Examination Medicine: A Guide to Physician Training, 9th Edition. Elsevier
6. Adam Feather, David Randall, and Mona Waterhouse 2020. Kumar & Clark Clinical Medicine. 10th Edition. Elsevier
7. UpToDate. https://www.uptodate.com/contents/search

FFFF312A SURGERY I

This 12 week module covers the basic clinical approach to the surgical patient. By applying basic and clinical sciences, the students learn through an integrated approach of core clinical and PPD components to gain adequate knowledge and skills in the management of the patients. The candidate will also be exposed to many different surgical patients, environments and experiences. The evaluation will be done in the formof continuous learning as well as a final assessment and case write-ups. At the end of module, students are expected to develop adequate knowledge to approach and manage;as well as developed a proper attitude and conduct in treating a surgical patient.

References:

1. Clive R. G. Quick, Joanna B Reed, Simon J.F. Harper, KouroshSaeb-Parsy, Philip J. Deakin. 2013. Essential Surgery: Problems, Diagnosis and ManagementWith STUDENT CONSULT Online Access, 5e (Burkitt, Essential Surgery).5th Edition. Churchill Livingstone.
2. Kevin G. Burnand, John Black, Steven A. Corbett, William E.G. Thomas. 2014. Browse's Introduction to the Symptoms & Signs of Surgical Disease.5th Edition.CRC Press.
3. Nicholas J Talley. Simon O'Connor. 2016. Examination Medicine: A Guide to Physician Training, 8th Edition. Elsevier
4. Norman S. Williams, Christopher J. K. Bulstrode, P. Ronan O'Connell. 2013. Bailey & Love's Short Practice of Surgery (Williams, Bailey and Love's Short Practice of Surgery).26th Edition. CRC Press
5. O. James Garden, Andrew W. Bradbury, John L. R. Forsythe, Rowan W Parks. 2017.Principles and Practice of Surgery. 7th Edition.Churchill Livingstone

FFFF3127 PUBLIC HEALTH MEDICINE

The Public Health Medicine (FF3127) posting is a six-week educational programme. There are seven subjects/disciplines covered during the posting such as Health and Hospital Management, Family Health, Epidemiology and Statistics, Environmental Health, Occupational Health, Health Promotion and Community Nutrition. During this posting, the medical students are exposed to health services system and activities provided by the Ministry of Health. They are also required to carry out a community health survey by applying their epidemiological and statistical knowledge. The principles guiding the design of the posting stem are from the ultimate objective to produce a competent medical doctor's professional who will primarily serve the health needs of the Malaysian population.

References:

1. Rosenstock L, Cullen MR, Brodkin CA, Redlich CA. Textbook of Clinical Occupational and Environmental Medicine. Elsevier; 2020.
2. Guideline for Hazard Identification, Risk Assessment and Risk Control (HIRARC). http://www.dosh.gov.my/index.php/en/legislation/guidelines/hirarc-2
3. Lee, Robert & Nieman, David. 2012. Nutritional Assessment. 6th InternationalEdition. McGraw-Hill.
4. Malaysia DOSH. 2016. Legislations: Acts. http://www.dosh.gov.my/index.php/en/legislation/acts
5. Malaysia SOCSO. 2016. Social security protection. http://www.perkeso.gov.my/en/ Ministry of Health, Malaysia. www. moh.gov.my
6. Family health development division Ministry of Health Malaysia. https://hq.moh.gov.my/bpkk/
7. Essentials of Biostatistics In Public Health (Essential Public Health) 2nd Edition. Lisa M. Sullivan. Publisher Jones and Bartlett. ISBN 9781449623944
8. Faiz Daud. Organizational Behavior: The Way Forward. UKM Press. 2024.

FFFF3512 RADIOLOGY I

The radiology mini strand will be integrated into the clinical years in Year 3 Medical and Surgical postings. The aim of the undergraduate radiology teaching is to equip students with the knowledge and interpretational skills required to practice safely and appropriately in their early career. Students will also be given knowledge base of the principles of radiology on which to build as their career develops. Last but not least, the module aims to ensure that medical graduates are fully aware of their legal responsibilities with regard to patient care and safety as influenced by radiology.

References:

1. Edward C. Weber, Joel A. Vilensky, Stephen W. Carmichael. Netter's Concise Radiologic Anatomy, Second Edition. 2019. Elsevier-Health Sciences Division
2. https://radiopaedia.org/articles/radiology-for-students-curriculum?lang=us
3. https://www.navigatingradiology.com/medical-students
4. Peter Armstrong, Martin Wastie, Andrea G. Rockall. Diagnostic Imaging, 7th Edition. 2013. Wiley-Blackwell.
5. William Herring. Learning Radiology: Recognizing the Basics, 5th Edition. Elsevier. 2024.

FFFF3212 OTORHINOLARYNGOLOGY – HEAD AND NECK SURGERY (ORL-HNS)

This module aims to provide knowledge about common ear, nose, throat, and head & neck (ORLHNS) diseases. It will also teach students the fundamentals of ORL-HNS examinations and how to identify emergency cases that require referral to Otorhinolaryngology. By the end of the module, students should be able to diagnose and outline the management principles for common ORL-HNS conditions

References:

1. PL Dhingra, Shruti Dhingra. Diseases of Ear, Nose and Throat & Head and Neck Surgery. 8th Edition, 2021, Elsevier.
2. Yvonne Chan, John C. Goddard. KJ Lee's Essential Otolaryngology Head and Neck Surgery. 12th edition, 2020, McGraw-Hill Education.
3. Melissa A. Scholes, Vijay R. Ramakrishnan. ENT Secrets. 5th edition, 2022, Elsevier. Rogan Corbridge. Oxford Handbook of ENT and Head and Neck Surgery. 3rd edition, 2020, Oxford University Press.
4. Paul W. Flint & Bruce H. Haughey & Valerie J. Lund & K. Thomas Robbins & J. Regan Thomas &

Marci M. Lesperance & Howard W. Francis. Cummings Otolaryngology, Head and Neck Surgery. 7th edition, 2021, Elsevier.

FFFF3312 OPTHALMOLOGY

The aim of this course is to provide students with an exposure and understanding to common ocular diseases. Students will be taught on how to make a diagnosis for variousocular diseases, relevant investigations and latest management options. They will also be exposed to the management of patients as a whole including their psychosocial care. The duration of this course is 2 weeks.

References:

1. J Bruce, B Anthony, Manoj V. Parulekar. 2016. Lecture Notes Ophthalmology.12th Revised Edition. Blackwell Publishing
2. J Oliver, L Cassidy, G Jutley, L Crawley. 2014. Ophthalmology at A Glance.Blackwell Science Ltd
3. JJ Kanski, B Bowling. 2005. Elsievier. Ophthalmology In Focus. ChurchillLivingstone
4. John V Forrester, Andrew D.Dick, Paul G McMenamin, Fiona Roberts, EricPearlman. 2015. The Eye: Basic Sciences in Practice. 4th edition; Saunders Ltd.
5. Kanski's Clinical Ophthalmology. 2015. A Systematic Approach. Brad Bowling.8th edition. Saunders Ltd
6. M Batterrury, B Bowling, C Murphy. 2009. Ophthalmology: An Illustrated Colour Text. Livingstone
7. Timothy L Jackson. 2014. Moorfields Manual of Ophthalmology. 2nd edition. JPMedical L

FFFF3412 ANAESTHESIOLOGY

This two-week module aim to introduces medical students to the essential principles of general and regional anesthesia along with critical care fundamentals. Students will develop practical skills in airway management techniques including bag-mask ventilation and basic intubation. The training also includes a certified Basic Life Support (BLS) course for cardiac emergencies. Pain management education focuses on acute pain control and labor analgesia options. Students will learn on fluid resuscitation strategies for various clinical scenarios, basic pharmacology of commonly used anesthetic agents and their clinical applications, as well as the preoperative patient assessment methods and perioperative care protocols, throughout their posting. Patient safety considerations specific to anesthetic practice are emphasized throughout the module. The module combines theoretical knowledge with hands-on clinical experience to prepare students for real-world practice.

References:

1. Barrett K, et al. 2025. Ganong's Review of Medical Physiology. 27th Edition. McGraw-Hill.
2. America Heart Association. 2020. Basic Life Support Provider Manual.
3. Gwinnutt M, Gwinnutt C. 2016. Clinical Anaesthesia (Lecture Notes). 5th Edition. John Wiley & Sons.
4. Katzung B, et al. 2024. Katzung’s Basic and Clinical Pharmacology. 16th Edition. McGraw- Hill.
5. Yentis S, et al. 2018. Anaesthesia and Intensive Care A-Z : An Encyclopaedia of Principles and Practice (FRCA Study Guides). 6th Edition. Elsevier.

FFFF3112 PERSONAL & PROFESSIONAL ADVANCEMENT III

PPA module is to facilitate adaptation to clinical work and life as future doctors. There is more emphasis given to medical ethics leadership, teamwork and communication skills. The module will also familiarize the students with the uncertain nature of clinical medicine, as well as the unpredictable and varied behaviour of patients.

References :

1. Arain M, Suter E, Mallinson S, Hepp SL, Deutschlander S, Nanayakkara SD, Harrison EL, Mickelson G, Bainbridge L, Grymonpre RE.Interprofessional education for internationally educated health professionals: an environmental scan.
2. Birden H, Glass N, Wilson I, Harrison M, Usherwood T, Nass D.Teaching professionalism in medical education: a Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25.Med Teach. 2013 Jul;35(7):e1252-66. doi: 10.3109/0142159X.2013.789132. Review.PMID: 23829342
3. Birden HH, Usherwood T.They liked it if you said you cried": how medical students perceive the teaching of professionalism.Med J Aust. 2013 Sep 16;199(6):406-9.
4. Charles R, Hood B, DeRosier JM, Gosbee JW, Bagian JP, Li Y, Caird MS, Biermann JS, Hake ME.Root Cause Analysis and Actions for the Prevention of Medical Errors: Quality Improvement and Resident Education.Orthopedics. 2017 Apr 24:1-8. doi: 10.3928/01477447-20170418-04.
5. Levy LA1, Mathieson K.Attitudes of Physician Assistant Educators Toward Interprofessional Education and Collaborative Care.J Physician Assist Educ. 2017 Apr 21. doi: 10.1097/JPA.0000000000000113.

FFFF3922 ELECTIVE POSTING

It is essential to support students' development in a holistic, comprehensive, and practical manner, extending beyond the formal classroom learning. Through this module, students will engage in off-campus experiential learning designed to broaden their exposure to real-world settings and prepare them for the diverse challenges of life and work. Students will be guided to participate in an elective posting programme for a minimum duration of four weeks (within Malaysia) or two weeks (overseas). These postings are selected by the students based on their interests in specific areas such as clinical attachment, volunteerism work, technical skills, entrepreneurship, and other related fields, subject to approval by the Programme Committee. This module serves as an important transitional platform for students to bridge academic learning with professional experience. It is hoped that, through this opportunity, students will cultivate independence, enhance teamwork and communication skills, and gain confidence in collaborating with individuals from other organizations.

References:

1. Adams KL, Galanes GJ. 2021. Communicating in Groups: Applications and Skills (Communication). 11 th Edition, McGraw-Hill Education. New York.
2. Baird, BN, Mollen, D. 2019. Internship, Practicum, and Field Placement Handbook. 8 th Edition. Routledge Taylor & Francis Group. New York.
3. Godkin, M., Savageau, J. 2003. The effect of medical students' international experiences on attitudes toward serving underserved multicultural populations. Family Medicine. 35(4):273–278
4. Goodheart, W. 2020. Soft Skills for the Workplace. 2 nd Edition. Goodhear Willcox Publisher. USA.
5. Holmes, D., Zayas, L., Koyfman, A. 2012. Student objectives and learning experiences in a global health elective. Journal of Community Health. 37(5):927–934.

6. Northouse, PG. 2018. Leadership : Theory and Practice. 8 th Edition. SAGE Publications Inc. USA.
7. Nurul Husna, A.R., Omar, A.H., Zuraimi, U.H., Letchuman, P.M., Hadzir, R., Bujang, S.M., Syamsa, R.A., Jasman, M.H. & Abdus Salam. 2025. Medical students' achievement in elective posting using online platform under Movement Control Order during COVID-19 pandemic. Bangladesh Journal of Medical Science. 24(2): 629-640.
8. Petrosoniak, A., McCarthy, A., Varpio, L. 2010. International health electives: thematic results of student and professional interviews. Medical Education. 44(7):683–689.
9. Sweitzer, HF, King, MA. 2019. The Successful Internship: Personal, Professional and Civic Development in Experiential Learning. 5 th Edition. Cengage Learning Inc. USA.
10. Wood, TH. 2019. Interpersonal Communication: Everyday Encounters. 9 th Edition, Cengage Learning, USA.

5.1.4 YEAR 4

General Objectives

At the end of Year 4, the students should be able to :

1. perform history taking, physical examination, formulate provisional and differential diagnoses, justify relevant investigations and plan patient management utilizing hospital information system, taking into consideration principle of growt hand development, needs of patients and their families in relation to emergency, death and dying as well as uncertainties, medico-legal and ethical issues.
2. apply knowledge and skills in forensic medicine competently as to comply with relevant legislation.
3. function as an effective leader and demonstrate a sense of responsibility in self and professional development and life long learning ability as a junior doctor.

Specific Objectives

At the end of Year 4, the students should be able to :

1. demonstrate complete history taking relevant to the respective discipline.
2. perform complete examination relevant to the respective discipline.
3. formulate Provisional Diagnosis and Differential Diagnosis.
4. identify and justify the relevant investigations, cost consideration andinterpretations of the result
5. perform common relevant procedures correctly.
6. explain relevant procedures including their indications and complications.
7. differentiate between normal psychological responses and disorders.
8. relate the knowledge of normal growth, physical and emotional development toclinical disorders
9. plan the basic principles in the management of patients in the respective disciplines.
10. apply the pharmacological knowledge of drugs commonly used in terms ofefficacy, safety, suitability and cost
11. demonstrategood communication skills appropriate to the situation.
12. explain the impact of illness on the community.
13. recommend health education program to individual, family and community eg immunization, exercise, nutrition and prevention of blindness.
14. apply basic life support (BLS) methods in the appropriate situations and becertified in the Newborn Resuscitation Programme (NRP).
15. explain the needs of patients and their families in relation to difficult situations such as emergencies, dying, death and uncertainties.
16. apply knowledge and skill of forensic medicine (pathology & psychiatry)competently as to comply with relevant legislation.
17. apply knowledge in biomedical science gained in earlier years to the various clinical situations in the respective disciplines
18. evaluate the ethical issues that arise in common clinical situations.
19. plan pre- and postoperative care including postoperative pain relief.

FFFF4117 PSYCHIATRY

This 8 weeks module covers the clinical approach to various syndromes and disorders in psychiatry. By applying basic and clinical sciences, the students learn through an integrated approach of core clinical and PPA components to gain adequate knowledge and skills as well as proper attitude and conduct for holistic management of patients.

References:

1. Boland, R., Verduin, M. and Ruiz, P. 2021. Kaplan & Sadock's Synopsis of Psychiatry. Twelfth Edition, Wolters Kluwer.
2. Geddes, John R., Nancy C. Andreasen, and Guy M. Goodwin. 2020. New Oxford Textbook of Psychiatry, Third Edition, Oxford University Press
3. McKnight, R., Price, J., Geddes J. 2019. Psychiatry. Fifth Edition, Oxford University Press
4. Stahl, S. 2021. Stahl's Essential Psychopharmacology : Neuroscientific Basis and Practical Applications, Cambridge University Press
5. Taylor, D. 2021. The Maudsley Prescribing Guidelines in Psychiatry, Fourteenth Edition, John Wiley and Sons Ltd

FFFF4127 PAEDIATRICS I

During this 8 weeks paediatric posting, the students will be exposed to various aspects of clinical training in paediatrics and neonatology including history taking, physical examination and assessment of developmental milestones. Students are subsequently expected to identify, justify, perform and interpret relevant investigations. Basic principles of patient management will be discussed during which students are also expected to apply their basic science knowledge, including pharmacological knowledge of commonly used drugs in regards to efficacy, safety, suitability and cost.

RECOMMENDED TEXTBOOK:

1. Tom Lissaeur, Will Carroll; 2021; Illustrated Textbook of Paediatrics; 6th edition; Elsevier.
2. Mary Rudolf, Anthony Luder, Kerry Jeavon; 2020; Essential Paediatrics and Child Health; 4th edition; Wiley-Blackwell
3. Sunil Sinha, Lawrence Miall, Luke Jardine; 2017; Essential Neonatal Medicine; 6th edition; Wiley-Blackwell.
4. Lee Way Seah, Tay Chee Geap, Lum Su Han; 2020; Textbook of Paediatrics and Child Health; University of Malaya Press.

REFERENCE BOOKS:

1. Karen J Marcdante, Robert M Kliegman, Abigail M Schuh; 2022; Nelson’s Essential of Pediatrics; 9th edition; Elsevier.

FFFF4228 ORTHOPAEDICS

This will be an 8 weeks posting whereby students will be exposed to common orthopedics disorders and orthopedics emergencies, including history taking, physical examination and basic procedures.This serves as a preparatory year before entering thesenior clerkship in the final year and eventually nurtures them into competent house- officers upon entering the first year of working in medical service.

References:

1. 10th Edition Apley & Solomon's System of Orthopaedics and Trauma Edited By Ashley Blom, David Warwick, Michael Whitehouse
2. Thompson J. Netter's Concise Atlas of Orthopaedic Anatomy. Saunders Elsevier,2015 (2nd Edition – Updated Edition)
3. McRae's Orthopaedic Trauma and Emergency Fracture Management 4th Edition 2023
4. Handbook of Fractures, 6th edition by Egol, Kenneth
5. Netter's Orthopaedic Clinical Examination An Evidence-Based Approach 4th Edition - March 4, 2021. Elsevier. Joshua Cleland, Shane Koppenhaver, Jonathan Su tq

FFFF4618 OBSTETRICS & GYNAECOLOGY I

This module will take place over 8 weeks which allow students to apply their basic medical science knowledge learnt in the preclinical years (year 1 and 2) and relate them to the pathogenesis of diseases in O&G, to formulate diagnoses. Students will be trained to obtain medical history and perform relevant physical examination in O&G. In this module, they will be taught to formulate provisional and differential diagnoses of common O&G conditions. Students are subsequently expected to identify, justify, perform and interpret relevant investigations in O&G. Basic principles of patient management will be discussed during which students are also expected to apply their basic science knowledge, including pharmacological knowledge of commonly used drugs in regards to efficacy, safety, suitability and cost. They will be introduced to common procedures and surgery in O&G, and will have opportunities to perform some basic O&G and common clinical procedures. They will be expected to observe normal deliveries and suturing of episiotomy. At the completion of the module, students should be able to demonstrate effective O&G clerkship and communication skills which includes history taking, physical examination, investigations and patient management.

References:

1. ArulkumaranSabaratnam, V. Sivanesaratnam, Alokendu Chatterjee, Pratap Kumar (Eds) &Shirish S. Shet. 2016. Essentials of Obstetrics. 3rd. Edition.Jaypee Brothers Medical Publishers (P) Ltd.
2. Catrina Bain, Kevin Burton, Jay McGavigan. 2011. Gynaecology Illustrated. 6th Edition.Churchill Livingstone
3. Jeremy J N Oats, Suzanne Abraham. 2016. Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology.10thEdition.Elseveir
4. Kevin P. Hanretty. 2009. Obstetrics Illustrated. 7th Edition.Churchill Livingstone
5. KulenthranArumugam. 2012. A Practical Approach To Problems in Gynaecology for the Undergraduate.5th Edition. University of Malaya Press
6. Lee Say Fatt. 2007. Quick Management Guide in Gynaecology. 1st Edition.University of Malaya Press
7. Louise Kenny,Helen Bickerstaff. 2017. Gynaecology by Ten Teachers. 20thEdition. CRC Press
8. Louise Kenny, Jenny Myers. 2017. Obstetrics by Ten Teachers. 20th Edition. CRC Press
9. Marlene M. Corton, Kenneth Leveno,Catherine Y. Spong, Jodi Dashe. 2014.Williams

Obstetrics.24th Edition. Churchill Livingstone

FFFF4621 RADIOLOGY II

The radiology mini strand is a module integrated into the clinical years in Year 4 complementing students during their Pediatric and Orthopedic modules. No formal teaching time will be included during the other modules in Year 4.

The aim of the undergraduate radiology teaching is to equip students with the knowledge and interpretational skills required to practice safely and appropriately in their early career in common pediatric and orthopedic conditions, and to ensure they are fully aware of their legal responsibilities with regards to patient's radiation safety.

Students will demonstrate understanding on basic principles of Radiology.

References:

1. Peter Armstrong, Martin Wastie, Andrea G. Rockall. Diagnostic Imaging, 6th Edition. 2012. Wiley-Blackwell.
2. Edward C. Weber, Joel A. Vilensky, Stephen W. Carmichael. Netter's Concise Radiologic Anatomy, Updated Edition. 2018. Elsevier-Health Sciences Division.
3. Herring, W. (2021). **Learning Radiology: Recognizing the Basics** (4th ed.). Elsevier.
4. *Farrell, T. A. (2018).* **Radiology 101: The basics and fundamentals of imaging** *(5th ed.). Wolters Kluwer.*
5. European Society of Radiology. (n.d.). **Modern Radiology eBook**. Retrieved July 16, 2025, from European Society of Radiology website: Modern Radiology eBook

FFFF4711 PERSONAL AND PROFESSIONAL ADVANCEMENT IV

This module runs as a strand throughout Year 4 and is integrated into clinical teaching. The aim of this module is to facilitate further the development of professionalism in clinical work of medical students as part of the preparation to become future clinicians. There is more emphasis given to emphatic skills in doctor-patient relationship, communication skills, teamwork, leadership, and medical ethics. The module will also familiarize the students with the uncertain nature of clinical medicine, such as the challenge in breaking bad news as well as the unpredictable and varied behaviour of patients. Teaching learning methods will be in the form of bedside teaching, lecture, observation of IPCP session, online lecture (asynchronous), and Team-based learning (TBL).

References :

1. M. argaret L., Robert B. & Lorraine N. 2018. Clinical Communication Skills for
2. M edicine (4th ed.). London: Elsevier Health Sciences.
3. C. harles P. V. & Amy B. Interprofessional Collaboration To Improve Healthcare: An Introduction. http://www.medscape.org/viewarticle/857823 accessed on 2 April 2019
4. R. amakrishna T. & Jason L. 2021. Medical Law and Ethics in Malaysia. Kuala Lumpur: LexisNexis.
5. V. an Servellen, Gwen. 2018. Communication Skills for the Health Care Professional. 3rd ed. Sudbury, MA: Jones and Bartlett.
6. W. orld Health Organisation. Patient Safety. https://www.who.int/teams/integrated-health-services/patient-safety

FFFF4522 FORENSIC PATHOLOGY I

The Forensic Pathology module in year 4 requires the students to learn the subject forensic pathology and observe post-mortem examination under lecturer's supervision and attend moot court video presentation. All student are encourages to complete a cumulative total of 10 (ten) observations.

References :

1. Knight's Forensic Pathology by Bernard Knight & PekkaSaukko, Fourth Edition,Dec 2015, CRC Press
2. Forensic Pathology by Max M Houck, 2017, Elsevier Science Publishing
3. Forensic pathology of Infancy & Childhood By Kim A Collins, Roger W Byard,March 2014, Humana Press
4. Essential Forensic Pathology Gilbert Edward Corrigan, March 2012, CRC Press
5. Gunshot Wounds : Practical Aspects of Firearms, Ballistics and forensic techniquesby Vincent JM diMaio, Third Edition, 2016, CRC Press.
6. Color Atlas of Forensic Medicine & Pathology By Charles Catanese, March 2016,CRC Press

FFFF4113 SPECIAL STUDY MODULE I (Proposal Design)

Special Study Module (SSM) is a pre-requisite for sitting the Final Professional Exam. Students have to conduct medical research which allows them to develop their skills of communication, critical thinking, information and data handling. Students are divided into groups of 5-6 students each and assigned to supervisors from various departments. The groups of students are given the opportunity to choose the type of medical research they wish to do. SSM is conducted throughout year 4. The aim of this SSM 1 is to develop a research proposal to be submitted to the medical ethics committee under their supervisor's supervision

FFFF4227 SPECIAL STUDY MODULE II (Data Collection, Analysis & Manuscript Writing)

Special Study Module (SSM) is a pre-requisite for sitting the Final Professional Exam. Students have to conduct medical research which allows them to develop their skills of communication, critical thinking, information and data handling. Students are divided into groups of 5-6 students each and assigned to supervisors from various departments. The groups of students are given the opportunity to choose the type of medical research they wish to do. SSM is conducted throughout year 4. The aim of this SSM II is to collect data, carry out analysis and writing manuscript under their supervisor's supervision.

5.1.5 YEAR 5

General Objectives

At the end of Year 5, the students should be able to :

1. Function as a junior doctor under direct supervision of a specialist.
2. Conduct a research project and present the findings
3. communicate effectively as a doctor, team member and assume leadership role in relevant situations.
4. demonstrate life long learning ability as a basis for future development in one's medical career.

Specific Objectives

At the end of Year 5, the students should be able to :

1. describe principles of health management including functions of managers, organizational behaviour and human resource management.
2. describe basic economic issues of healthcare, including cost management, health insurance, managed care and referral system.
3. describe concept, organization, and function of urban health authority.
4. describe occupational accidents, rehabilitation and compensation process, and workplace hazards.
5. prepare a research proposal.
6. perform a research project in a chosen field of health using appropriate methods.
7. apply critical thinking skills throughout the conduct and process of research.
8. present research findings verbally, visually and in writing.
9. relate the various medicolegal aspects to clinical practice.
10. analyze the principles and practice of organizational leadership.
11. apply the dual role of doctors as team leaders and team players.
12. demonstrate good communication skills in special clinical situations such as bereavement, HIV counseling, etc.
13. apply critical thinking and learning skills in the pursuit of life-long learning and continuous professional development
14. apply medical information technology such as Hospital Information System, Electronic Medical Record, Telemedicine, etc
15. apply skills at interviews, preparing resume, and management of self, finances and health.
16. manage common problems that present to primary care practices in an evidence-based and cost-effective manner that utilizes.
17. manage mental health conditions.
18. clerk, perform physical examination, outline management plan on newly admitted patients.
19. assist the ward team in day to day management of patients.
20. assist in basic ward procedures.
21. competent in performing basic clinical procedures and interpretations of basic clinical laboratory results.
22. demonstrate good patient-doctor relationship through fine communication skills, ethical practice, appropriate bedside manners and a high degree of professionalism.
23. recognize the role of epidemiology in health promotion, disease prevention and control.
24. assist in the management of clinical emergencies.
25. assist in taking consent for a procedure and surgery.
26. assist in clinical procedures.
27. carry out patient and family counseling sessions.
28. break bad news.
29. perform on-call duties.
30. perform basic labour room procedures including normal delivery and episiotomy suturing.

FFFF5518 SURGERY II

The students will be posted to the surgical department for a total of nine weeks. They will be exposed to the concept of senior clerkship which serves to prepare the students to become familiar and competent in handling common surgical cases and perform simple day-to-day procedures as surgical house officers. The students will be posted in PPUKM and Hospital Teluk Intan throughout the rotation. The students will be supervised by designated lecturers at PPUKM and Hospital Teluk Intan. The module consist of lectures,seminars, skills workshops, bedside teaching and interprofesional learning. The students will also need to attend clinics, endoscopy and operating theatres. At the end of the posting the students should be able to function as a competent and safe surgical house officer.

References:

1. Clive R. G. Quick, Joanna B Reed, Simon J.F. Harper, Kourosh Saeb-Parsy, Philip J. Deakin. 2013. Essential Surgery: Problems, Diagnosis and Management With STUDENT CONSULT Online Access, 5e (Burkitt, Essential Surgery). 5th Edition.Churchill Livingstone
2. Kevin G. Burnand, John Black, Steven A. Corbett, William E.G. Thomas. 2014. Browse's Introduction to the Symptoms & Signs of Surgical Disease. 5th Edition.CRC Press
3. Nichoals J Talley, Simon O'Connor. 2016. Examination Medicine: A Guide to Physician Training. 8th Edition. Elsevier
4. Norman S. Williams, Christopher J. K. Bulstrode, P. Ronan O'Connell. 2013. Bailey & Love's Short Practice of Surgery (Williams, Bailey and Love's Short Practice of Surgery). 26th Edition. CRC Press
5. O. James Garden, Andrew W. Bradbury, John L. R. Forsythe, Rowan W Parks. 2017. Principles and Practice of Surgery. 7th Edition. Churchill Livingstone

FFFF5214 EMERGENCY MEDICINE

Emergency Medicine focuses on early diagnosis and intervention, as well as acute management involving various categories of patients.This module exposes students to clinical case approach and the establishment of effective resuscitation teams. Students are required to complete the rotation and achieve a basic understanding of the principles of pre-hospital care, initial assessment and stabilization of critically ill patients and patients' disposition. This preliminary module only exposes students to part of emergency medicine. However, it is hoped that it can create a different perspective on emergency care through various methods of teaching and learning.

References:

1. Dr. Anand's Emergency Medicine Handbook. 2022 updated version, Local production by Dr Jethananda (Dr. Anand's Handbooks series)
2. Judith E. Tintinalli, Gabor D. Kelen, J. Stephan Stapczynski. 2015. EmergencyMedicine: a comprehensive study guide/American College of Emergency Physicians. 9th Edition. New York: McGraw Hill.
3. Shirley Ooi, Peter Manning. 2014. Guide to the essentials in EmergencyMedicine Singapore. McGraw-Hill.
4. Journal Circulation (http://circ.ahajournals.org/content/132/18_suppl_2) - Lastvisited 3rd August 2016
5. Websites Uptodate online (http://www.uptodate.com/contents/table-of-contents/emergency-medicine-adult-and-pediatric) through PPUKM library portal - Lastvisited 3rd August 2016
6. http://lifeinthefastlane.com (medical education blog) - Last visited 3rd August 2016

FFFF5128 PAEDIATRICS II

This is the second paediatric posting in the medical undergraduate program. During this module, the concept of senior clerkship is introduced in order to train and prepare the students before embarking into the world of housemanship, so they are familiar and competent in handling acute and chronic paediatrics cases. Five weeks are in UKMMC and two weeks of this posting are spent at peripheral district hospitals. Students are expected to perform ward work, attend ward rounds and clinics in these hospitals.

References:

1. Tom Lissaeur, Will Carroll (2021); Illustrated Textbook of Paediatrics; 6th edition; Elsevier.
2. Mary Rudolf, Anthony Luder, Kerry Jeavon (2020); Essential Paediatrics and Child Health, 4th Edition; Wiley-Blackwell
3. Lee Way Seah, Tay Chee Geap, Lum Su Han; Textbook of Paediatrics and Child Health (2019); University of Malaya
4. Sunil Sinha, Lawrence Miall, Luke Jardine (2018); Essential Neonatal Medicine; 6th edition; John Wiley and Sons Ltd.

Reference Book:

Karen Marcdante, Robert M. Kliegman, Abigail M. Schuh (2022); Nelson Essentials of Pediatrics; Elsevier Health Sciences.

FFFF5118 INTERNAL MEDICINE II

The aim of this module is to introduce the concept of senior clerkship which is to train and prepare the final year students prior to their internship. This is to ensure that they are familiar and competent in handling acute and chronic medical cases. At the end of Year 5, the students should be able to function as a junior doctor under direct supervision of a specialist, communicate effectively as a doctor, team member and assume leadership role in relevant situations. They should also be able to demonstrate lifelong learning ability as a basis for future development in one's medical career.

References :

1. Buku Teks
2. Kumar and Clark's Clinical Medicine, 10th Edition. Elsevier. 2020.
3. Harrison's Principles of Internal Medicine, 21st Edition. McGraw Hill / Medical. 2022.
4. Davidson's Principles and Practice of Medicine, 24th Edition. Elsevier. 2022.
5. Talley and O'Connor's Clinical Examination, 9th Edition. Elsevier. 2022.
6. Oxford Handbook of Clinical Medicine, 10th. Oxford University Press. 2022.
7. Malaysian Clinical Practice Guidelines (CPG).acadmed.org.my
8. Website: e-medicine:www.emedicine.com
9. Medscape. https://emedicine.medscape.com/
10. UpToDate.

FFFF5228 OBSTETRICS & GYNAECOLOGY II

The final year will be reserved for more direct clinical exposure to prepare them for the first year of working in medical service in Obstetrics & Gynecology, to train them for work as a house officer in O&G. The students will be posted to the O&G department for a duration of seven weeks in the final year. They will be assigned according tothe department rotation and supervised by department lecturers. During this attachment,the first two weeks the students will be in HCTM, following which in the next four weeks they alternate their training in groups of 14 each between HCTM, Hospital Teluk Intan and Hospital Slim River. They all regroup in the final week of posting back to HCTM. The module consists of tutorials, clinical workshops, bedside teaching, self-directed learning, rotations to relevant wards and clinics in the O&G setup such as labour room, the O&G admitting centre (OGAC), operation theatres, antenatal and postnatal wards, general O&G clinics and relevant subspecialized clinics and ultrasonography rooms in O&G. They have to complete their work-based assessment which consistes of one observed long case presentation, 2 Mini-CEX assessments, and one direct observation of procedural skills (DOPS). At the end of the posting, the students should be able to have adequate knowledge, exposure and clinical skills to work as a house officer.

References:

1. Arulkumaran, S. 2011. Essentials of gynecology. New Delhi: Jaypee Brothers.
2. Arulkumaran, S. 2016. Essentials of obstetrics.Jaypee Brothers Medical P.
3. Beers, M. H. 2003.The Merck manual of medical information. WhitehouseStation, NJ: Merck Pub.
4. Letchumanan, R., Dass, R. H., Lim, Z. S., & Chai, F. X. 2015.Doctrina perpetua:guides on obstetrics. Kuala Lumpur: R & S Publishing House.
5. Letchumanan, R., Vadiveloo, N., Dass, R. H., & Lim, Z. S. 2015. Doctrina perpetua: guides on gynaecology. Kuala Lumpur: R & S PublishingHouse.
6. Nalliah, S., & S. 2015.Clinical protocols in obstetrics and gynaecology for Malaysian hospitals: a must have compendium for practitioners of Obstetrics&Gynaecology. Melaka, Malaysia: Colour Box Publishing House.
7. Monga, A. K., & Dobbs, S. 2011. Gynaecology by ten teachers. 20th Edition. London: Hodder & Arnold.
8. Monga, A. K., & Dobbs, S. 2011. Obstetrics by ten teachers. 20th Edition. London: Hodder & Arnold.

FFFF5124 FAMILY MEDICINE II

The objective of this module is to consolidate the application of principles of family medicine in patient management. In this module, students will apply the skills learnt from various disciplines to manage a patient comprehensively and to outline the long term care plan. Students will be exposed to specialised skills such as preparing a discharge summary, referral letter and prescription, as well as management approach for special patient populations such as child and adolescents, and elderly care. It is exercised in 2 weeks.

References:

1. Fallon M, Hanks G. 2013. ABC of Palliative care ABC series. 2nd edition. Wiley.
2. McWhinney, IR. 2016. A Textbook of Family Medicine. 4th edition.OxfordUniversity Press.
3. Murtagh J. 2015.General Practice. 6th Revised edition. McGraw Hill Book Co.
4. Rakel R. Editor. 2015. Textbook of Family Practice. 9th edition. W B Saunders.
5. Taylor R. Editor. 2013. Fundamentals of Family Medicine: The Family MedicineClerkship Textbook. 3rd edition. Springer Pub. Co.

FFFF5822 PERSONAL & PROFESSIONAL ADVANCEMENT V

This PPD module is to further facilitate the development of professionalism in clinical work of medical students as part of the preparation to become future clinicians.There is more emphasis given to emphatic skills in doctor-patient relationship, communication skills, teamwork, leadership, and medical ethics. The module will also familiarize the students with the uncertain nature of clinical medicine, such as the challenge in breaking bad news as well as the unpredictable and varied behavior of patients.

References:

1. Skills for Communicating with Patients. Jonathan Silverman, Suzanne Kurtz,Juliet Draper. Florida:CRC Press, 2013.
2. The Doctor's Communication Handbook, Peter Tate, Elizabeth Tate. London: Radcliffe Publishing Ltd, 2014.
3. The Essentials of Patient Safety. Charles Vincent. Wiley-Blackwell. 2012. http:/ www.chfg.org/wp-content/uploads/2012/03/Vincent-Essentials-of-Patient- Safety-2012 pdf
4. Medical Law and Ethics. Jonathan Herring. Oxford: Oxford University Press, 2016.The Spiritual Assessment. Aaron Saguil, Karen Phelps. American Family Physician.2012;86(6):546-550.

STUDENT ASSESSMENT

A. GENERAL CRITERIA

1. Assessment

TerminologyYear 1, 2 and 4
- Continuous Assessment (CA)
- End Semester I and II Examinations (ESE)
- Remedial / Refer Examination after End Semester II Examination

Year 5
- Continuous Assessment (CA)
- Professional Examination (PE)

2. Eligibility to sit for ESE

- Attendance of 100% in teaching-learning activities
- Fulfill the criteria specified by each module

3. Eligibility to sit for PE

- Minimum attendance of 100% in teaching-learning activities
- Pass Special Study Module and Forensic Pathology

4. Criteria for ProgressionYear 1 and 2

- Pass ESE, progress to subsequent year
- Fail any module in ESE,
  - sit for Remedial
- Fail Remedial / Refer Examination, repeat the year
- Fail Remedial/Refer Examination with CGPA 1.33 and below, exit the programme.
- Composite marks of all components are counted as the final marks

Year 3
- Pass Intermediate Exam (theory and clinical), progress to subsequent year
- Fail Intermediate Exam for Remedial / Refer Examination (one attempt only)
- Fail more than two major modules in EOM, repeat the year
- Fail Remedial / Refer Examination, repeat the year
- In Medicine and Society Module and PPA Module, students must pass both components CA and EOM to pass the module

Year 4
- Pass ESE, progress to subsequent year
- Fail two or less major modules in ESE, refer posting and sit for Remedial / Refer Examination
- Fail more than two major modules in ESE, repeat the year
- Fail Remedial / Refer Examination, repeat the year

Year 5
- Pass the Professional Examination, a student will be awarded with the MD (UKM) degree.
- Pass with distinction in the Professional Examination, a student will be awarded the MD (UKM) degree and the distinction will be recorded in the transcript.
- Pass with distinction in the Professional Examination and fulfill all the criteria for honours, a student will be awarded the MD(Hons) (UKM) degree.
- Fail Professional Examination, repeat Year 5 for 6 months

5. Grades : CGPA System

B. EXAMINATION FORMAT & DISTRIBUTION OF MARKS Year 1 and 2

Biomedical Modules

Examination	Distribution of Marks	Total
CA	PBL – 10% End of Module – 20%	30%
ESE - Theory	MCQ (OBA & EMI) MEQ – 50% - 50%	100% - 50% - 70%
ESE - OSPE	≥ 5 stations – 10% ≥ 8 stations – 20%	10% - 20%

Clinical Sciences Modules

Examination	Distribution of Marks		Total
Year 1 Semester II	CA – 60%	ESE – OSCE 40%	100%
Year 2 Semester I	CA – 60%	ESE – OSCE 70%	100%
Year 2 Semester II	CA – 60%	ESE – OSCE 70%	100%

Year 3

Clinical Modules * (Medicine I, Surgery I, Family Medicine, Medicine & Society III)

Examination	Assessment Method	Distribution of Marks
CA	MLC, Mini-CEX, CBD Log Book, Case report, Supervisor report	30%
Summative Assessment	**MCQ (OBA & EMI)** **KFQ, OSCE**	**70%**

*Excluding Medicine & Society, FM, PPA and Radiology Module

Year 4

Clinical Modules * (O & G I, Orthopaedics, Paediatrics I, Psychiatry)

Examination	Distribution of Marks	Total
CA	30%	30%
ESE - Theory	MCQ (OBA & EMI) MEQ – 35%	35%
ESE - OSCE	35%	35%
		100%

Clinical Modules * (ORL – HNS, Opthalmology, Anestesiology)

Examination	Distribution of Marks	Total
CA	30%	30%
ESE - Theory	MCQ (OBA & EMI) MEQ – 35%	35%
ESE - OSCE	35%	35%
		100%

Personal & Professional Modules

Examination	Distribution of Marks	Total
CA	70%	70%
ESE - Theory	30%	50&
		100%

Year 5

Clinical Modules * (Medicine II, O & G II, Surgery II, Orthopaedics, Paediatrics II, Family Medicine, Emergency Medicine)

Examination	Distribution of Marks	Total
CA	30%	30%
FPE - Theory	MCQ I & II (OBA & EMI) – 20% KFQ – 15%	35%
FPE - Clinical	Long Case – 30% OSCE – 70%	35%

Forensic Pathology & Special Study Module (Pre-requisite to sit for the PE)

Examination	Grading
Assesment throughout the modules in Year 4 & 5	Pass or Fail

Note :

CA – Continuous Assessment ESE – End Semester Examination
FPE – Final Professional
***Major clinical modules**
**** Minor clinical modules**
Refer Study Guides for more detailed information

PERATURAN - PERATURAN
FAKULTI PERUBATAN

DI BAWAH PERUNTUKAN
PERATURAN-PERATURAN
UNIVERSITI KEBANGSAAN MALAYSIA
(PENGAJIAN SARJANA MUDA) 2020

PERATURAN-PERATURAN
UNIVERSITI KEBANGSAAN MALAYSIA
(PENGAJIAN SARJANA MUDA) 2020

Pada menjalankan kuasa yang diberi oleh perenggan 38 Perlembagaan Universiti Kebangsaan Malaysia 2010, Senat Universiti Kebangsaan Malaysia membuat peraturan seperti berikut;

1. Nama, Mula Berkuatkuasa, Pemakaian dan Tafsiran

1.1 Peraturan ini dinamakan Peraturan-peraturan Universiti Kebangsaan Malaysia (Pengajian Sarjana Muda) 2020 dan hendaklah mula berkuat kuasa selepas tarikh permulaan kuat kuasa Peraturan-peraturan ini.

1.2 Peraturan ini hendaklah terpakai bagi semua pelajar yang mula mengikuti sesuatu program yang mengurniakan suatu Ijazah selepas tarikh Peraturan ini mula berkuatkuasa.

2. Syarat-syarat Penerimaan Masuk

2.1. Syarat Am Universiti

2.1.1. Sijil Pelajaran Malaysia
Calon-calon mestilah lulus peperiksaan Sijil Pelajaran Malaysia (SPM) atau peperiksaan yang setaraf dengannya serta lulus dengan kepujian dalam mata pelajaran Bahasa Melayu/Bahasa Malaysia atau Bahasa Melayu/Bahasa Malaysia Kertas Julai dan Lulus mata pelajaran Sejarah dalam Peperiksaan SPM

2.1.2. Sijil Tinggi Persekolahan Malaysia atau yang setaraf

2.1.2.1. Calon-calon mestilah lulus peperiksaan STPM dengan mendapat sekurang-kurangnya PNGK 2.00 dan mendapat sekurang-kurangnya :

i. Gred C (NGMP 2.00) dalam mata pelajaran Pengajian Am ; dan
ii. Gred C (NGMP 2.00) dalam dua mata pelajaran lain dan mendapat sekurang-kurangnya Tahap 1 (Band 1) dalam Peperiksaan Malaysian UniversityEnglish Test (MUET)

2.2. Syarat Khas Program (Calon Tempatan)

*untuk calon warganegara Malaysia/penduduk tetap, **wajib lulus SPM** sebagai syarat am Universiti sebelum dipertimbangkan syarat khas program (calon tempatan). Calon warganegara/penduduk tetap tanpa SPM tidak akan dipertimbangkan untuk kemasukan ke UKM.

- Memiliki SPM bermaksud lulus mata pelajaran Bahasa Melayu dan Sejarah (Bermula SPM tahun 2013)

sumber rujukan: Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi (2009-2020) Edisi Ketiga dan https://www.moe.gov.my/permohonan-kelayakan-universiti-awam

2.2.1. Sijil Matrikulasi KPM/Asasi IPTA / Asasi IPTS

Calon Matrikulasi KPM/Asasi IPTA / Asasi IPTS

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.80 pada peringkat Matrikulasi KPM /Asasi IPTA / Asasi IPTS;

DAN

Mendapat sekurang-kurangnya Gred B (NGMP 3.00) pada peringkat Matrikulasi KPM/Asasi IPTA/ Asasi IPTS /Asasi dalam mata pelajaran berikut :-

- Biologi
- Kimia
- Matematik/Fizik

DAN

Mendapat sekurang-kurangnya Gred B/4B pada peringkat SPM dalam mata pelajaran berikut:-

- Biologi
- Kimia
- Fizik
- Matematik/Matematik Tambahan
- Satu (1) mata pelajaran lain kecuali Seni /KSI

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan;

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

Calon ASASI Pintar UKM

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.80 pada peringkat ASASI Pintar UKM;

DAN

Memperolehi sekurang-kurangnya Gred B (NGMP 3.00 daripada4.0) dalam tiga (3) mata pelajaran berikut:-

- Biologi
- Kimia
- Fizik
- Matematik / Matematik Tambahan
- Satu (1) mata pelajaran lain kecuali Seni /KSI

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan;

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

Calon STPM

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.80 pada peringkat STPM;

DAN

Mendapat sekurang-kurangnya Gred B (NGMP 3.00) pada peringkat STPM dalam mata pelajaran berikut:

- Biologi
- Kimia
- Matematik T / Matematik M / Fizik

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan;

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

2.2.3 Diploma / Setaraf

Calon Diploma International Baccalaureate (IB) / Setaraf

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Memperoleh 37 mata dengan minimum 2 mata pelajaran Sains atau Matematik di peringkat "Higher Level (HL)" dan 1 mata pelajaran Sains di peringkat "Standard Level (SL)".

DAN

Memperolehi sekurang-kurangnya skor 4 dalam mata pelajaran berikut:

- Biologi
- Kimia
- Fizik/Matematik

DAN

Mendapat sekurang-kurangnya Gred B/4B pada peringkat SPM dalam mata pelajaran berikut:-

- Biologi
- Fizik
- Kimia
- Matematik/Matematik Tambahan dan
- Satu (1) mata pelajaran lain

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan atau setaraf;

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

Calon General Certificate of Education (Advanced ('A') Level

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Memperolehi sekurang-kurangnya Gred AAB atau ABB dalam 3 mata pelajaran berikut :-

- Biologi
- Kimia
- Fizik/Matematik

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band

4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan atau setaraf

DAN

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

2.2.4 Calon Lepasan Ijazah

Bidang Sains Perubatan/Kesihatan atau Sains Tulen atau Sains Gunaan

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.30 (daripada 4.00) atau setara.

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan;

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

Bidang Sains Sosial atau Sains Kemasyarakatan

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.50 (daripada 4.00) atau setara.

DAN

Mendapat sekurang-kurangnya Kepujian pada peringkat SPM dalam mata pelajaran berikut:-

- Biologi
- Kimia

DAN

Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan;

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

2.3. Syarat Khas Program (Calon Antarabangsa)

2.3.1 Diploma / Setaraf

Calon Diploma International Baccalaureate (IB) / Setaraf

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Memperoleh 37 mata dengan minimum 2 mata pelajaran Sains atau Matematik di peringkat "Higher Level (HL)' dan 1 mata pelajaran Sains di peringkat 'Standard Level (SL)'

DAN

Memperoleh sekurang-kurangnya skor 4 dalam mata pelajaran berikut :-

- Biologi
- Kimia
- Fizik / Matematik

DAN

Mendapat sekurang-kurangnya Gred B pada peringkat General Certificate of Education Ordinary ('O') Level dalam mata pelajaran berikut:-

- Biologi
- Kimia
- Fizik
- Matematik / Matematik Tambahan; dan
- Satu (1) mata pelajaran lain

DAN

Mendapat sekurang-kurangnya IELTS (Band 6.0) / TOEFL (Skor 550).
Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan.

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

*Calon antarabangsa wajib mengambil kursus Bahasa Melayu sepanjang pengajian sebagai syarat bergraduat.

Calon General Certificate of Education (Advanced ('A') Level

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Memperoleh sekurang-kurangnya Gred AAB atau ABB dalam 3 mata pelajaran berikut :-

- Biologi
- Kimia
- Fizik / Matematik

DAN

Mendapat sekurang-kurangnya IELTS (Band 6.0) /TOEFL (Skor 550)

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

*Calon antarabangsa wajib mengambil kursus Bahasa Melayu sepanjang pengajian sebagai syarat bergraduat.

Calon Higher/Upper Secondary School Certificate / Kelayakan Antarabangsa Setaraf

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Memperoleh Higher/Upper School Certificate di negara asal yang disenaraikan dalam MQA (The List Of Entry Qualifications For International Student) bagi 12 tahun persekolahan;

DAN

Memperoleh sekurang-kurangnya Gred AAB atau ABB dalam 3 mata pelajaran berikut :-

- Biologi
- Kimia
- Fizik / Matematik

DAN

Mendapat sekurang-kurangnya IELTS (Band 6.0) /TOEFL (Skor 550).
Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

*Calon antarabangsa wajib mengambil kursus Bahasa Melayu sepanjang pengajian sebagai syarat bergraduat.

2.3.2 Calon Lepasan Ijazah

Bidang Sains Perubatan/Kesihatan atau Sains Tulen atau Sains Gunaan

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.30 (daripada 4.00) atau setara.

DAN

Mendapat sekurang-kurangnya IELTS (Band 6.0) / TOEFL (Skor 550).
Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

*Calon antarabangsa wajib mengambil kursus Bahasa Melayu sepanjang pengajian sebagai syarat bergraduat.

Bidang Sains Sosial atau Sains Kemasyarakatan

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

DAN

Mendapat sekurang-kurangnya PNGK 3.50 (daripada 4.00) atau setara.

DAN

Mendapat sekurang-kurangnya Gred C pada peringkat General Certificate of Education Ordinary (’O’) Level dalam mata pelajaran berikut:-

- Biologi
- Kimia

DAN

Mendapat sekurang-kurangnya IELTS (Band 6.0) / TOEFL (Skor 550).
Mendapat sekurang-kurangnya Band 4.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 4 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan.

DAN

Lulus ujian dan /atau temu duga yang ditetapkan oleh Fakulti.

*Calon antarabangsa wajib mengambil kursus Bahasa Melayu sepanjang pengajian sebagai syarat bergraduat.

2.4. Syarat-syarat Masuk Yang Lain

Calon-calon mestilah juga :

2.4.1. Dapat memuaskan Jawatankuasa Pemilihan Pelajar Fakulti/Senat tentang kecekapan mereka bertutur dalam Bahasa Malaysia ;

2.4.2. mengambil apa-apa ujian serta menghadiri temuduga seperti yang ditentukan oleh Jawatankuasa Pemilihan Pelajar Fakulti/Senat untuk menilai kelayakan mereka mengikutikursus di Universiti ;

2.4.3. menunjukkan lazimnya bahawa mereka berumur lapan belas tahun atau lebih pada hari pertama tahun akademik yang mereka mohon masuk ;

2.4.4. menunjukkan bukti dalam borang yang disediakan oleh Universiti bahawa mereka adalah cukup sihat dan berupaya untuk mengikuti kursus pengajian di universiti ; dan

2.4.5. memenuhi apa-apa syarat lain yang ditetapkan oleh Jawatankuasa Pemilihan Pelajar Fakulti/Senat dari semasa ke semasa.

2.5. Penerimaan masuk calon ke Fakulti bergantung kepada budi bicara Jawatankuasa Pemilihan Pelajar Fakulti/Senat.

3. Struktur Pengajian

3.1. Kursus

3.1.1. Fakulti

Calon-calon dikehendaki mengikuti semua kursus yang ditetapkan oleh Fakulti. Semua kursus Fakulti adalah kursus wajib. Calon- calon di peringkat klinikal dikehendaki mengikuti kesemua program kepaniteraan atau posting yang ditentukan.

3.1.2. Citra UKM

Calon-calon dikehendaki mengikuti kursus-kursus Citra UKM dengan jumlah 22 jam kredit seperti yang ditetapkan berikut :

3.1.2.1 SEPULUH (10) jam kredit untuk kursus WAJIB UNIVERSITI.

3.1.2.2 DUA BELAS (12) jam kredit untuk kursus Citra Universiti

Manakala bagi kursus Bahasa Inggeris, pelajar perlu mengambil sebanyak 5 jam kredit semasa di Tahun 1 dan Tahun 2 pengajian.

* ***Bagi pelajar-pelajar perubatan, Kursus Citra UKM tidak dikira di dalam pengiraan PNGK.***

3.2. Tempoh Pengajian

3.2.1. Calon-calon mesti mengikuti kursus ijazah Doktor Perubatan tidak melebihi tujuh (7) sesi di mana pengajian Tahun 1 dan 2 ditetapkan tidak melebihi 3 sesi dan Peperiksaan Ikhtisas Akhir boleh diambil tidak melebihi 3 kali tertakluk kepada tempoh pengajian tujuh (7) sesi. Walau bagaimanapun, pelajar boleh merayu

untuk dibenarkan menduduki Peperiksaan Ikhtisas (Ulangan) satu (1) kali lagi tertakluk kepada persetujuan Fakulti dan Senat.
(Senat Ke-307 - 16 Julai 2003)

3.2.2 Calon-calon program berkembar Ijazah Doktor Perubatan mesti mengikuti kursus tidak melebihi sembilan (9) sesi di mana pengajian Tahun 1, 2 dan 3 adalah ditetapkan tidak melebihi 4 sesi dan sesi pengajian Tahun 3, 4 dan 5 tidak melebihi 5 tahun.

3.2.3 Peperiksaan Ikhtisas Akhir boleh diambil tidak melebihi 3 kali tertakluk kepada tempoh pengajian sembilan (9) sesi. Walau bagaimanapun, pelajar boleh merayu untuk dibenarkan menduduki Peperiksaan Ikhtisas (Ulangan) satu (1) kali lagi tertakluk kepada persetujuan Fakulti dan Senat.

3.2.4 Calon-calon yang dikecualikan daripada sebilangan unit kursus semasa penerimaan masuk, tempoh minimum yang dikenakan untuk menyelesaikan kursus pengajian bagi ijazah bergantung kepada bilangan kursus/tahun yang dikecualikan. Bagi calon-calon yang memenuhi syarat pengecualian ini, tempoh minimum untuk mengikuti kursus perubatan adalah selama 3 tahun di peringkat klinikal tertakluk kepada perakuan Fakulti.

3.3 Pendaftaran Kursus

3.3.1 Pelajar dikehendaki mendaftar kursus-kursus yang diambil pada setiap semester. Pendaftaran kursus-kursus tersebut hendaklah dilakukan mengikut syarat- syarat yang ditetapkan oleh Fakulti. Pendaftaran untuk semester ke-3 adalah opsional;

3.3.2 Pelajar dikehendaki mendaftar tidak kurang dua belas (12) kredit dan tidak lebih daripada dua puluh (20) kredit pada tiap-tiap semester. Pendaftaran kurang daripada dua belas (12) kredit atau lebih daripada dua puluh (20) kredit hanya dibenarkan dengan kelulusan daripada Dekan. Untuk semester ketiga, pelajar dikehendaki mendaftar tidak kurang daripada satu (1) kursus dan tidak lebih daripada tiga (3) kursus;

3.3.3 Penukaran kursus yang didaftarkan boleh dilakukan hanya dalam tempoh dua (2) minggu pertama permulaan tiap-tiap semester. Untuk semester ke-3 calon tidak dibenarkan menukar atau tambah kursus setelah semester bermula;

3.3.4 Pengguguran kursus yang didaftarkan boleh dilakukan dalam tempoh empat (4) minggu pertama penilaian tiap-tiap semester. Pengguguran selepas minggu ke-4 sehingga akhir minggu ke-8 akan diberikan gred TD. Kursus yang digugurkan ini tidak akan diambil kira di dalam Purata Nilai Gred. Untuk semester ke-3 calon dibenarkan menarik diri dari sesuatu kursus dan akan diberi gred TD.

3.3.5 Pelajar yang tidak mendaftar dalam tempoh empat minggu selepas semester bermula tanpa mendapatkan kebenaran secara bertulis untuk menangguhkan pengajian daripada Dekan akan diberi status “Diberhentikan sebab tidak mendaftar”.

3.3.6 Proses pengguguran kursus hendaklah mematuhi keperluan jam kredit minimum dan maksimun yang perlu diambil pada setiap semester seperti dinyatakan pada Perkara 3.4.2.

3.3.7 Permohonan bagi pertukaran taraf kursus hendaklah mendapat kelulusan Fakulti pemilik kursus. Bagi permohonan tukar taraf kursus ke taraf kursus audit (U), permohonan hendaklah dikemukakan selewat-lewatnya pada minggu keempat (ke-4) semester pengajian.

3.4 Pemindahan Kredit

3.4.1 Pemindahan kredit secara menegak boleh dilakukan oleh pelajar lepasan institusi pasca pendidikan menengah berasaskan pemetaan mata pelajaran yang sesuai jika:

3.4.1.1 Kredit yang dipindahkan tidak boleh melebihi 30 peratus daripada jumlah keseluruhan kredit bagi satu program tertentu. Bagi pelajar lepasan diploma (Tahap 4, Kerangka Kelayakan Malaysia), pemindahan kredit boleh diberikan sehingga maksimun 50 peratus;

3.4.1.2 Pelajar yang berkenaan hendaklah mendapat gred tidak kurang dari C atau yang setara dengannya. Bagi pelajar lepasan diploma (Tahap 4, Kerangka Kelayakan Malaysia) hendaklah mendapat gred C atau yang setara dengannya (≤ 30%) dan gred B atau setara dengannya (31 – 50%);

3.4.1.3 Hasil pembelajaran dan/atau kandungan kursus tersebut mempunyai persamaan dengan kursus-kursus di UKM tidak kurang daripada 80%

3.4.1.4 Perbezaan magnitud kredit yang hendak dipindahkan itu hendaklah tidak melebihi 10% daripada kursus setara yang ada di UKM. Oleh kerana takrif kredit mungkin berbeza-beza dari satu institusi dengan institusi yang lain, perbandingan magnitud kredit boleh dilakukan melalui Masa Pembelajaran Pelajar (MPP). Jika MPP tidak dapat ditentukan, jumlah kredit untuk menamatkan pengajian boleh digunakan untuk melakukan perbandingan;

3.4.1.5 Kredit yang dipindahkan hendaklah daripada program yang mendapat akreditasi daripada Agensi Kelayakan Malaysia (MQA), badan profesional berautoriti atau agensi jaminan kualiti di negara berkenaan;

3.4.1.6 Kredit yang dipindahkan diambil kira untuk bergraduat tetapi tidak digunakan dalam pengiraan Purata Nilai Gred (PNG) Semester dan Purata Nilai Gred Kumulatif (PNGK);

3.4.1.7 Kredit yang dipohon hendaklah tidak melebihi lima (5) tahun dari tarikh permohonan.

3.4.2 Pemindahan kredit secara mendatar boleh dilakukan oleh pelajar apabila pelajar bertukar program pengajian dari dalam atau luar Universiti dan/atau pelajar yang menyertai program mobiliti tertakluk kepada:

3.4.2.1 Hasil pembelajaran dan/atau kandungan kursus yang dipadankan dalam kedua-dua program itu mestilah mempunyai persamaan tidak kurang daripada 80%;

3.4.2.2 Pelajar yang hendak memindahkan kredit satu-satu kursus mestilah mendapat gred tidak kurang dari C.

3.4.2.3 Kredit yang dipohon hendaklah tidak melebihi lima (5) tahun dari tarikh permohonan.

3.4.2.4 Tiada had kredit tetapi pelajar adalah tertakluk kepada tempoh

bermastautin seperti perkara 3.2.1 dan 3.2.2

3.4.3 Pelajar yang ingin mendapat pemindahan kredit hendaklah mengemukakan permohonan rasmi kepada dekan fakulti masing-masing atau kepada wakil yang diberi kuasa.

3.4.4 Permohonan pemindahan kredit hendaklah disahkan oleh Mesyuarat Fakulti setelah mendapat perakuan jawatankuasa khas yang ditetapkan.

3.4.5 Kursus yang telah diluluskan pemindahan kredit tidak boleh ditarik balik oleh pelajar.

3.4.6 Keputusan permohonan pemindahan kredit pelajar akan dimaklumkan oleh Pendaftar/ Dekan Fakulti.

4. Struktur Penilaian*

4.1. Pemberian markah dan gred bagi setiap semester atau sesi adalah untuk setiap kursus dan penilaian-penilaian lain yang diadakan di sepanjang semester, peperiksaan akhir semester dan peperiksaan ikhtisas.

4.2. Pemberian markah dan gred untuk sesuatu kursus Fakulti tanpa peperiksaan akhir semester adalah dengan cara penilaian berasaskan kepada kerjakursus dan/atau penilaian lain yang diadakan sepanjang semester.* (SSM/CLERKSHIP-TAHUN 5)

4.3. Markah dan gred (serta nilai gred) yang diberikan kepada sesuatu kursus adalah seperti berikut: (KURSUS TAHUN 1-5)

Markah (%)	**Gred**	**Nilai Gred**	**Taraf**
80 ke atas	A	4.00	Cemerlang
75 - 79	A-	3.67	
70 – 74	B+	3.33	Kepujian
65 – 69	B	3.00	
60 – 64	B-	2.67	
55 – 59	C+	2.33	Lulus
50 – 54	C	2.00	
45 – 49	C-	1.67	Gagal
40 – 44	D+	1.33	
35 – 39	D	1.00	
0 - 34	E	0.00	

Gred	
L	Lulus
G	Gagal
TL	Tidak Lengkap
SM	Sedang Maju
U	Audit
TD	Tarik Diri
TP	Tangguh Peperiksaan
PK	Pindah Kredit

4.4 Gred-gred berikut diberikan tanpa markah atau gred/nilai gred :

4.4.1 L/G (Lulus/Gagal) iaitu gred yang diberikan kepada pelajar-pelajar yang

mengambil kursus yang keputusannya tidak digredkan tetapi hanya diberikan catatan "lulus" atau "gagal" sahaja.

4.4.2 TL (Tidak Lengkap) iaitu gred yang diberikan dengan kebenaran Fakulti kepada pelajar yang tidak dapat menyelesaikan sekurang- kurangnya 70% daripada keperluan kursus atas alasan yang munasabah. Pelajar perlu melengkapkan tugasan tersebut selewat-lewatnya dua (2) minggu selepas pendaftaran semester berikutnyauntuk mendapat penilaian penuh dan gred.

4.4.3 SM (Sedang Maju) iaitu gred yang digunakan bagi sesuatu kerja atau projek yang melebihi satu semester untuk disiapkan. Iatidak diberi mata nilaian tetapi unit baginya hanya dikira untuk penentuan unit umum bagi sesuatu semester dan bukan untuk keperluan penilaian untuk mendapatkan ijazah. Unit dan nilai gred bagi kerja atau projek tersebut hanya diambil kira bagi maksud pengiraan jumlah unit untuk keperluan ijazah dan purata nilaian apabila simbol SM digantikan dengan gred.

4.4.4 U (audit) iaitu gred yang diberikan kepada pelajar yang mendaftar,menghadiri kursus dan mengambil peperiksaan bagi sesuatu kursus itu tetapi nilai gred tidak diberikan dan lulus peperiksaan kursus itu.

4.4.5 TD (Tarik Diri) iaitu gred yang diberikan kepada pelajar yang menarik diri bagi sesuatu kursus dengan kebenaran pensyarah dan Dekan Fakulti selepas minggu ke 4 hingga ke 10 sesuatu semester.

4.4.6 TP (Tangguh Peperiksaan) iaitu gred yang diberikan kepada pelajar yang memohon untuk menangguhkan peperiksaan di bawah perenggan 7.3. Peperiksaan gantian diadakan semasa Peperiksaan Ulangan Semester.

4.4.7 PK (Pindah Kredit) iaitu gred diberikan kepada pelajar yang diluluskan pemindahan kredit secara menegak atau mendatar. Kredit kursus yang dipindahkan diambil kira dalam kredit bergraduat tetapi gred kursus tidak diambil kira dalam pengiraan PNG dan PNGK pelajar.

5. Sistem Penilaian

5.1. Semua kursus akan diambil kira untuk mengira Purata Markah dan Gred Semester/Sesi kecuali kursus Universiti seperti pada perenggan 3.1

5.2. Kursus-kursus yang mendapat gred gagal juga diambil kira untuk menentukan Purata Gred/Markah bagi Semester/Sesi berkenaan.

5.3. Gred bagi Peperiksaan Ulangan Semester akan diberi taraf lulus sahaja (setaraf gred C) dan diambil kira untuk menentukan Purata Gred/Markah bagi pelajar-pelajar mengulang tertakluk kepada perenggan 8.1.

5.4. PNG akan ditentukan mengikut kaedah di bawah :

5.4.1 Purata Nilai Gred (PNG) Semester

Jumlah Nilai Gred (nilai gred X jam kredit) untuk semua kursus dibahagikan dengan jumlah jam kredit bagi semua kursus yang diambil pada sesuatu semesterseperti pada perenggan 5.1 dan 5.3; Rumus pengiraan PNG adalah seperti berikut:

Fakulti dibenar memasukkan pemberat dalam pengiraan Purata Nilai Gred Kumulatif (PNGK) Fakulti masing-masing untuk tujuan pengurniaan ijazah tertakluk kepada kelulusan Senat.

$$PNG = \frac{\sum_{i=1}^{n} GiUi}{\sum_{i=1}^{n} Gi}$$

yang mana

G = Nilai gred kursus

ke-i U = Jam Kredit

ke-i

n = Bilangan kursus yang telah diikuti pada semester

Contoh:

Semester I

Kursus	Gred	Nilai Gred	Jam Kredit	Nilai Gred X Jam Kredit
XA1013	A	4.00	3	12.00
XB1013	B+	3.33	3	9.99
XC1013	A-	3.67	3	11.01
XD1512	E	0.00	2	0.00
XE1512	D	1.00	2	2.00
		Jumlah	13	35.00

$$\text{PNG Semester} = \frac{35.00}{13}$$

$$= 2.69$$

Purata Nilai Gred Kumulatif (PNGK)

Jumlah Nilai Gred (nilai gred X jam kredit) untuk semua kursus dibahagikan dengan jumlah jam kredit bagi semua kursus yang telah diikuti tertakluk kepada perenggan 5.1 dan 5.3. Rumus pengiraan PNGK sama seperti rumus pengiraan PNG.

Contoh:

Semester I

Kursus	Gred	Nilai Gred	Jam Kredit	Nilai Gred X Jam Kredit
XA1013	A	4.00	3	12.00
XB1013	B+	3.33	3	9.99
XC1013	A-	3.67	3	11.01
XD1512	E	0.00	2	0.00
CE1512	D	1.00	2	2.00
	Jumlah Kecil		13	35.00

Semester II

Kursus	Gred	Nilai Gred	Jam Kredit	Nilai Gred X Jam Kredit
XA1113	A	4.00	3	12.00
XB1313	B+	3.33	3	9.99
XC1153	C+	2.33	3	6.99
XD1363	A	4.00	3	12.00
XE1512	D	1.00	2	2.00
	Jumlah Kecil		14	42.98
	Jumlah Besar		27	77.98

$$\text{PNGK} = \frac{77.98}{27} = 2.88$$

6. Syarat-syarat Kelayakan Meneruskan Pengajian

6.1 Taraf Lulus : Seseorang calon dianggap lulus dan dibenar meneruskan pengajian jika lulus semua kursus yang ditetapkan oleh Fakulti. Markah lulus sesuatu kursus adalah 50% dan ke atas atau nilai yang ditentukan melalui kaedah 'Standard Setting' yang dipersetujui dalam Mesyuarat Jawatankuasa PraPemeriksa Kursus/Modul.

6.2 Taraf Gagal : Seseorang calon dianggap gagal sesuatu kursus jika tidak memenuhi syarat 6.1., atau dilarang menduduki peperiksaan kerana tidak memenuhi syarat untuk menduduki peperiksaan sesuatu kursus seperti syarat 9.1., atau tidak menghadiri peperiksaan sesuatu kursus tanpa sebarang sebab yang munasabah.

6.2.1 Taraf Gagal Tahun 1 dan Tahun 2

6.2.1.1 Pelajar yang gagal mana-mana modul Peperiksaan Akhir Semester 1 dan Peperiksaan Akhir Semester 2 layak menduduki peperiksaan ulangan Seseorang calon dianggap gagal dan diberhentikan jika :

6.2.1.1.1 gagal Peperiksaan Ulangan Semester semasa dalam tahun ulangan, atau

6.2.1.1.2 telah menghabiskan tempoh maksimum tiga (3) sesi pengajian pada Tahun 1 & 2 seperti pada syarat 2.2, atau

6.2.1.1.3 gagal Peperiksaan Ulangan Semester dengan Purata Nilai Gred Keseluruhan (PNGK) kurang atau sama 1.33.

(Senat ke – 385 – 20 Feb 2013)

6.2.2 Taraf Gagal Tahun 3

6.2.2.1 Seseorang calon yang gagal peperiksaan Akhir Modul dikehendaki menduduki kursus ulangan dan peperiksaan ulangan Modul dalam tempoh yang ditentukan. Calon dibenarkan untuk menduduki peperiksaan ulangan Modul sekali sahaja pada sesi yang sama.

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6.2.2.2 Seseorang calon dianggap gagal tahun pengajian sekiranya gagal Peperiksaan Ulangan Modul.

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6.2.3 Taraf Gagal Tahun 4

6.2.3.1 Seseorang calon dianggap gagal tahun pengajian dan dikehendaki mengulang tahun pada sesi berikutnya sekiranya gagal.

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6.2.3.2 Seseorang calon dikehendaki menduduki kursus ulangan dan Peperiksaan Ulangan Semester dalam tempoh yang ditentukan bagi kursus yang gagal sama ada :

•satu (1) kursus Major atau
•satu (1) kursus Major dan satu (1) kursus Minor atau
•satu (1) kursus Major dan dua (2) kursus Minor atau
•satu (1) Major dan tiga (3) Minor atau
•dua (2) kursus Major atau
•tiga (3) kursus Minor

Calon dibenarkan untuk menduduki Peperiksaan Ulangan Semester sekali sahaja.

Calon dikehendaki mengulang tahun sekiranya gagal mana- mana kursus dalam peperiksaan ulangan.

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6.2.3.3 Seseorang calon dikehendaki mengulang tahun pada sesi berikutnya sekiranya gagal:

•dua (2) Major dan satu (1) Minor atau
•dua (2) Major dan dua (2) Minor atau
•dua (2) Major dan tiga (3) Minor atau
•tiga (3) kursus Major atau lebih

Kebenaran untuk mengulang tahun hanya diberi kepada seseorang calon yang berjaya melengkapkan semua kursus pada tahun calon gagal.

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6.2.3.4 Calon yang Berjaya melengkapkan semua kursus dan lulus 'Continuous Assessment' (CA) akan dikecualikan daripada menyediakan *case write-up* di tahun mengulang.

6.2.4 Taraf Gagal Tahun 5

6.2.4.1 Seseorang calon dianggap gagal dan diberhentikan jika telah menghabiskan tempoh maksimum lima (5) sesi pengajian di Tahun 3,4, dan 5 atau menghabiskan tempoh maksimum tujuh (7) sesi pengajian (syarat 2.2.).

6.3 Taraf Mengulang Tahun

6.3.1 Taraf Mengulang Tahun 1 dan 2
Seseorang calon yang memenuhi syarat 3.2 dan mempunyai PNGK lebih daripada 1.33 dibenarkan mengulang tahun jika:

6.3.1.1 Gagal Peperiksaan Ulangan Semester
Peluang seseorang pelajar untuk mengulang tahun adalah juga tertakluk kepada keputusan fakulti.
(Senat ke-385 – 20 Feb 2013)

6.3.2 Taraf Mengulang Tahun 3
Seseorang calon yang memenuhi syarat 2.2 dibenarkan mengulang tahun jika:

6.3.2.1 Seseorang calon dikehendaki mengulang tahun pada sesi berikutnya sekiranya gagal:

- dua (2) Major dan satu (1) Minor atau
- dua (2) Major dan dua (2) Minor atau
- dua (2) Major dan tiga (3) Minor atau
- tiga (3) kursus Major

6.3.2.2 Gagal dalam mana-mana kursus dalam peperiksaan ulangan Modul

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6.3.3 Taraf Mengulang Tahun 4
Seseorang calon yang memenuhi syarat 2.2 dibenarkan mengulang tahun jika:

6.3.3.1 gagal Peperiksaan Ulangan Semester,
6.3.3.2 gagal 3 atau lebih kursus semasa Peperiksaan Akhir Semester(rujuk 5.2.3.2)

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6.3.4 Taraf Mengulang Tahun 5

6.3.4.1 Seseorang calon yang memenuhi syarat 2.2. dibenarkan mengulang 6 bulan jika :
6.3.4.1.1 Tidak dibenarkan menduduki Peperiksaan Ikhtisas Akhir kerana tidak memenuhi perkara 6.1. atau
6.3.4.1.2 gagal Peperiksaan Ikhtisas Akhir

6.3.4.2 Seseorang calon yang memenuhi syarat 2.2 dibenarkan mengulang1 tahun akademik jika:

6.3.4.2.1 tidak memenuhi peraturan 8.1.1

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6.4 Taraf Diberhentikan Daripada Mengikuti Program

6.4.1 Seseorang calon Tahun 1 dan 2 dianggap gagal dan diberhentikan daripada mengikuti program jika gagal Peperiksaan Ulangan Semester dengan PNGK kurang atau sama 1.33.

6.4.2 Seseorang calon Tahun 3, 4 dan 5 dianggap gagal dan diberhentikan daripada pengajian jika gagal melengkapkan semua kursus semasa berada dalam tahun ulangan.

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6.4.3 Seseorang calon dianggap gagal dan diberhentikan daripada mengikuti program jika gagal Peperiksaan Ulangan Semester semasa berada dalam tahun ulangan.

6.4.4 Seseorang calon diberhentikan jika disahkan oleh Lembaga Perubatan Pelajar Fakulti Perubatan (LPPFP) menghidap penyakit mental yang menjejaskan kemampuan untuk berfungsi sebagai seorang pelajar perubatan dan doktor.

7. Syarat Dibenarkan Menduduki Peperiksaan Ikhtisas Akhir

7.1. Seseorang calon layak menduduki Peperiksaan Ikhtisas Akhir jika :

7.1.1. tidak melanggar peraturan 9.1

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7.2 Seorang calon layak menduduki Peperiksaan Ikhtisas Akhir jika :

7.2.1 Lulus kursus Kajian Khusus
7.2.2 Lulus kursus Patologi Forensik

8. Penilaian Mendapat Ijazah

8.1 Seseorang calon mesti memenuhi semua syarat berikut untuk dikurniakan Ijazah Doktor Perubatan :

8.1.1 Lulus Peperiksaan Ikhtisas Kedua dengan mendapat markah 50% dan ke atas atau nilai yang ditentukan melalui kaedah ‘Standard Setting’ yang dipersetujui dalam Mesyuarat Jawatankuasa Pemeriksa PraPemeriksa di dalam :

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8.1.1.1 keseluruhan peperiksaan
8.1.1.2 Peperiksaan Klinikal

8.2 Seseorang calon layak dianggap cemerlang dalam Peperiksaan Ikhtisas Akhir jika mendapat markah 75% (bersamaan Nilai Gred 3.67) dan ke atas ATAU nilai lain yang dipersetujui dalam Mesyuarat Jawatankuasa Pemeriksa.

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8.3 Seseorang calon layak dikurniakan Ijazah Doktor Perubatan (Kepujian) tertera pada transkrip, jika lulus Peperiksaan Ikhtisas Akhir dengan :

8.3.1 mendapat markah 75% dan ke atas atau nilai yang dipersetujui dalam Mesyuarat Jawatankuasa Pemeriksa pada

8.3.1.1 keseluruhan peperiksaan
8.3.1.2 peperiksaan klinikal dan

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8.3.2 tidak pernah gagal mana-mana kursus sepanjang mengikuti program pengajian perubatan dan;

8.3.3 mendapat sekurang-kurangnya gred B (65% dan ke atas) dalam semua kursus yang diambil dalam semua peperiksaan sepanjang mengikuti program perubatan (Senat Ke-330 – 16 Mei 2007)

8.4 Tiada peruntukan untuk lulus bersyarat atau '*redeemable*' di dalam Peperiksaan Ikhtisas Akhir.

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8.5 Ijazah boleh dikurniakan kepada calon yang telah :

8.5.1 memenuhi semua kehendak dan Akta Pengajian Sarjanamuda;
8.5.2 memenuhi semua kehendak Peraturan ini;
8.5.3 diperakui supaya diberi ijazah berkenaan oleh Jawatankuasa Pemeriksa dan disahkan oleh Senat.
8.5.4 menjelaskan segala bayaran yang telah ditetapkan

9. Peruntukan-Peruntukan Lain

9.1. Seseorang pelajar tidak akan dibenarkan mengambil peperiksaan sesuatu kursus/ikhtisas akhir sekiranya Dekan telah memperakui bahawa calon berkenaan sama ada:

9.1.1 telah tidak mengikuti 100% daripada keperluan kursus tersebut seperti yang ditetapkan oleh Fakulti dan/atau tidak memenuhi syarat-syarat lain yang ditetapkan oleh sesuatu kursus atau;
9.1.2 telah memplagiat atau menipu apa-apa bentuk penilaian (seminar, laporan, penulisan kes, buku log) yang ditetapkan dalam sesuatu kursus atau;
9.1.3 tidak memenuhi syarat-syarat lain yang ditetapkan oleh sesuatu kursus atau;
9.1.4 menghadapi tindakan tatatertib berat misalnya terlibat dengan kesjenayah dan lain-lain tindakan yang boleh menjejaskan profesyen kedoktoran atau;
9.1.5 mempunyai sikap yang tidak bersesuaian sebagai seorang pelajar perubatan dan menjejaskan profesyen kedoktoran.
(Senat Ke-335 – 19 Mac 2008).

Rujuk :

1. Akta Universiti dan Kolej Universiti 1971. Kaedah-kaedah Universiti Kebangsaan Malaysia (Tatatertib pelajar) 1999

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2. Peraturan Tatatertib Pelajar Fakulti Perubatan UKM 2016

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9.2. Pelajar yang telah dikenal pasti oleh Fakulti untuk diberi bimbingantambahan adalah diwajibkan menghadiri sesi bimbingan yang diatur oleh Fakulti masing- masing dan kegagalan menghadirinya boleh menjejaskan peluang mereka untuk mengambil peperiksaan.

9.3. Anugerah Dekan

9.3.1. Anugerah Dekan diberi kepada pelajar yang telah menunjukkankejayaan dalam bidang akademik semasa menjalani pengajian di UKM.

9.3.2. Syarat dan Kelayakan.

9.3.2.1. Pelajar mencapai Purata Nilai Gred (PNG) Semester sekurang-kurangnya 3.67, bagi minimum 12 kreditbagi sesuatu semester pengajian atau seperti kriteria yang di tetapkan oleh Fakulti berkaitan yang telah diluluskan oleh Senat;
9.3.2.2. Pelajar tidak pernah dikenakan apa-apa tindakan tatatertib;
9.3.2.3 Berdaftar secara rasmi sebagai pelajar UKM bagi menjalani sebarang program ijazah yang ditawarkan oleh mana-mana Fakulti dalam Universiti ini;
9.3.2.4 Pelajar telah menjelaskan segala hutang dan bayaran kepada Universiti pada waktu pemilihan; dan
9.3.2.5 Diperakui oleh Fakulti bahawa pelajar itu adalah layakuntuk dicalonkan berdasarkan kriterium-kriteriumyang diperuntukkan berhubung dengan paraturan ini.

9.3.3 Proses Pemilihan

9.3.3.1 Pemilihan Anugerah Dekan akan ditentukan dalam Mesyuarat Fakulti berdasarkan kepada syarat-syarat kelayakan seperti pada perkara 7.5.2 dalam peraturan ini;
9.3.3.2 Penerima Anugerah Dekan tidak dihadkan kepada seorang sahaja bagi setiap Fakulti; dan
9.3.3.3 Sijil anugerah disampaikan kepada pelajar yangberjaya pada masa yang ditetapkan oleh Fakulti.

9.3.4. Bentuk Penghargaan

9.3.4.1. Penganugerahan adalah dalam bentuk sijil oleh Fakulti.

10. Penangguhan Pendaftaran/Pengajian, Kebenaran Tidak Mendaftar Dan Penangguhan Peperiksaan

10.1. Pertimbangan Untuk Penangguhan Pengajian/ Pendaftaran

10.1.1. Seseorang pelajar yang sakit boleh diberi penangguhan pengajian untuk semester tertentu oleh Dekan Fakulti dan disahkan oleh Mesyuarat Fakulti. Dalam kes-kes seperti ini perakuan daripada doktor yang terdiri daripada Doktor Kerajaan,Pegawai Perubatan Universiti, Doktor Panel Universiti atau AhliPsikologi Klinikal atau Kaunselor bertauliah adalah diperlukan.Perakuan

yang bukan daripada doktor Kerajaan, Pegawai Perubatan Universiti, Doktor Panel atau Ahli Psikologi Klinikal atau Kaunselor bertauliah boleh dipertimbangkan dalam kes- kes tertentu selepas pelajar berkenaan telah menjalani rawatan doktor berkenaan terlebih dahulu. Dalam kes sakit jiwa, kebenaran untuk mendaftar semula tertakluk kepada perakuan doktor yang berkenaan.

10.1.2. Seseorang pelajar yang menghadapi masalah lain daripada perenggan 10.1.1 di atas boleh juga diberi penangguhan pengajian untuk sesuatu semester oleh Dekan Fakulti dan disahkan oleh Mesyuarat Fakulti tertakluk kepada Dekan Fakulti berpuas hati bahawa masalahnya itu akan menjejaskan pembelajarannya pada semester berkenaan. Selain itu, seseorang pelajar juga boleh memohon penangguhan pengajian untuk mengikuti Tahun Berjeda (Gap Year).

10.1.3. Permohonan penangguhan pengajian bagi pelajar yang tidak mendaftar diri hendaklah dibuat dalam tempoh empat (4) minggu daripada tarikh sesuatu semester bermula. Bagi pelajar yang mendaftar diri, permohonan penangguhan pengajian hendaklah dilakukan sehingga minggu ke sepuluh (ke 10). Permohonan selepas minggu ke sepuluh (ke 10) tidak akan dipertimbangkan tetapi pelajar hendaklah memohon untuk menangguh peperiksaan.

10.1.4. Seseorang pelajar baharu yang telah diterima masuk tetapi belum mendaftar disebabkan sakit atau menghadapi masalah lain yang boleh menjejaskan pembelajarannya, dibenarkan membuat penangguhan pendaftaran/pengajian diri sebagai pelajar dengan syarat ia memohon secara bertulis kepada Dekan Fakulti dengan mengemukakan alasannya selewat-lewatnya dua (2) minggu dari tarikh kuliah bermula. Apabila diluluskan oleh Dekan Fakulti, calon dikehendaki membayar wang proses permohonan penangguhan pendaftaran diri. Tempoh maksimum yang dibenarkan penangguhan pendaftaran diri adalah dua (2) semester kecuali atas sebab-sebab kesihatan. Tempoh tersebut tidak diambil kira sebagai sebahagian daripada keperluan maksimum yang dibenarkan bagi melayakkan diri untuk mendapatkan sesuatu ijazah.

10.1.5. Seseorang pelajar boleh memohon penangguhan pendaftaran/ pengajian kepada Dekan Fakulti untuk mengikuti program Tahun Berjeda (Gap Year). Permohonan hanya boleh dilakukansatu kali sahaja iaitu selepas satu tahun pengajian di universiti. Tempoh maksimum yang dibenarkan adalah dua (2) semester sahaja. Tempoh penangguhan pengajian ini tidak diambil kira sebagai sebahagian daripada keperluan maksimum pengajian.

10.2. Pertimbangan Untuk Tidak Mendaftar

10.2.1. Calon-calon yang telah mendapat pengesahan daripada doktor bahawa ia telah hamil antara 6 – 7 bulan pada waktu pendaftarandinasihatkan tidak mendaftar pada semester tersebut.

10.2.2. Seseorang calon boleh dibenarkan oleh Dekan Fakulti untuk tidak mendaftar pada sesuatu semester dengan syarat ia memohon secara bertulis kepada Dekan dengan mengemukakan alasannya.

10.3. Pertimbangan Bagi Penangguhan Peperiksaan

10.3.1. Calon-calon yang sakit atau menghadapi gangguan-gangguan lain sewaktu

peperiksaan boleh memohon kepada Dekan Fakulti dan disahkan oleh mesyurat Fakulti untuk menangguhkan pengambilan peperiksaan berkenaan. Permohonan untuk menangguhkan peperiksaan untuk kursus berkenaan hendaklah dibuat dalam tempoh 48 jam selepas peperiksaan itu diadakan.

10.3.2. Permohonan untuk menangguhkan pengambilan peperiksaan semester atas sebab-sebab kesihatan hendaklah disertakan dengan pengesahan doktor yang merawat calon berkenaan seperti pada perenggan 10.1.1 di atas. Permohonan atas sebab- sebab lain boleh dipertimbangkan atas budi bicara Fakulti. Peperiksaan gantian diadakan semasa Peperiksaan Ulangan Semester.

10.4. Status Sebagai Seorang Pelajar Universiti

10.4.1. Calon-calon yang telah diberi penggantungan pendaftaran dan kebenaran tidak mendaftar akan hilang tarafnya sebagai pelajar Universiti dan dengan demikian beliau tidak berhak mendapat atau menggunakan kemudahan-kemudahan Universiti yang diberikan kepada calon-calon sehingga beliau mendaftar semula selepas tempoh berkenaan.

10.5. Tempoh Pendaftaran Semester Semasa Penangguhan Pengajian/Tidak Mendaftar

10.5.1. Tempoh yang terlibat dengan penangguhan pengajian/tidak mendaftar atas sebab-sebab kesihatan dan mengikuti program Tahun Berjeda (Gap Year) tidak diambil kira sebagai sebahagian daripada tempoh pengajian maksimum yang dibenarkan.

10.5.2. Tempoh semester yang terlibat dengan penangguhan pengajian/ tidak mendaftar atas sebab-sebab selain daripada sebab-sebab kesihatan dan program Tahun Berjeda (Gap Year) diambil kira sebagai sebahagian daripada tempoh pengajian maksimum yang dibenarkan kecuali bagi tempoh dua semester yang pertama.

10.5.3. Tempoh penangguhan pengajian tidak boleh melebihi dua semester berturut-turut setiap kali kecuali atas sebab-sebab kesihatan. Tempoh maksimum yang dibenarkan untuk menangguhkan pendaftaran ialah sebanyak empat (4) semester kecuali atas sebab-sebab kesihatan.

11. Penyimpanan Kertas-Kertas Jawapan Peperiksaan Dan Rayuan-Rayuan Terhadap Keputusan Peperiksaan

11.1. Kertas-kertas Jawapan Peperiksaan

11.1.1. Semua skrip jawapan calon-calon bagi sebarang peperiksaan Universiti hendaklah diserahkan kepada Ketua Jabatan untuk disimpan.

11.1.2. Ketua Jabatan hendaklah menyimpan dengan selamat skrip jawapan itu untuk tempoh selama sekurang-kurangnya satu (1) tahun selepas pemberitahuan mengenai keputusan peperiksaan berkenaan dikeluarkan oleh Pendaftar.

11.1.3. Tertakluk kepada perenggan 11.1.4., semua skrip jawapan peperiksaan hendaklah dimusnahkan dengan secepat mungkin selepas genap tempoh satu (1) tahun seperti yang tersebut dalam Peraturan-peraturan di atas.

11.1.4. Dalam kes-kes yang rayuan terhadap keputusan peperiksaan yang dibuat oleh

seseorang calon, skrip-skrip jawapan berkenaan tidak boleh dimusnahkan kecuali selepas Fakulti telah mengesahkan keputusan penyemakan semula.

11.2. Rayuan Untuk Menyemak Semula Keputusan Penilaian Kursus

11.2.1. Sesuatu rayuan untuk menyemak semula keputusan penilaian kursus hendaklah disampaikan secara bertulis kepda Pendaftar oleh calon yang berkenaan dalam masa dua (2) hingga empat (4) minggu kalendar selepas keputusan peperiksaan diumumkan. Sebarang rayuan yang diterima selepas tempoh ini tidak boleh diberi pertimbangan.

11.2.2. Setiap rayuan yang dikemukakan hendaklah menyatakan kursus atau kursus-kursus yang diminta disemak semula.

11.2.3. Bayaran yuran mengikut jumlah yang ditetapkan bagi tiap-tiap satu kursus yang diminta disemak semula hendaklah disertakan dengan rayuan berkenaan. Bayaran ini tidak boleh dituntut balik.

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11.2.4. Apabila diterima sesuatu rayuan, Pendaftar hendaklah merujukannya kepada Dekan Fakulti berkenaan. Dekan Fakulti selepas berunding dengan Ketua Jabatan berkenaan boleh melantik suatu panel pemeriksa bagi menyemak semula keputusan penilaian kursus berkenaan.

11.2.5. Panel pemeriksa hendaklah terdiri daripada Ketua Jabatan, pemeriksa asal kursus berkenaan dan sekurang-kurangnya seorang pemeriksa lain yang bidangnya sama atau hampir sama dengan bidang berkenaan.

11.2.6. Perakuan-perakuan panel pemeriksa hendaklah dikemukakan bagi pertimbangan mesyuarat Fakulti. Keputusan Fakulti mengenai penilaian semula kursus-kursus berkenaan hendaklah dikemukakan bagi pengesahan Senat sebelum disampaikan kepada calon berkenaan, sekiranya ada perubahan.

11.2.7. Setiap keputusan yang dibuat oleh Fakulti menurut kaedah ini dan disahkan oleh Senat adalah muktamad dan sebarang rayuan selanjutnya terhadap keputusan tersebut tidak boleh dilayan.

11.3. Rayuan Untuk Meneruskan Semula Pengajian

11.3.1. Seseorang calon yang mendapat keputusan "Gagal dan diberhentikan" oleh sebab gagal memenuhi syarat-syarat untuk meneruskan pengajian boleh mengemukakan rayuan terhadap keputusan tersebut.

11.3.1.1. Permohonan dalam Fakulti/ Program yang sama akan hanya dipertimbangkan jika pelajar mengalami masalah kesihatan yang disahkan oleh Doktor Pakar Kerajaan.

11.3.1.2 Bagi permohonan rayuan ke Fakulti/ Program lain perlu memenuhi syarat-syarat berikut:

- mendapat Purata Nilai Gred Kumulatif (PNGK) tidak kurang daripada 1.9.
- menunjukkan prestasi Purata Nilai Gred (PNG) Semester yang

meningkat dalam dua semester terakhir.

- mempunyai kelayakan masuk yang setara dengan pelajar sedia ada di Fakulti/ Program.
- penawaran masuk bergantung kepada kekosongan tempat.
- pertukaran hanya dibenarkan sekali sahaja.
- pemindahan kredit tidak dibenarkan.

11.3.2. Setiap rayuan hendaklah dikemukakan kepada Pendaftar dalamtempoh empat (4) minggu selepas pengumuman rasmi keputusan peperiksaan dan setiap rayuan hendaklah disertai dengan bayaran yang ditetapkan. Bayaran ini tidak boleh dituntut balik.Sebarang rayuan yang diterima selepas tempoh tersebut tidak boleh diberikan pertimbangan..

'Lulus Mesyuarat Fakulti 382 (16 Disember 2020) ; tertakluk kepada kelulusan Senat'

11.3.3. Apabila diterima sesuatu rayuan, Pendaftar hendaklahmerujukkannya kepada Dekan Fakulti berkenaan. Dekan Fakulti hendaklah melantik suatu Jawatankuasa Rayuan untuk mempertimbangkannya.

11.3.4. Jawatankuasa Rayuan tersebut hendaklah terdiri daripada Dekan sebagai Pengerusi, Timbalan Dekan yang berkaitan dengan Hal Ehwal Akademik Pelajar, Ketua Jabatan yang berkenaan dan sekurang-kurangnya seorang ahli Fakulti yang berkaitan dengan pengajaran/pembelajaran bagi pelajar serta Pendaftar atau wakilnya sebagai Setiausaha.

11.3.5. Jawatankuasa tersebut hendaklah mempunyai kuasa-kuasaberikut:

11.3.5.1. menerima atau menolak sesuatu rayuan;

11.3.5.2. membuat keputusan terhadap semua rayuan yang dipertimbangkan ;

11.3.5.3. memperakukan kepada Fakulti keputusan yang telah dicapai terhadap semua rayuan yangdipertimbangkan dan memperakukan, jika ada, rayuan yang tidak layak dipertimbangkan.

11.3.6. Perakuan yang dibuat oleh Fakulti mengenai perkara tersebut hendaklah dikemukakan kepada Senat untuk pengesahan.

11.3.7. Setiap keputusan yang dibuat oleh Fakulti menurut peraturan ini dan disahkan oleh Senat adalah muktamad dan sebarang rayuan selanjutnya tidak akan dipertimbangkan.

11.4. Rayuan untuk meneruskan semula pengajian setelah "Diberhentikan sebab tidak mendaftar"

11.4.1. Seseorang pelajar yang diberhentikan kerana tidak mendaftar boleh mengemukakan rayuan untuk meneruskan pengajian secara bertulis kepada Pendaftar dalam tempoh tidak melebihi dua (2) semester dengan dikenakan bayaran proses dan denda lewat mendaftar seperti yang ditetapkan. Apabila diterima sesuatu rayuan, permohonan tersebut hendaklah dikemukakan kepada Fakulti untuk kelulusan.

11.4.2. Tempoh tidak mendaftar tidak dikira sebagai sebahagian keperluan maksimun Rayuan Tambah Masa Pengajian

11.4.3 Seseorang pelajar boleh memohon tambah masa pengajian selepas tempoh maksimum dengan mengemukakan rayuan secara bertulis kepada Pendaftar tertakluk kepada maksimum dua (2) semester dengan dikenakan bayaran proses seperti yang ditetapkan. Apabila diterima sesuatu rayuan, permohonan tersebut hendaklah dikemukakan kepada Fakulti untuk kelulusan yang dibenarkan untuk mendapat sesuatu ijazah.

12. Umum

12.1. Senat berhak untuk mengambil tindakan yang wajar termasuk menggantung atau memberhentikan seseorang pelajar pada bila-bila masa jika pelajar didapati:

12.1.1. Memberi maklumat palsu berkenaan syarat kemasukan atausepanjang tempoh pengajiannya atau bagi tujuan mendapatkan Ijazah;.

12.1.2. Dalam keadaan ketidakupayaan mental atau fizikal yang disahkan oleh pakar perubatan;

12.1.3. Melebihi tempoh pengajian yang dibenarkan di bawah subperaturan 2.2.1.

12.2. Fakulti diberi kuasa menerima masuk seseorang sebagai Pelajar Tanpa Ijazah tertakluk kepada syarat yang ditetapkan oleh Fakulti.

12.3. Senat boleh membenarkan apa-apa pengecualian yang difikirkan sesuai daripada kehendak-kehendak Peraturan ini.

12.4 Fakulti boleh membuat apa-apa garis panduan sebagaimana perlu bagi maksud melaksanakan peruntukan peraturan ini dengan kelulusan Senat. Sekiranya terdapat apa- apa percanggahan di antara garis panduan dan Peraturan ini, peruntukan garis panduan yang bercanggah itu hendaklah terbatal setakat percanggahan itu.

12.5 Peraturan ini dan semua tafsiran mengenainya yang dibuat oleh Senatdari semasa ke semasa hendaklah berkuat kuasa terhadap pelajar yang bendaftar pada dan selepas tarikh berkuat kuasa Peraturan-peraturan ini.

12.6 Setiap pelajar adalah tertakluk kepada Akta Universiti dan Kolej Universiti 1971, Perlembagaan Universiti Kebangsaan Malaysia, statut, kaedah- kaedah dan peraturan-peraturan lain yang sedia terpakai di Universiti termasuk Kaedah-Kaedah Universiti Kebangsaan Malaysia (Tatatertib Pelajar-pelajar) 1999.

12.7 Peraturan-peraturan Universiti Kebangsaan Malaysia (Pengajian Sarjana Muda) 1990 adalah dimansuhkan.

AHLI JAWATANKUASA PENERBITAN
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FAKULTI PERUBATAN

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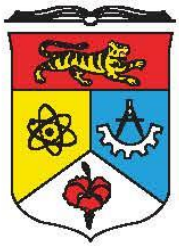

UNIVERSITI KEBANGSAAN MALAYSIA

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