

BUKU PANDUAN PRASISWAZAH IJAZAH DOKTOR PERUBATAN SESI 2026 / 2027



PANDUAN PRASISWAZAH
Fakulti Perubatan
Sesi Akademik 2026-2027



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Sesi Akademik 2026 - 2027

Fakulti Perubatan

Universiti Kebangsaan Malaysia

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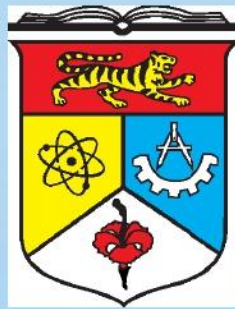
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puncak dari usaha kita ke arah
memenuhi tuntutan dan aspirasi rakyat
yang ingin melihat bahawa bahasa ibunda
mempunyai kedaulatan dan kedudukan
yang sewajarnya di dalam usaha
memenuhi keperibadian nasional*

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





Universiti Kebangsaan Malaysia (UKM) ialah sebuah perisai yang berpetak empat. 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 arah kanan 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 sebagai institusi pengajian tinggi dan penyelidikan.

Perisai

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

Harimau

Harimau melambangkan keberanian dan kegagahan. Harimau mencerminkan masyarakat Malaysia yang berteraskan kebudayaan Melayu. Harimau garang menggambarkan 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 untuk memenuhi keperluan pembangunan negara.

Bunga Raya

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



Kandungan

Kata Aluan Naib Canselor	
Tarikh Sesi Akademik	
Pihak Berkuasa dan Pegawai Universiti	16
Lembaga Pengarah Universiti	17
Pegawai Pengurusan Utama	18
Falsafah, Misi, Wawasan dan Matlamat UKM	26
Latar Belakang UKM	27
Pentadbiran Fakulti	29
Latar Belakang Fakulti Perubatan UKM	59
Ijazah Doktor Perubatan	
Struktur Kurikulum	62
Objektif Program Pendidikan	
Objektif Umum	
Hasil Pembelajaran Program	
Struktur Kursus	
Tahun 1	67
Tahun 2	75
Tahun 3	87
Tahun 4	94
Tahun 5	100
Penilaian Pelajar	105
Peraturan-peraturan Fakulti Perubatan Di Bawah Peruntukan	109
Peraturan-peraturan Universiti Kebangsaan Malaysia (Pengajian Sarjana Muda)	

Kata Alu-aluan



Assalamualaikum w.b.t dan Salam Sejahtera

Saya mengucapkan Selamat Datang dan tahniah kepada saudara dan saudari yang berjaya melanjutkan pengajian ke Universiti Kebangsaan Malaysia (UKM) di peringkat Ijazah Sarjana Muda.

Saudara dan saudari sememangnya bertuah dapat melanjutkan pengajian di sebuah universiti yang ditubuhkan hasil daripada perjuangan para pejuang bangsa yang ingin melihat bahasa Melayu dimartabatkan sebagai bahasa ilmu tinggi berasaskan acuan kebangsaan. UKM juga merakamkan sekalung penghargaan kepada saudara dan saudari yang telah memilih UKM untuk melanjutkan pengajian.

UKM menyediakan pelbagai kemudahan dan peluang di sepanjang tempoh pengajian bagi membolehkan saudara dan saudari mencipta kejayaan yang cemerlang dan gemilang dalam meningkatkan potensi diri ke tahap yang lebih tinggi. Justeru, manfaatkanlah peluang yang disediakan ini untuk memperkayakan ilmu pengetahuan dan berusaha gigih untuk mengejar kejayaan dalam bidang 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.

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

Prof. Dato' Dr. Sufian Jusoh
Naib Canselor
Universiti Kebangsaan Malaysia

**KALENDAR SESI AKADEMIK 2026-2027
TAHUN 1 PROGRAM DOKTOR PERUBATAN
FAKULTI PERUBATAN UKM**

SEMESTER I		
TARIKH	MINGGU	AKTIVITI
19 Sept 2026 - 27 Sept 2026	1	PENDAFTARAN & MINGGU TEKAD SISWA (MTS)
28 Sept 2026 - 4 Okt 2026	1	SESI PEMBELAJARAN (KEM PPA)
5 Okt 2026 - 29 Nov 2026	8	SESI PEMBELAJARAN
30 Nov 2026 - 6 Dis 2026	1	CUTI PERTENGAHAN SEMESTER
7 Dis 2026 - 31 Jan 2027	8	SESI PEMBELAJARAN
1 Feb 2027 - 7 Feb 2027	1	MINGGU ULANGKAJI
8 Feb 2027 - 14 Feb 2027	1	CUTI
15 Feb 2027 - 28 Feb 2027	2	PEPERIKSAAN AKHIR SEMESTER I
1 Mac 2027 - 7 Mac 2027	1	CUTI AKHIR SEMESTER I
JUMLAH MINGGU	24	

SEMESTER II		
TARIKH	MINGGU	AKTIVITI
8 Mac 2027 - 14 Mac 2027	1	CUTI
15 Mac 2027 - 9 Mei 2027	8	SESI PEMBELAJARAN
10 Mei 2027 - 16 Mei 2027	1	CUTI PERTENGAHAN SEMESTER
17 Mei 2027 - 11 Jul 2027	8	SESI PEMBELAJARAN
12 Jul 2027 - 18 Jul 2027	1	MINGGU ULANGKAJI
19 Jul 2027 - 1 Ogos 2027	2	PEPERIKSAAN AKHIR SEMESTER II
2 Ogos 2027 - 22 Ogos 2027	3	CUTI/ MINGGU ULANGKAJI (U) SEMESTER I & II
23 Ogos 2027 - 5 Sept 2027	2	PEPERIKSAAN (U) SEMESTER I & II
JUMLAH MINGGU	26	

JUMLAH KESELURUHAN MINGGU	50
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Catatan :

8 November 2026	Ahad	Cuti Hari Deepavali
9 November 2026	Isnin	Cuti Gantian (Hari Deepavali)
25 Disember 2026	Jumaat	Cuti Hari Krismas
01 Januari 2027	Jumaat	Cuti Tahun Baru
22 Januari 2027	Jumaat	Cuti Thaipusam
01 Februari 2027	Isnin	Cuti Hari Wilayah
6 & 7 Februari 2027	Sabtu & Ahad	Cuti Tahun Baru Cina
8 Februari 2027	Isnin	Cuti Gantian (Tahun Baru Cina)
24 Februari 2027	Rabu	Cuti Nuzul Quran
10 & 11 Mac 2027	Rabu & Khamis	Cuti Hari Raya Aidilfitri
01 Mei 2027	Sabtu	Cuti Hari Pekerja
17 Mei 2027	Isnin	Cuti Hari Raya Haji
20 Mei 2027	Khamis	Hari Wesak
30 & 31 Mei 2027	Ahad & Isnin	Pesta Keamatan
1 & 2 Jun 2027	Selasa & Rabu	Hari Gawai
7 Jun 2027	Isnin	Cuti Awal Muharram
7 Jun 2027	Isnin	Hari Keputeraan YDP Agong
15 Ogos 2027	Ahad	Cuti Maulidur Rasul
16 Ogos 2027	Isnin	Cuti Gantian (Maulidur Rasul)
31 Ogos 2027	Selasa	Cuti Hari Kebangsaan
16 September 2026	Rabu	Cuti Hari Malaysia

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Prof. Dr. Mohd Razif Mohammad Yunus

Kolej Ke-13

Yang Mulia Dr. Tengku Hasnan Tengku Abdul Aziz

Falsafah, Visi dan Misi 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.

Visi

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

Misi

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

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 pengajian 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 56 tahun penubuhannya, UKM telah menghasilkan 254,330 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 dua belas (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 (Hospital TABTAR) dan Institut Biologi Molekul Perubatan (UMBI).

Berasaskan kecemerlangan dalam bidang penyelidikan lebih lima 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 kecemerlangan universiti kebangsaan ini, UKM telah merangka Pelan Strategik Tekad 57 UKM 2026-2030 yang merupakan dokumen hala tuju strategik universiti yang menggariskan komitmen UKM untuk terus unggul sebagai universiti kebangsaan yang relevan, berdaya saing, mampan dan berimpak dalam persekitaran pendidikan tinggi yang semakin kompleks dan dinamik. TEKAD 57 ini 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 berupaya memberi penyelesaian permasalahan yang menghambat kehidupan sejagat.

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Dr. Cheng Teck Chee

MD (UKM), Dr Oftal (UKM)

Dr. Lam Chenshen

MD (UKM), Dr Oftal (UKM)

Dr. Niki Ho Wai Wye

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BMed Sci, BMBS (Nottingham, UK), MS Ortho (UKM), Fellowship Hand Surgery (Louisville, USA), Dip Hand Surgery (European Boards)

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Prof. Madya Dato' Dr. Badrul Akmal Hisham Md. Yusoff
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Prof. Madya Dato' Dr. Mohd Hisam Muhammad Ariffin
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MBBS (Malaya), Dr. Ortho & Trauma (UKM)

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JABATAN OTORINOLARINGOLOGI – SURGERI KEPALA DAN LEHER

Ketua Jabatan

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Pensyarah

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MD (UKM), MS ORL-HNS, (UKM)

Prof. Dr. Goh Bee See
MD (UKM), MS ORL-HNS (UKM), AM (Mal)

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Prof. Dr. Salina Husain
MBBS (Bangalore), MS ORL-HNS (UKM)

Prof. Madya Dr. Aneeza Khairiyah W. Hamizan
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Prof. Madya Dr. Farah Dayana Zahedi
MD (UKM), MS ORL-HNS (UKM)

Prof. Madya Dr. Noor Dina Hashim
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BMedSci (UK), BMBS (UK), Dr. ORL-HNS (UKM)

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JABATAN PARASITOLOGI & ENTOMOLOGI PERUBATAN

Ketua Jabatan

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Pensyarah

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JABATAN PERUBATAN

Ketua Jabatan

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JABATAN PERUBATAN KECEMASAN

Ketua Jabatan

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Pensyarah

Prof. Dr. Ismail Mohd Saiboon
MBBS(Malaya), M.S.Ortho.(UKM), AMM

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Prof. Madya Dr. Hashim Embong
MD(UKM), MEMed(UKM)

LT. Kol. Bersekutu (PA) Prof. Madya Dr. Mohd Hisham Mohd Isa
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Dr. Nik Azlan Nik Muhamad
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Dr. Dazlin Masdiana Sabardin
MD(UKM), MEMed(UKM)

Dr. Muhammad Munawar Mohamed Hatta
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Dr. Amirudin Sanip
MD (UKM), DrEmMed (UKM)

Dr. Aireen Zamhot
MD (VSMU), DrEmMed (UKM)

Dr. Evelyn Chau Yi Wen
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Ketua Program

Prof. Madya Dr. Mohd. Johar Jaafar
MD(UKM), M.S.Ortho.(UKM)

Timbalan Ketua Program

Dr. Amsyar bin Daud
PhD Community Health (UKM), MSc Community Health (UKM), BSc Nursing Practice Development (Northumbria UK), Dip Medical Assistant (KKM), Post Basic in Adv Emergency Medical & Trauma Care (KKM)

Penyelaras Program

Che Salim Sulaiman
DTRP (UiTM), DMA (MOH), Post Basic Orthopaedic Nursing (MOH), BSc. Nursing (UM)

Instruktur Klinikal

Puan Shahidatul Shuhada Mohd Yusof
Diploma in Medical Assistant (WIDAD), Bachelor of Environmental Health (Hons) (UniKL)

JABATAN PERUBATAN KELUARGA

Ketua Jabatan

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Pensyarah

Prof. Dr. Aznida Firzah Abdul Aziz
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JABATAN PSIKIATRI

Ketua Jabatan

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Pensyarah

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MBChB(Otago), MMed(Rad)(UKM)

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Dr. Erica Yee Hing @ Wong
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Fellowship in Cardiovascular Magnetic Resonance (Leeds, UK)

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Fellowship of Interventional Neuroradiology (Limoges)

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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

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MBBCh BAO (Ireland), Dr Rad (UKM)

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MD (RSMU Russia), MMed (Diagnostic Radiology) (NUS Singapore), FRCR UK

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Fellowship in Musculoskeletal Radiology (UKM, Mal)
PG Dip. Interventional Pain Medicine (Korea University, South Korea)

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

Dr. Isa Azzaki Zainal
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Fellowship in Interventional Neuroradiology (France)

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MBBS (UniMelb) , MCO (UM)

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

Dr. Ahmad Zuhri Shin Bin Abd Halim
MBBCh BAO (Ireland), Dr Rad (UKM)

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Ketua Jabatan

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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)

Lt. Kol (PA) Prof. Dato' Dr. Zulkifli Md. Zainuddin
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Dr. Hairulfaizi Haron
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Pain Fellowship (Ind), Pain Fellowship (UKM)

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MBBCh,BAO (Ireland), Dr. Gen Surg (UKM)

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MD (UKM), PhD

Muhammad Ishamuddin Ismail.
M.S. (UKM)

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MD (USM) M. Gen Surg (UKM)

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

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MD(UKM) MRCSEd, MS (Plastic Surgery) USM

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Dr. Guhan A/L Muthkumaran
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Dr. Loo Guo Hou
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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)

Dr. Abdel Latif Khalifa Elnaim Ali
MBBS(KU-Sudan) Ms.Surg(UKM) Fellowship CRS(UKM)

Dr. Norhafiza Ab. Rahman
MBBS (IIUM) Dr Surg (Paed) (UKM) FEBPS

JABATAN KEJURUTERAAN TISU DAN PERUBATAN REGENERATIF (DTERM)

Ketua Jabatan

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

Timbalan Ketua Jabatan

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BSc (Hons) Biomedical Science, UKM), PhD (Tissue Engineering, UKM)

Pensyarah

Prof. Dr. Mohd Fauzi Mh Busra

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

Prof. Madya Dr. Ng Min Hwei

BSc. Hons. (Biotechnology, UPM), MSc Med Sci (Pathology, UM), PhD Med Sci (Physiology, UKM)

Prof. Madya Dr. Fazlina Nordin

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

Prof. Madya Dr. Muhammad Dain Yazid

BSc. Hons. (Genetics, UKM), MSc. (Molecular Biology, UKM), Ph.D (Birmingham, UK)

Prof. Madya Dr. Yogeswaran A/L 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 (Biochemistry and Cell Biology, Monash University)

Dr. Nur Izzah Md Fadilah

BSc. Hons. (Industrial Chemistry, USIM), MSc. (Biochemistry, USIM), PhD (Medicinal Chemistry, 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 Akhir Ijazah 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 Bedah (Surgeri Am) dan Sarjana Bedah (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 pelajar-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. Entrepreneurship Skills

2. PROGRAMME EDUCATIONAL OBJECTIVES

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

1. Apply knowledge and skills for patient care integrating digital technology and numerical skills.
2. Demonstrate interpersonal and leadership skills at various levels of patient care.
3. Demonstrate personal skills and entrepreneurial traits in the provision of patient care.
4. Practice an ethical and professional work culture based on the code of medical ethics.

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 be able to:

1. Apply theoretical medical knowledge for holistic patient care.
2. Evaluate the patient's history and clinical findings for clinical decision-making.
3. Demonstrate competency in clinical and practical skills for safe medical practice.
4. Demonstrate collaborative working in a multidisciplinary team to provide patient care.
5. Demonstrate effective communication skills with patients, families, colleagues, and the community.
6. Display usage of technology in medical education and practice.
7. Analyse medical-related data using mathematical and statistical techniques in data interpretation.
8. Demonstrate leadership skills, autonomy, and responsibility in patient care.
9. Demonstrate lifelong learning skills in the medical field.
10. Identify entrepreneurial opportunities in the provision of patient care.
11. Demonstrate ethical and professional behaviour in research and clinical practice.

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
FFFF2812	Personal & Professional Advancement IIA

Semester II

FFFF2125	Gastrointestinal & Hepatobiliary System
FFFF2242	Endocrine System
FFFF2325	Neuroscience
FFFF2443	Reproductive System
FFFF2522	Clinical Sciences IIB
FFFF2822	Personal & Professional Advancement IIB
FFFF2221	Digital Health Technology

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	Ophthalmology
FFFF3412	Anaesthesiology

Elective

FFFF3922 Elective Posting

Year 4

FFFF4117	Psychiatry
FFFF4127	Paediatrics I
FFFF4618	Obstetrics & Gynaecology I
FFFF4228	Orthopaedics & Traumatology
FFFF4711	Personal and Professional Advancement IV
FFFF4113	Special Study Module I
FFFF4227	Special Study Module II
FFFF4522	Forensic Pathology
FFFF4621	Radiology II

Year 5

FFFF5124	Family Medicine
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**Tahun 1*****Semester I***

LMCW2162	<i>Etika Kecerdasan Buatan untuk Kesejahteraan Masyarakat</i>
LMCE1062	<i>Academic Interactions (Muet 3 & 3.5)</i>
LMCE1072	<i>Academic Literacy (Muet 4 & 4.5)</i>
LMCE1082	<i>Page To Stage (Muet 5 & 6)</i>
LMCW2192	<i>Bahasa Melayu Komunikasi 2 – Pelajar Bukan Warganegara</i>

Citra Rentas Domain 3 dan 6***Semester II***

LMCW1022	<i>Asas Keusahawanan Dan Inovasi</i>
LMCE2112	<i>Communicate With Confidence (Muet 3 & 3.5)</i>
LMCE2092	<i>Speak To Persuade (Muet 4 & 4.5)</i>
LMCE2103	<i>Advanced Communication Project (Muet 5 & 6)</i>

Citra Rentas Domain 4

Tahun 2***Semester I****LMCW2242 Aspirasi Negara Bangsa – Pelajar Warganegara**LMCW2252 Citra Malaysia - Pelajar Bukan Warganegara****Citra Rentas Domain 5******Semester II****LMCW2152 Integriti dan Antirasuah**LMCW2232 Falsafah dan Cabaran Semasa**LMCE3071 Professional Communication (Muet 4 & 4.5)***Tahun 3*****Citra Rentas Domain 1 dan 2*****Struktur Penawaran Kursus Pendidikan Citra Sesi Akademik 2026 - 2027**

1. Pelajar baru yang mula mendaftar Semester I Sesi Akademik 2026-2027 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) komponen iaitu:
 - 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 Fakulti Pengajian Sains Citra. Pelajar perlu lulus dan melengkapkan 10 kredit. Kursus Wajib Universiti adalah :
 - 3.1 Bagi pelajar Warganegara
 - i. LMCW1022 Asas Keusahawanan dan Inovasi (2 kredit)
 - ii. LMCW2152 Integriti dan Antirasuah (2 kredit)
 - iii. LMCW2232 Falsafah dan Cabaran Semasa (2 kredit)
 - iv. LMCW2242 Aspirasi Negara Bangsa (2 kredit)
 - v. LMCW2162 Etika Kecerdasan Buatan untuk Kesejahteraan Masyarakat (2 kredit)
 - 3.2 Bagi pelajar Bukan Warganegara
 - i. LMCW1022 Asas Keusahawanan dan Inovasi (2 kredit)
 - ii. LMCW2152 Integriti dan Antirasuah (2 kredit)
 - iii. LMCW2252 Citra Malaysia (2 kredit)
 - iv. LMCW2162 Etika Kecerdasan Buatan untuk Kesejahteraan Masyarakat (2 kredit)
 - v. LMCW2192 Bahasa Melayu Komunikasi 2

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

	Domain Citra	Program Profesional, Program Bukan 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

- 4.1 Kursus Citra Universiti Luar Fakulti adalah Kursus Citra Universiti (Taraf C1, C2, C3, C4, C5, C6) yang bukan ditawarkan oleh Fakulti Perubatan. Pelajar perlu mengambil kursus yang ditawarkan samada oleh Fakulti Pengajian Sains Citra (kod kursus LMXX) atau fakulti lain.

5.1.1 YEAR 1

FFFF1133 CELLULAR BIOCHEMISTRY & OMICS

The aim of this module is to describe to the students the structure and function of biomolecules and their role in cellular structure and function. The module will emphasise and relate protein structure to their functions. Enzymes will be introduced as important biocatalysts and as a tool in diagnosis. The synthesis of proteins and its regulation will also be discussed. In addition, the module will discuss the structure of DNA in relation to its function in inheritance and expression of genetic material, differentiate between eukaryotic and prokaryotic processes and explain how these differences can be exploited therapeutically. Several structural abnormalities in biomolecules leading to diseases will also be illustrated. Students will also perform some biochemical tests and omics technology, and be able to relate this to the structure and function of biomolecules in health and diseases. Students will also perform some biochemical tests and be able to relate this to the structure and function of biomolecules.

- CLO1 Explain the changes in structure and function of biomolecules, organelles and protein in health.
- CLO2 Explain the structure, function and metabolism of nucleic acids and omics application in health.
- CLO3 Display the skills in analyzing protein, enzyme activity and omics data and its applications in health.
- CLO4 Participate in discussion on applications of biomolecules and omics in health.

References:

1. Lieberman M. & Marks A.D. 2022. *Basic Medical Biochemistry: A Clinical Approach*. 6th Edition. Wolters Kluwer, Philadelphia, USA.
2. Murray R.K., Rodwell V.W., Bender D.A., Botham K.M., Kennelly P.J. & Weil P.A. 2023. *Harper's Illustrated Biochemistry*. 32nd Edition. McGraw-Hill Education, New York, USA.
3. Abali E.E., Cline S.D., Franklin D.S. & Viselli S.M. 2025. *Lippincott Illustrated Reviews: Biochemistry*. 9th Edition. Wolters Kluwer, Philadelphia, USA.
4. Ferrier D.R. 2024. *Lippincott Illustrated Reviews: Biochemistry*. 9th Edition. Wolters Kluwer.
5. 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

The cell is the functional unit of all living organisms. The aim of this module is to describe to the students the living body, based on cell, classification of basic tissues and explain their embryological derivatives. The knowledge will then be applied in stating the cellular basis of diseases. This module is spread over four weeks and involves concept lectures, histology practical sessions, flipped-classroom (FC), self learning packages (SLP), team-based learning (TBL) session and problem based learning (PBL) packages. This module helps in learning about the structure of body tissues which is composed of cells. Each structure is closely related to the cells 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 functioning of the body as well as the disease process.

- CLO1 Describe the orientation of the structures in the human body and the general human embryonic development.
- CLO2 Differentiate the basic tissues in human body and their functions as well as abnormal tissue development.

- CLO3 Display the skills in identification of normal tissue histology using slides and microscope.
- CLO4 Participate in the discussions regarding the general human embryonic development, basic body tissues and their functions.

References:

1. Moore K.L., Dalley A.F., Agur A.M.R. 2022. Clinically Oriented Anatomy. 9th edition. Lippincott, Williams & Wilkins.
2. Young B., O'Dowd G., Woodford P. 2022. Wheater's Functional Histology. 7th edition. Churchill Livingstone.
3. Sadler T. W. 2023. Langman's Medical Embryology. 15th edition. Lippincott Williams & Wilkins.
4. Kumar V., Abbas A.K., Aster J.C. 2025. Robbin & Cotran Pathologic Basis of Disease. 11th edition, Elsevier Saunders.
5. Hoffbrand V., Moss P.A.H. 2024. Hoffbrand's Essential Haematology. 9th edition. Wiley Blackwell.
6. Lieberman, M. & Peet, A. 2022. Marks' Basic Medical Biochemistry: A Clinical Approach. 6th edition, Wolters Kluwer.
7. Kennelly, P. J. 2022. Harper's Illustrated Biochemistry. 32nd edition, McGraw-Hill Education.
8. Snell R. 2024. Clinical Anatomy by Regions. 11th edition. Lippincott, Williams & Wilkins.

FFFF1223 MECHANISMS OF DISEASES

The module aims to introduce basic pathological process of diseases, and helps students understand how these processes affect disease presentation, physical signs, abnormal investigation results and effect/complication of disease. It will also allow an appreciation of how various related therapeutic interventions are used. In this module, students shall learn through concept lectures, practicals, flipped classroom, problem-based learning (PBL), team-based learning (TBL) and self learning packages (SLP). The duration will be between 3-4 weeks.

- CLO1 Explain the general concept and pathological mechanisms in various diseases and the related pharmacological agents.
- CLO2 Display the skills in interpreting pathological macroscopic and microscopic features of diseases.
- CLO3 Participate in discussion on pathological processes in clinical signs, symptoms and disease complications.

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 and Aster JC. 2022. 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 J, Flower R and Henderson G. 2021. Rang and Dale's Pharmacology. 10th Edition. Churchill Livingstone.
2. Whalen K, Finkel R and Panavelil TA. 2022. Lippincott's Illustrated Reviews: Pharmacology. 8th Edition. Philadelphia: Lippincott Williams and Wilkins.
3. Kumar V, Abbas AK and Aster JC. 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 Contran Atlas of Pathology. 4th edition. Philadelphia: Saunders.

Online resources

1. Website: <http://medsci.indiana.edu/c602web/602/c602web/>
2. Website: <http://www.med.uiuc.edu/PathAtlasf/framer3/path3.html>

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 man. The scope includes introduction to classification of microorganisms (such as helminthes, protozoa, fungi, bacteria and viruses), their genetics, virulence factors, pathogenesis and laboratory identification of these microorganisms from clinical specimens. This module also emphasizes the importance of the role of host's immune system (cellular and humoral) in protecting the body from the invading pathogens. This module will enable the students to know the appropriate use of antibiotics and their mechanisms of action and how the bacteria can develop antibiotic resistance.

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| CLO1 | Explain the basis of classification of the common important organisms in general categories which include bacteria, viruses, fungi, parasites and the associated infections. |
| CLO2 | Describe the modes of transmission, pathogenesis, host response, host-pathogen relationship of infectious diseases and immune response. |
| CLO3 | Explain the principles of microbiological and immunological laboratory tests. |
| CLO4 | Describe the basis of management, prevention and control of infectious diseases. (issue of antibiotic resistance, vaccination, sterilization and disinfection). |
| CLO5 | Discuss the importance of zoonotic reservoirs and the roles of arthropods in medicine. |

References:

1. Levinson, W. 2023. Review of Medical Microbiology and Immunology. 17th Edition. McGraw-Hill Education.
2. Chen, E.M. & Kasturi S.S. 2020. Deja Review: Microbiology and Immunology. 3rd Edition. McGraw-Hill.
3. Goering, R.V., Dockerel, H.M., Zuckerman, M. & Chiodini, P.L. 2024. Mims' Medical Microbiology and Immunology. 7th Edition. Elsevier.
4. Murray, P.R., Rosenthal, K.S. & Pfaller, M.A. 2025. Medical Microbiology. 10th Edition. Elsevier.
5. Katzung, B.G. 2024. Basic & Clinical Pharmacology. 16th Edition. McGraw-Hill Education.
6. Arora DR & Arora BB. 2024. Textbook of Microbiology with Parasitology. 7th Edition.

India. CBS Publishers & Distributors Pvt. Ltd.

7. Paniker CKJ & Ghosh S. 2021. Paniker's Textbook of Medical Parasitology. 9th Edition. India. Jaypee Brothers Medical Publishers.
8. Noor Hayati Mohd Isa & Karis Misiran. 2020. Colour Atlas on Medical Parasitology. 1st Edition. Malaysia. UiTM Press.
9. 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

- CLO1 Explain the molecular basis of diseases, the role of biomarkers in disease and personalised medic.
- CLO2 Display the skill in elucidating genetic risk in the prediction of the manifestation of diseases.
- CLO3 Participate in the discussion on the impact of genetic aberration on health and diseases.

References:

1. Peter Turnpenny, Sian Ellard, Ruth Cleaver 2020. Emery's Elements of Medical Genetics and Genomics 16th edition. Elsevier Churchill Livingstone.
2. Bruce R Korf, Mira B Irons, Andrew K Sobering 2024. Human Genetics and Genomics. 5th edition. Blackwell Publishing.
3. Beverly M. Yashar, Jane L. Schuette, Karen E. Wain, Vivian Y. Pan 2024. A Guide to Genetic Counseling. 3rd edition. John Wiley & Sons, Incorporated.
4. Ozkan E, Lacerda M.P. Genetics, Cytogenetic Testing and Conventional Karyotype. [Updated 2023 Aug 8]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK563293/>
5. Tom Strachan and Anneke Lucassen. Genetics and Genomics in Medicine. 2022. 2nd edition. CRC Press.

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, they 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.

- CLO1 Describe the structure and function of biological membrane, the formation of action potential and its influencing factors.
- CLO2 Discuss drug pharmacokinetics and pharmacodynamics and the basic principles of pharmacology.

- CLO3 Display the skills pertaining to drug pharmacokinetics and drugs affecting the autonomic nervous system.
- CLO4 Participate in discussion to identify and create hypotheses on pharmacokinetics, pharmacodynamics and the basic principles of pharmacology and autonomic physiology.

References:

1. Barrett K.E., Barman S.M., Yuan J.X.-J & Brooks H. 2025. Ganong's Review of Medical Physiology. 27th edition. New York, N.Y: McGraw-Hill Education LLC.
2. Baynes J.W. & Dominiczak M.H. 2022. Medical Biochemistry. 6th edition. Amsterdam: Elsevier.
3. Goodman & Gilman 2023. The Pharmacological Basis of Therapeutics. 14th edition. Brunton L, Knollman B, Hilal-Dandan R, etc. (eds). McGraw Hill, New York.
4. Katzung B.G. & Vanderah T.W. 2024. Basic and Clinical Pharmacology. 16th edition. New York, N.Y: McGraw-Hill.
5. Lieberman M.A. & Peet A. 2022. Marks' Basic Medical Biochemistry: A Clinical Approach. 6th edition. Baltimore, MD: Wolters Kluwer Health/Lippincott Williams & Wilkins.
6. Whalen K., Field C. & Radhakrishnan R. 2022. Lippincott Illustrated Reviews: Pharmacology. 8th edition. Lippincott Williams & Wilkins: Wolters Kluwer Health.

FFFF1433 METABOLISM

The aim of this module is to describe the basic knowledge on biochemical process in cells with regards to synthesis, degradation, storage, utilization and inter-conversion of sugar, amino acids, fatty acids and their role in energy expenditure to the students. The importance of balanced diet and regulation of body weight in terms of the balance between energy intake and expenditure will be discussed. Students will also perform some simple biochemical tests which are related to carbohydrate metabolism.

- CLO1 Explain the classification, types, and function of carbohydrates, lipids and amino acids and their metabolism.
- CLO2 Differentiate the role of nutrients and microbiomes in health and disease.
- CLO3 Demonstrate skill in interpreting test result related to carbohydrate, lipid and amino acids metabolism.
- CLO4 Participate in discussion to identify and create hypotheses on carbohydrate, lipid and amino acids metabolism in health and diseases.

References:

1. Harvey, R.A., Ferrier, D.R. 2025 Lippincott's Illustrated Reviews. Biochemistry 9th edition. Lippincotts Williams and Wilkins Publications. Pennsylvania. USA.
2. Baynes J.W., Dominiczak M.H. 2022. Medical Biochemistry. 6th edition. Elsevier Mosby Publisher, London, UK.
3. Katzung B.G., Trevor A.J. 2023. Basic and Clinical Pharmacology. 16th edition, Lange Basic Science, McGraw Hill-Medical, California.
4. Liebermanns M. A., Peet A. 2022. Mark's Basic Medical Biochemistry: A Clinical Approach. 6th Edition. Lippincotts, Williams & Wilkins, USA.
5. Rodwell V.W., Bender D.A., Botham K.M., Kennelly P.J., Weil P.A. 2022. Harper's Biochemistry 32nd edition. Prentice Hall Int.

FFFF1424 MUSCULOSKELETAL SYSTEM

The aim of this module is to enable the student to acquire the cardinal principles of structures of the bones, joints, muscles, neurovascular supply and its 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 to this module. The students shall learn through concept lectures, practicals, Problem-Based Learning (PBL), Team-Based Learning (TBL) and Self-Learning packages (SLP). The duration of the module is four weeks.

- CLO1 Explain the major structures of the upper and lower limbs and its clinical correlations.
- CLO2 Explain the morphology and physiological functions of the muscles in the body.
- CLO3 Differentiate the common bone, joint and muscle diseases or disorders and its treatments.
- CLO4 Display the skills to show the general arrangement, function and development of structures in the upper and lower limbs.
- CLO5 Participate in the discussion on the hypothesis and diagnosis of musculoskeletal related disease and abnormality.

References:

1. Dalley A.F., Agur A.M.R. 2022. Moore's Clinically Oriented Anatomy. Edisi Ke-9. Lippincott, Williams & Wilkins.
2. Katzung B.G., Vanderah T.W. 2024. Basic and Clinical Pharmacology. Edisi Ke-16. McGraw-Hill Companies Inc.
3. Richard G., Hazel D., Mark Z., Peter C. 2024. Mims' Medical Microbiology and Immunology. Edisi Ke-7. Elsevier.
4. Sherwood L. 2015. Human Physiology, From Cells to Systems. Edisi ke-9. Cengage Learning.
5. Kumar V, Abbas A.K., Aster J.C., Debnath J, Das. A. 2025. Robbins & Cotran: Pathologic Basis of Disease. Edisi Ke-11. Elsevier.

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 which focus on obtaining the chief complain and relevant questions pertaining to it. Various learning exposures such as lectures, Clinical skills sessions with dedicated clinician and general practitioners.

- CLO1 To identify communication techniques between doctors and patients.
- CLO2 To perform history taking based on the chief complaint.

References:

1. Myrna LaFleur Brooks, Danielle LaFleur Brooks. 2021. Exploring Medical Language. 11th Edition. Mosby.
2. Talley, N. & O'Connor, S. 2019. Clinical Examination Essentials: An Introduction to Clinical Skills (and how to pass your Clinical Exams). 5th Edition. Elsevier Science Health Science.

3. J. Alastair Innes Anna Dover Karen Fairhurst. 2022. Macleod's Clinical Examination. 15th Edition. Elsevier.
4. Amy Haddad Regina Doherty Ruth Purtilo. 2022. Health Professional & Patient Interaction. 10th Edition. Saunders.
5. Michael Glynn William M Drake. 2022. Hutchinson's Clinical Methods: An Integrated Approach to Clinical Practice, 25th edition. Elsevier.
6. UKM. 2020. Video on History Taking: Example of Good vs Bad.

FFFF1813 PERSONAL PROFESSIONAL ADVANCEMENT (PPA) IA

This is the first Personal and Professional Development (PPA) module introduced in Semester 1 of Year 1, aimed at facilitating students' adaptation to university and medical school while fostering their personal and professional growth. The module focuses on developing essential competencies for future medical practice, including teamwork, leadership, communication, self-management, critical thinking, decision-making, and interpersonal skills, while nurturing empathy and sensitivity towards patients, peers, family members, and themselves. Teaching and learning activities include lectures, Team-Based Learning (TBL), Small Group Discussions (SGD), and a PPA camp featuring experiential activities such as morning reflections, sketches, and telematches.

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| CLO1 | Explain the importance of teamwork, leadership, and communication skills in the context of future medical practice. |
| CLO2 | Demonstrate self-management, communication, and interpersonal skills in the learning process and daily activities. |
| CLO3 | Apply critical thinking and decision-making skills effectively in learning and daily Activities. |
| CLO4 | Demonstrate empathy and sensitivity towards the needs of oneself and significant individuals, including patients, colleagues, and family members. |

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 healthy lifestyle, emotional management, critical thinking, perception, 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.

CLO1 Apply critical thinking skills in learning and daily activities.

CLO2 Display caring attitude and sensitivity to the needs of self and others.

CLO3 Display self-management and personal skills in learning and daily activities.

References:

1. Adams KL, Galanes GJ. 2021. *Communicating in Groups: Applications and Skills (Communication)*. 11th Edition, McGraw-Hill Education. New York.
2. Clare Knight. 2021. *A Guide to a Healthy Lifestyle*. <https://www.news-medical.net/health/A-Guide-to-a-Healthy-Lifestyle.aspx>.
3. Eales-Reynolds, L., Judge, B., Jones, P., & McCreery, E. 2017. *Critical thinking skills for education students*. SAGE Publications, Ltd.
4. Natalie Dawson. 2021. *Teamwork: How to Build a High-Performance Team*. Bookbaby. New York.
5. Wood, TH. 2019. *Interpersonal Communication: Everyday Encounters*. 9th Edition, Cengage Learning, USA.

5.1.2 YEAR 2

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), Team-Based Learning (TBL) and self-learning packages (SLP). The scope of learning is outlined in the guidebook 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.

- CLO1 Explain normal haemopoiesis and factors affecting it, common blood and lymphoreticular disorders and correlate their pathological processes with clinical features.
- CLO2 Discuss the common blood infections and infections in immunocompromised hosts.
- CLO3 Display skill in interpreting relevant laboratory tests results analysis involved in blood and lymphoreticular disorders.
- CLO4 Participate in the discussions to explain the principles of blood grouping, transfusion and basic principles of stem cell transplantation.

References:

1. Arora DR and Arora B. Medical Parasitology, 5th edition. 2018. CBS Publishers and Distributors, New Delhi.
2. CK Jayaram Paniker. Textbook of Medical Parasitology, 9th Edition. 2020. Jaypee Brothers Medical Publishers, New Delhi.
3. Hoffbrand, A.V., and Moss, P.A.H. Hoffbrand's Essential Haematology, 8th edition. 2019. Wiley Blackwell.
4. Atul B. Mehta and Keith Gomez. Clinical Haematology, 2nd edition. 2017. CRC Press.
5. Bertram G. Katzung, Anthony J. Trevor. Basic and Clinical Pharmacology. 14th Edition. 2017. McGraw-Hill Education.
6. Kenneth J Ryan and C George Ray. Sherries Medical Microbiology. An Introduction to Infectious Diseases, 4th Edition. 2004. Mc Graw Hill.
7. Kumar, Abbas and Aster. Robbins and Cotran: Pathologic Basis of Disease, 10th edition. 2020. Elsevier, Philadelphia.
8. Lewis S.M., Bain B.J., Bates I and Laffan M. Dacie and Lewis Practical Haematology, 12th edition. 2016. Elsevier.
9. Martin R Howard, Peter J Hamilton. Haematology, an Illustrated Colour Text, 4th edition. 2013. Churchill Livingstone.
10. Noor Hayati Md Isa & Karis Misiran. Color atlas on Medical Parasitology. 2020, UiTM Press, Kuala Lumpur.
11. Parakrama Chandrasoma, Clive R. Taylor. Concise Pathology 3rd edition. 1997. Appleton and Lange.
12. David Male Jonathan Brostoff David Roth Ivan Roitt. Immunology, 8th Edition. 2013. Gower Medical Publishing, London.
13. Sallehuddin Sulaiman. Entomologi Perubatan. 1999. Penerbit Universiti Kebangsaan Malaysia Bangi.
14. www.bloodmed.com

FFFF2125 GASTROINTESTINAL & HEPATOBILIARY SYSTEM

This 5 credit hours module aimed to guide the students in understanding and learning the anatomy, physiology and biochemistry of gastrointestinal tract and hepatobiliary system. It also emphasizes on the clinico- pathological aspects of diseases, how to diagnose and the basic principles of management and control of gastrointestinal diseases and infections. The teaching learning methodology includes concept lectures, flipped classrooms, Self Learning packages (SLP), Problem Based Learning (PBL), Team Based Learning (TBL), Meet the Expert Sessions (MES) and practical sessions.

- CLO1 Describe the anatomy of gastrointestinal and hepatobiliary system in terms of embryology development, macroscopic and microscopic structures.
- CLO2 Differentiate the clinico-pathological features and complications of diseases related to the gastrointestinal and hepatobiliary system.
- CLO3 Display skill in interpreting relevant laboratory tests to diagnose gastrointestinal and hepatobiliary system diseases.
- CLO4 Choose appropriate management for treatment and control of gastrointestinal and hepatobiliary diseases.
- CLO5 Participate in discussions of physiological function and biochemical regulation involved in the gastrointestinal and hepatobiliary system.

References:

1. Abali, E.E., Cline, S.D., Franklin, D.S., & Viselli, S.M. (2025). *Lippincott® Illustrated Reviews: Biochemistry* (9th ed.). Wolters Kluwer.
2. Barrett, K.E., Brooks, H.L., Barman, S.M., & Yuan, J. (2025). *Ganong's Review of Medical Physiology* (27th ed.). McGraw Hill.
3. Brunton, L.L., & Knollmann, B.C. (Eds.). (2023). *Goodman & Gilman's The Pharmacological Basis of Therapeutics* (14th ed.). McGraw Hill.
4. Carroll, K.C., Hobden, J.A., Miller, S., Morse, S.A., Mietzner, T.A., Detrick, B., Mitchell, T.G., McKerrow, J.H., & Sakanari, J.A. (2019). *Jawetz, Melnick, & Adelberg's Medical Microbiology* (28th ed.). McGraw Hill. (Note: The 28th edition remains the latest standard edition).
5. Dalley, A.F., & Agur, A.M.R. (2023). *Moore's Clinically Oriented Anatomy* (9th ed.). Lippincott Williams & Wilkins / Wolters Kluwer.
6. Dockrell, H.M., Zuckerman, M., Chiodini, P.L., & Goering, R.V. (2024). *Mims' Medical Microbiology and Immunology* (7th ed.). Elsevier.
7. Hall, J.E., & Hall, M.E. (2025). *Guyton and Hall Textbook of Medical Physiology* (15th ed.). Elsevier.
8. Katzung, B.G., Vanderah, T.W., & Trevor, A.J. (2023). *Basic and Clinical Pharmacology* (16th ed.). McGraw Hill.
9. Kennelly, P.J., Botham, K.M., McGuinness, O., Rodwell, V.W., & Weil, P.A. (2022). *Harper's Illustrated Biochemistry* (32nd ed.). McGraw Hill.
10. Kumar, V., Abbas, A.K., & Aster, J.C. (2025). *Robbins, Cotran and Kumar Pathologic Basis of Disease* (11th ed.). Elsevier.
11. Lieberman, M., & Peet, A. (2023). *Marks' Basic Medical Biochemistry: A Clinical Approach* (6th ed.). Wolters Kluwer.
12. Netter, F.H. (2022). *Atlas of Human Anatomy: A Systems Approach* (8th ed.). Elsevier.
13. O'Dowd, G., Bell, S., & Wright, S. (2023). *Wheater's Functional Histology: A Text and Colour Atlas* (7th ed.). Elsevier.
14. Reid, R., & Roberts, F. (2018). *Pathology Illustrated* (8th ed.). Churchill Livingstone / Elsevier. (Note: The 8th edition remains the current release).
15. Ritter, J.M., Flower, R.J., Henderson, G., Loke, Y.K., MacEwan, D., Robinson, E., & Fullerton, J. (2023). *Rang & Dale's Pharmacology* (10th ed.). Elsevier.
16. Sadler, T.W. (2023). *Langman's Medical Embryology* (15th ed.). Wolters Kluwer.

17. Sherwood, L. (2019). *Human Physiology: From Cells to Systems* (9th ed.). Cengage Learning / Brooks Cole.
18. Simon, S.C. (2024). *Underwood's Pathology: A Clinical Approach* (8th ed.). Elsevier.
19. Tripathi, K.D. (2024). *Essentials of Medical Pharmacology* (9th ed.). Jaypee Brothers Medical Publishers.
20. Whalen, K.L., Lerchenfeldt, S.M., & Giordano, C.R. (2022). *Lippincott® Illustrated Reviews: Pharmacology* (8th ed.). Wolters Kluwer.
21. Zeibig, E. (2019). *Clinical Parasitology: A Practical Approach* (3rd ed.). Elsevier.

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. The teaching and learning methods for this module include concept lectures, flipped classroom, team-based learning, problem-based learning, practicals, small group discussions, meet the expert sessions and self-learning packages.

- CLO1 Explain the functions of the cardiovascular system.
- CLO2 Describe the pharmacological aspects of various drugs acting on the heart and circulatory system.
- CLO3 Display the skills to identify the gross anatomy, histological features and the embryonic development of the cardiovascular system.
- CLO4 Participate in discussions regarding cardiac disorders.

References:

1. Kumar, V., Abbas, A.K., Aster, J.C., Debnath, J., & Das, A. (2025). *Robbins, Cotran & Kumar Pathologic Basis of Disease*. 11th edition. Elsevier.
2. Dalley, A. F., Agur, A. M. R., & Moore, K. L. (2023). *Moore's Clinically Oriented Anatomy* 9th Edition. Wolters Kluwer.
3. Murray P.R., Rosenthal K.S., P Faller M.A.2025. *Medical Microbiology*. 10th Edition. USA: Elsevier.
4. Katzung, B.G., Vanderah, T.W., Trevor, A.J., & Kruidering-Hall, M. (2023). *Katzung's Basic and Clinical Pharmacology*. 16th Edition. McGraw Hill.
5. Drake, R. L., Vogl, A. W., & Mitchell, A. W. M. (2023). *Gray's Anatomy for Students* (5th ed.). Elsevier.
6. Barrett, K. E., Brooks, H. L., Barman, S. M., & Yuan, J. J. (2025). *Ganong's review of medical physiology* (27th ed.). McGraw Hill.
7. Fox, S.I., & Rompolski, K.L (2021). *Human Physiology* (16th Ed). New York: Mc-Graw Hill Education.
8. 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
9. Sadler, T.W. (2023). *Langman's Medical Embryology*. 15th Edition. Wolters Kluwer Health.
10. Whalen, K.L., Lerchenfeldt, S.M. and Giordano, C.R.. (2022). *Lippincott Illustrated Reviews: Pharmacology*. 8th edition. Philadelphia, PA: Lippincott Williams & Wilkins.
11. 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 pharmacological management of some common endocrine disorders. In this module, the students shall learn through concept lectures, practical sessions (meet-the-expert sessions, MES), self-learning packages (SLP) and Problem-Based Learning packages (PBL).

- CLO1 Display the skill of microscopic structural identification of the endocrine organs.
- CLO2 Describe the structures, functions, mechanism of action of major hormones of the endocrine system and treatment in endocrine disorders.
- CLO3 Participate in discussions of the indications and justification of laboratory investigations in normal and pathological conditions of the endocrine system.

References:

1. Kumar, V., Abbas, A. K., Aster, J. C., Debnath, J., & Das, A. (2025). Robbins, Cotran & Kumar Pathologic Basis of Disease (11th ed.). Elsevier. (C)
2. Costanzo, L. S. (2026). Costanzo Physiology (8th ed.). Elsevier. (C)
3. Katzung, B. G., Vanderah, T. W., Trevor, A. J., & Kruidering-Hall, M. (2023). Katzung's Basic and Clinical Pharmacology (16th ed.). McGraw Hill. (C)
4. Drake, R. L., Vogl, A. W., & Mitchell, A. W. M. (2023). Gray's Anatomy for Students (5th ed.). Elsevier. (C)
5. Mescher, A. L. (2024). Junqueira's Basic Histology: Text and Atlas (17th ed.). McGraw Hill. (C)
6. Sadler, T. W. (2023). Langman's Medical Embryology (15th ed.). Wolters Kluwer Health. (C)
7. Netter, F. H. (2023). Atlas of Human Anatomy (8th ed.). Elsevier. (C)
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13. Brunton, L. L., Knollmann, B. C., & Hilal-Dandan, R. (2023). Goodman & Gilman's The Pharmacological Basis of Therapeutics (14th ed.). McGraw Hill. (S)
14. Ghazi, A. A. (2024). Clinical Cases in Endocrinology (1st ed.). Jaypee Brothers Medical Publishers. (S)
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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. This module runs for four weeks and teaching methods involve lecture, laboratory, PBL and SGD.

- CLO1 Explain the lung diseases related to microbial infection, viruses infection and tumour.
- CLO2 Explain on the pathogenesis and treatment of lung related diseases.
- CLO3 Differentiate the drugs used in various lungs diseases, its mechanism and side effects.
- CLO4 Display the skills in identification of normal development, structure and histology of the respiratory system.
- CLO5 Participate in discussion on the lungs functions.

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.
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FFFF2325 NEUROSCIENCE

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 duration of the course is 5 weeks and the course will be taught in the forms of concept lectures, flipped classrooms, Problem Based Learning (PBL), Team Based Learning (TBL), Small Group Discussions (SGD), Meet the Expert Sessions (MES) and practical sessions

- CLO1 Explain the anatomical structures and organization of the head and neck regions, including the nervous system.
- CLO2 Explain the functions of the central nervous system and its relationship with the regulation of voluntary and involuntary bodily actions and reactions.
- CLO3 Describe the pathogenesis, clinical features and effects and complications of cerebral neoplasia, increased intracranial pressure, degenerative disease of the nervous system, Parkinson's disease and other cerebellar lesions.
- CLO4 Display the skills in analysing the relevant laboratory investigations for diagnosis of CNS diseases, disorders and infections.

- CLO5 Participate in the discussion to differentiate (the pharmacological agents used to suppress neurological functions for medical purposes, to treat neurological disorders and their abuse.

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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.
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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. Elsevier.
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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. Koepfen 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.
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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

The aims of this module are, first, the student should have sufficient knowledge of macroscopic and microscopic structure of the urinary tract system in order to understand the normal function and common clinical problems. Second, that the students should appreciate the role of the kidney in controlling the volume and composition of body fluid and the way in which they respond to abnormal volume, electrolyte concentration and systemic haemodynamics. Third, students should understand as much detail of renal cellular function as well as allow them to appreciate the basis of relevant therapeutics. Fourth, students should be able to describe normal micturition, the reasons for oliguria and such common conditions as glomerulonephritis, pyelonephritis, urinary tract infection, urinary calculi, hematuria, proteinuria, acute kidney injury and chronic kidney disease

- CLO 1 Discuss the physiological functions of urinary system.
- CLO 2 Explain the pathogenesis, pathophysiology and routine investigation of diseases related to the urinary system.
- CLO 3 Display the skills in identification of the anatomical and histological features of all the structures in the urinary system.
- CLO 4 Participate in the discussion regarding basic treatment for diseases related to the urinary system.

References:

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4. Young, B., O'Dowd, G., & Woodford, P. 2013. *Wheater's Functional Histology: A Text and Colour Atlas* (6th ed.). Churchill Livingstone.
5. Sadler, T. W. 2018. *Langman's Medical Embryology* (14th ed.). Lippincott Williams & Wilkins.
6. Kumar, V., Abbas, A. K., & Aster, J. C. 2017. *Robbins Basic Pathology* (10th ed.). Elsevier.
7. Roberts, F., MacGillivray, W. S., & Stevens, A. 2018. *Pathology Illustrated* (7th 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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16. Goering, R., Dockrell, H., Zuckerman, M., Chiodini, P., & Roitt, I. 2018. *Mims' Medical Microbiology* (6th ed.). Elsevier.
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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. The module will be taught in 3 weeks duration. Teaching learning methods include concept lecture, practical or meet the expert session, self-learning package, problem-based learning, team-based learning and flipped classroom.

- CLO1 Describe the anatomical structures and physiological mechanisms of the reproductive system.
- CLO2 Discuss the clinico-pathological characteristics, pathogenesis, and complications of diseases and infectious diseases related to reproductive system.
- CLO3 Choose the appropriate treatment for management of diseases related to reproductive system.
- CLO4 Explain the results of laboratory tests related to diseases of the reproductive system.
- CLO5 Participate in the discussions on the management of diseases of the reproductive system.

References:

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3. O'Dowd, G., Bell, S., & Wright, S. 2023. *Wheater's functional histology* (7th ed.). Elsevier Health Sciences.
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6. Barman, S. M., Yuan, J. X.-J., Barrett, K., & Brooks, H. (2025). *Ganong's Review of Medical Physiology* (27th ed.). McGraw Hill.
7. Sherwood, L. 2015. *Human physiology: from cells to systems*. 9th edition. Belmont, CA: Brooks/Cole, Cengage Learning.
8. Hall, J. E., & Hall, M. E. (2025). *Guyton and Hall Textbook of Medical Physiology* (15th ed.). Elsevier.
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15. Vanderah, T. W. (2026). *Katzung's Basic and Clinical Pharmacology* (17th ed.). McGraw Hill.

FFFF2511 CLINICAL SCIENCES IIA

This module aims to provide the students with basic knowledge and skills on several clinical procedures relevant to cardiovascular, respiratory, urinary and haematological systems. The students will be exposed to and subsequently will also be performing aseptic techniques, venepuncture, electrocardiography (ECG), urinary bladder catheterisation. These will make them familiarise with the indications, interpretations and understanding the complications of the introduced clinical procedures. Their learning will be further enhanced by basic knowledge and performing adult basic life support on mannequin.

- CLO1 Perform basic clinical procedures relevant to cardiovascular, respiratory, urinary, and haematological systems on mannequin.
- CLO2 Perform adult basic life support on mannequin.

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 aimed to give an early exposure to history taking and physical examination of cardio-respiratory, neurology and abdominal systems. The students also learn through an integrated approach of the basic science in history taking and physical examination. Students will be exposed to various teaching learning methods which involves concept lectures and videos which will be followed by a clinical skill learning sessions later on. At the end of this module, students should have the knowledge in the basic principles of history taking and physical examination, as well as to relate the clinical skills with the basic clinical science.

- CLO1 To perform history taking on patient.
- CLO2 To perform normal systematic physical examination on patient.

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

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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.
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FFFF2812 PERSONAL & PROFESSIONAL ADVANCEMENT IIA

This module aims to further develop the student's approach to learning and practice of medicine. Students' ability to adapt to life as medical students is emphasized, and issues related to emotional management are further discussed. In addition, there will be more emphasis on interprofessional learning. Furthermore, students' communication, teamwork, leadership, as well as critical thinking skills are further developed in this module, particularly in terms of handling issues concerning peers and managing diversity. Various teaching methods are used such as small group discussions, team-based learning, concept lectures, visit/field work, seminar, self-learning packages and self-directed learning.

- CLO1 Differentiate cultural perceptions to deal with the diversity of human relationship.
 CLO2 Display self-management and personal skills in learning and daily activities.
 CLO3 Differentiate the roles and responsibility of other healthcare professionals in patient care.

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.
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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. Various teaching methods are used in this module such as small group discussions, concept lectures, group project and self-directed learning.

- CLO1 Apply problem-solving and decision-making skills to deal with clinical ethics issues.
- CLO2 Demonstrate skills in gathering, critique and disseminate information, as well as giving feedback with regards to patient education.
- CLO3 Demonstrate self-management and personal skills in learning and daily activities.

References:

1. Malaysian Medical Council. 2019. Code of Professional Conduct. Putrajaya: Ministry of Health. <https://mmc.gov.my/wp-content/uploads/2019/12/CODE-OF-PROFESSIONAL-CONDUCT-2019-Amended-Version.pdf>
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FFFF2221 DIGITAL HEALTH TECHNOLOGY

The module aims to enable students to acquire basic knowledge of digital health technologies and artificial intelligence in healthcare delivery, management, and innovation. This module is designed to expose students to related key concepts such as health information systems, mobile health applications, robotic healthcare, and emerging digital solutions. It will facilitate students to understand and identify healthcare challenges and propose innovative ideas that apply advanced technological approaches. In this module, students shall learn through concept lectures, and conduct a project-based and group work assignment. The module will be delivered through a webinar/lecture series over a four-week period, followed by a proposal pitching competition. The scope of learning is outlined in the guidebook as shown in the content and specific objectives of the topics. Students are expected to further acquire their knowledge through reading the suggested open educational resources, textbooks, and websites.

- CLO1 Apply theory of problem-solving and innovation frameworks to identify healthcare challenges.
- CLO2 Generate innovative digital health ideas through collaborative group work and a structured presentation.

References:

1. Bober, T., Rollman, B. L., Handler, S., Watson, A., Nelson, L. A., Faieta, J., & Rosland, A. M. 2024. Digital Health Readiness: Making Digital Health Care More Inclusive. *JMIR mHealth and uHealth*, 12:e58035.

2. Sounderajah, V., Patel, V., Varatharajan, L., Harling, L., Normahani, P., Symons, J., Barlow, J., Darzi, A., & Ashrafian, H. 2021. Are disruptive innovations recognised in the healthcare literature? A systematic review. *BMJ Innovations*, 7(1):208–216.
3. Weidener, L., & Fischer, M. 2024. Artificial Intelligence in Medicine: Cross-Sectional Study Among Medical Students on Application, Education, and Ethical Aspects. *JMIR Medical Education*, 10:e51247.
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6. Petrov, V. (2019). *TRIZ. Theory of Inventive Problem Solving: Level 1*. Springer Nature Switzerland AG. Doi: 10.1007/978-3-030-04254-7

5.1.3 YEAR 3

FFFF311A INTERNAL MEDICINE I

This module's duration is 12 weeks and the main aim is to provide early exposure of clinical approaches to various diseases in internal medicine. By applying basic and clinical sciences, students learn through an integrated approach via concept lectures, workshops, bed-side teaching and ward works. This module encompasses history-taking, clinical examination, communication skill and interpretation of relevant investigations. At the end of this module, students should also have the ability to formulate diagnoses, discuss the principles of patient management in a holistic manner, and perform common medical procedures.

- CLO1 Demonstrate a complete history taking on patient.
- CLO2 Demonstrate a complete physical examination on patient.
- CLO3 Demonstrate communication skills with patients, families, colleagues and the community.
- CLO4 Explain the diagnosis and relevant investigations.
- CLO5 Discuss the principal management of common diseases and medical emergencies.
- CLO6 Demonstrate common medical procedures.

References:

1. Davidson's Principles and Practice of Medicine. Ian D Penman, Stuart H. Ralston, Mark W J Strachan, Richard Hobson. 24th Edition, 2022.
2. Clinical Examination: A Systematic Guide to Physical Diagnosis. Nicholas Joseph Talley, Simon O'Connor. Elsevier Health Sciences, 2014.
3. Kumar and Clark's Clinical Medicine. Adam Feather, David Randall, and Mona Waterhouse. 10th Edition, 2020.
4. Harrison's Principles of Internal Medicine. Joseph Loscalzo, Anthony Fauci, Dennis Kasper, Stephen Hauser, Dan Longo, J. Larry Jameson. 21st Edition, 2023.
5. Oxford Textbook of Medicine. John Firth, Christopher Conlon, Timothy Cox. 6th Edition, 2020.
6. Malaysian Clinical Practice Guidelines (CPG).
<http://www.acadmed.org.my/index.cfm?&menuid=67>
7. UpToDate. <https://www.uptodate.com/contents/search>
8. Medscape www.medscape.com
9. e-medicine: www.emedicine.com

FFFF312A SURGERY 1

The Surgery year 3 module duration is 12 weeks and its main aim is to provide early exposure of clinical approaches to various diseases in surgery as expected of a year 3 clinical year medical students. By applying basic and clinical sciences, students will learn through an integrated approach via concept lectures, workshops, bed-side teaching and ward works. This module encompasses history-taking, clinical examination, communication skill and interpretation of relevant investigations. At the end of this module, students should be able to formulate diagnoses and discuss the principles of patient management in a holistic manner in preparation in becoming safe and competent doctor.

- CLO1 Demonstrate a complete history taking on patient.
- CLO2 Demonstrate a complete physical examination on patient.
- CLO3 Demonstrate communication skills with patients, families, colleagues and the community.
- CLO4 Explain the diagnosis and relevant investigations.
- CLO5 Discuss the principal management of common diseases and medical emergencies.
- CLO6 Demonstrate common medical procedures.

References:

1. Philip J. Deakin, Clive R. G. Quick, Suzanne Biers, Tan Arulampalam. 2019. *Essential Surgery: Problems, Diagnosis and Management*. 6th Edition. Churchill Livingstone.
2. James A. Gossage, Matthew F. Bultitude, Steven A. Corbett. 2021. *Browse's Introduction to the Symptoms & Signs of Surgical Disease*. 6th edition. CRC Press.
3. Nicholas J Talley, Simon O'Connor. 2022. *Examination Medicine: A Guide to Physician Training*, 8th Edition. 9th Edition. Elsevier.
4. P. Ronan O'Connell, Andrew W. McCaskie, Robert D. Sayers. 2023. *Bailey & Love's Short Practice of Surgery*. 28th Edition. CRC Press.
5. O. James Garden, Rowan W. Parks, Stephen J. Wigmore. 2023. *Principles and Practice of Surgery*. 8th Edition. Elsevier.

FFFF3512 RADIOLOGY I

The radiology mini strand is a one year module integrated module into the clinical years in Year 3 complementing students during their Medical and Surgical modules. 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 medical and surgical conditions, and to ensure they are fully aware of their legal responsibilities with regard to patient safety as influenced by radiology. Students will also be given knowledge base of the principles of radiology on which to build as their career develops.

- CLO1 Describe basic radiological anatomy and its relevant basic radiological investigations.
- CLO2 Explain the appropriate relevant clinical indication for a radiological investigations and its relation to clinical and laboratory findings.
- CLO3 Discuss the basics of radiation safety and safety of contrast media in relevant radiological investigations.

References:

1. Herring, W. (2019). *Learning Radiology: Recognizing the Basics* (4th ed.). Elsevier.
2. Weber, E. C., & Vilensky, J. A. (2018). *Netter's Concise Radiologic Anatomy Updated Edition* (2nd ed.). Elsevier.
3. Smithuis, R. (n.d.). *Radiology Assistant: Educational site of the Radiological Society of the Netherlands*. Retrieved from www.radiologyassistant.nl
4. Radiology Masterclass. (n.d.). *Radiology Masterclass*. Retrieved from <https://www.radiologymasterclass.co.uk>
5. Radiopaedia.org. (n.d.). *Quizzes*. Retrieved from <https://radiopaedia.org/quizzes/all>
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ed.). Wiley-Blackwell. <https://doi.org/10.1002/9781119504153>

7. Herring, W. (2019). *Learning Radiology: Recognizing the Basics* (4th ed.). Elsevier.

FFFF3127 PUBLIC HEALTH MEDICINE

The principles objective to produce a competent medical doctor's professional who will primarily serve the health needs of the Malaysian population. They are exposed to six public health domains which are epidemiological & statistics, family health, occupational health, environmental health, health management, and health promotion. During this 6 weeks posting, the medical students are exposed to public health programmes and activities. They are also required to carry out a community health survey by applying their epidemiological and statistical knowledge followed with intervention program conducted at the survey area. In addition, the students also exposed to community nutrition, and health promotion & education input.

- CLO1 Explain the public health principles in programme delivery and activities provided at the district health offices and health clinics.
- CLO2 Identify the public health issues and its respective preventive activities in the population.
- CLO3 Illustrate the importance of public health concepts with the public health needs.
- CLO4 Demonstrate public health approaches in solving population issues, using Evidence Based Public Health.
- CLO5 Solve public health issues through an interpersonal and interprofesional, multidisciplinary approach.

References:

1. Department of Environment, Malaysia. www.doe.gov.my
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 International Edition. McGraw-Hill
4. Malaysia DOSH. 2016. Legislations: Acts. <http://www.dosh.gov.my/index.php/en/legislation/acts>
5. Malaysia DOSH. 2016. Legislations: Regulations. <http://www.dosh.gov.my/index.php/en/legislation/regulations-1>
6. Malaysia SOCSO. 2016. Social security protection. <http://www.perkeso.gov.my/en/MinistryofHealth,Malaysia>. www.moh.gov.my
7. Theory And Practice by Trisha Greenhalgh Department of Primary Care and Population Sciences University College London UK. Blackwell publishing.
8. United States Department of Labor. Reproductive Hazards. <https://www.osha.gov/SLTC/reproductivehazards/hazards.html>

FFFF3112 PERSONAL & PROFESSIONAL ADVANCEMENT III

PPA module is to facilitate adaptation to clinical work and life as future doctors. Emphasis is 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. The mode of instruction is multifaceted with bedside teaching, reflection, camps, sketches and role play amongst them. Due to the variable and inherently embedded nature of this module, assessment of participant performance is continuous with assesment points being mini CEX, reflection and participation in camp activities. This module is conducted throughout Year 3.

- CLO1 Demonstrate effective communication skills with patients, colleagues and other healthcare professions.
- CLO2 Discuss medical ethics and patient safety aspects in different clinical situations.
- CLO3 Analyse the role of each member in the multi-disciplinary team.

References:

1. Arain M, Suter E, Mallinson S, Hepp SL, Deutschlander S, Nanayakkara SD, Harrison EL, Mickelson G, Bainbridge L, Grymonpre RE. 2017. Interprofessional education for internationally educated health professionals: an environmental scan. *J Multidiscip Healthc.* 10:87-93.
2. Al Gahtani HMS, Jahrami HA, Silverman HJ. 2021. Perceptions of medical students towards the practice of professionalism at the Arabian Gulf University. *BMC Med Educ.*
3. Derk Bransen, Erik W. Driessen, Dominique M. A. Sluijsmans, Marjan J. B. Govaerts. 2022. How medical students co-regulate their learning in clinical clerkships: a social network study. *BMC Medical Education.*
4. Margaret L., Robert B. & Lorraine N. 2018. *Clinical Communication Skills for Medicine* (4th ed.). London: Elsevier Health Sciences.
5. Page M, Crampton P, Viney R, Rich A, Griffin A. Teaching medical professionalism: a qualitative exploration of persuasive communication as an educational strategy. 2020. *BMC Med Education.*
6. Ramakrishna T. & Jason L. 2021. *Medical Law and Ethics in Malaysia*. Kuala Lumpur: LexisNexis.

FFFF3922 ELECTIVE POSTING

It is essential to facilitate student's development in a holistic, comprehensive and practical manner, without being restricted to formal learning methods inside the classroom. The aim of this elective posting is to give the students an opportunity to experience and learn from any humanitarian project of their interest. In this module, students will be exposed to out-campus learning, especially to facilitate students to adapt and experience broader aspects of life. Students will be guided to participate in any elective posting programme for the minimum period of four weeks (in Malaysia) or two weeks (overseas). The elective posting programmes are chosen by students based on their preference on particular fields such as humanitarian, skills, entrepreneurship and others, subject to approval by the Programme Committee. This is important as preparation for students to enter a working environment later on. It is hoped that students can learn to be independent, able to work in a team and communicate effectively especially when dealing with

individuals from other organizations. It is scheduled for a period of 4 weeks and is to be carried out preferably during their Year 3. However exemptions will be considered for those candidates who had failed any prior modules or have a valid reason to carry out their electives in Year 4.

- CLO1 Apply skills in managing out-campus learning in the aspects of making decision, interpersonal communication, time management and critical thinking.
- CLO2 Demonstrate capability to learn new things and fulfill the task given responsibly.
- CLO3 Discuss experiences gained during out-campus learning and their implication on student's personal development.

References:

1. Adams KL, Galanes GJ. 2021. Communicating in Groups: Applications and Skills (Communication). 11th Edition, McGraw-Hill Education. New York.
2. Baird, BN, Mollen, D. 2019. Internship, Practicum, and Field Placement Handbook. 8th 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. 2nd Edition. Goodheart-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. 8th Edition. SAGE Publications Inc. USA.
7. Petrosoniak, A., McCarthy, A., Varpio, L. 2010. International health electives: thematic results of student and professional interviews. *Medical Education*. 44(7):683–689.
8. Sweitzer, HF, King, MA. 2019. The Successful Internship: Personal, Professional and Civic Development in Experiential Learning. 5th Edition. Cengage Learning Inc. USA.

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

The aim of this module is to give a knowledge regarding common ear, nose, throat, head & neck (ENT) diseases. This two-weeks module also will teach students regarding basic ENT examination. Students will be taught regarding emergency cases that need to be referred to Otorhinolaryngology. Teaching and learning methods used include Team-Based Learning, Concept Lecture, Ward Rounds, Mini-CeX, Case Presentations, Case-Based Discussions and Patient Feedback.

- CLO1 Explain the diagnosis, investigations and basic management on patients presenting with common Otorhinolaryngology problems.
- CLO2 Demonstrate complete history and physical examination on patients presenting with common Otorhinolaryngology problems.

References:

1. Dhingra P.L., Dhingra S. 2021. Diseases of Ear, Nose & Throat (8th Edition). Elsevier.
2. Corbridge R., Steventon N. 2020. Oxford Handbook of ENT and Head and Neck Surgery (3rd Edition). Oxford University Press.

3. Dhillon R.S., East C.A. 2013. Ear, Nose and Throat and Head and Neck Surgery : An Illustrated Colour Text (4th edition). Elsevier.
4. Malaysia Health Technology Assessment Section. 2017. Management of Rhinosinusitis in Adolescents and Adults. Ministry of Health Malaysia. <https://www.moh.gov.my/index.php/pages/view/159>
5. Malaysia Health Technology Assessment Section. 2012. Management of Otitis Media with Effusion in Children. Ministry of Health Malaysia. <https://www.moh.gov.my/index.php/pages/view/159>
6. Malaysia Health Technology Assessment Section. 2003. Management of Sore Throat. Ministry of Health Malaysia. <https://www.moh.gov.my/index.php/pages/view/159>

FFFF3412 ANAESTHESIOLOGY

The aim of this 2-week module is to introduce the students in Year 3 to the basic principles of general and regional anaesthesia, as well as intensive care. They will also learn the skills of airway management and basic life support course (BLS). This module also includes patient safety related to anaesthesia. By applying biomedical and clinical sciences, the students learn through an integrated approach related to patient problem.

- CLO1 Discuss basic principle of anaesthesia.
- CLO2 Demonstrate basic airway management and resuscitation.
- CLO3 Describe basic concept of patient safety in anaesthesia.

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.
6. Choon Yee Lee 2006. Manual of Anaesthesia Mc Graw-Hill.

FFFF3312 OPHTHALMOLOGY

The aim of this 2-week course is to provide students with an exposure and understanding of common ocular diseases. Students will be taught on how to diagnose various ocular diseases based on relevant investigations with their latest management options. They will also be exposed to the management of patients as a whole including their psychosocial care.

- CLO1 Explain the diagnosis, investigations and basic management of patients presenting with common oculareye diseases.
- CLO2 Demonstrate history taking and physical examination in patients present with common oculareye diseases.

References:

1. Ophthalmology at a Glance. J Oliver, L Cassidy, G Jutley, L Crawley; 2014. Blackwell Science Ltd.
2. Ophthalmology in Focus. JJ Kanski, B Bowling. 2005. Elsevier, Churchill Livingstone.
3. Ophthalmology: An Illustrated Colour Text. M Batterbury, B Bowling, C Murphy. 2009. Livingstone.
4. Lecture Notes on Ophthalmology. J Bruce, C Chris, B Anthony, Manoj V Parulekar; 2016 12th Revised Edition. Blackwell Publishing.
5. Kanski's Clinical Ophthalmology: A Systematic Approach. Brad Bowling; 2015 8th Edition; Saunders Ltd.

5.1.4 YEAR 4

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 PPD components to gain adequate knowledge and skills as well as proper attitude and conduct for holistic management of patients.

- CLO1 Demonstrate a complete history taking on patient.
- CLO2 Demonstrate a complete mental state and physical examination on patient.
- CLO3 Demonstrate communication skills with patients, families, colleagues and the community.
- CLO4 Explain the diagnosis and relevant investigations.
- CLO5 Discuss the principal management of common diseases and psychiatric emergencies.
- CLO6 Demonstrate common procedures.

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.
5. Applications, Cambridge University Press.
6. 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.

- CLO1 Demonstrate a complete history taking on paediatric patients.
- CLO2 Demonstrate a complete physical examination on patient.
- CLO3 Demonstrate communication skills with patients, families and colleagues.
- CLO4 Discuss the diagnosis and relevant investigations.
- CLO5 Discuss the principle management of common diseases and medical emergencies.
- CLO6 Observe common paediatric procedures.

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

FFFF4228 ORTHOPAEDICS & TRAUMATOLOGY

This is a 8 weeks posting where students will be exposed to common orthopaedic disorders and emergencies. By applying basic and clinical sciences, the students learn through an integrated approach encompassing history taking, clinical examination and interpretation of relevant investigations. This serves as a preparatory posting before entering the senior clerkship in the final year and eventually nurtures them into competent house officers.

- CLO1 Demonstrate a complete history taking on patient.
- CLO2 Demonstrate a complete physical examination on patient.
- CLO3 Demonstrate communication skills with patients, families, colleagues and the community.
- CLO4 Explain the diagnosis and relevant investigations.
- CLO5 Discuss the principal management of common diseases and medical emergencies.
- CLO6 Demonstrate common orthopedic procedures.

References:

1. <https://ukmfolio.ukm.my/>.
2. Ashley Blom, David Warwick, Michael Whitehouse Apley & Solomon's System of Orthopaedics & Trauma CRC Press, 2017 (10th Edition).
3. David Magee The Orthopaedic Physical Assessment Elsevier, 2020 (7th Edition).
4. Egol K, Koval K, Zuckerman J Handbook of Fractures Lippincott Williams & Wilkins, 2019 (6th Edition).
5. Thompson J Netter's Concise Atlas of Orthopaedic Anatomy Saunders, 2016 (2nd Revised Edition).
6. FractureManagement. Elsevier 2015 (3rd Edition).
7. Egol K, Koval K, Zuckerman J. Handbook of Fractures. Wolters Kluwer Health 2015 (5th edition).
8. Cleland J, Koppenhaver S, Su J. Netter's Orthopaedic Clinical Examination. An Evidence-Based Approach. Elsevier 2016 (3rd Edition).

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.

- CLO1 Demonstrate a complete history taking on patient.
- CLO2 Demonstrate a complete physical examination on patient.
- CLO3 Demonstrate communication skills with patients, families and colleagues.
- CLO4 Explain the diagnosis and relevant investigations.
- CLO5 Discuss the basic principles of patient's management.
- CLO6 Demonstrate common clinical and O&G procedures.

References:

1. Jeremy J N Oats, Suzanne Abraham. 2022. Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology. 11th Edition. Elsevier.
2. Emma J Krosbie, Louise C Kenny 2024. Gynaecology by Ten Teachers. 21th Edition. CRC Press.
3. Louise Kenny, Fergus McCarthy. 2024. Obstetrics by Ten Teachers. 21th Edition. CRC Press.
4. Jodi S. Dashe, Steven L. Bloom, Catherine Y. Spong, Barbara L. Hoffman. 2018. Williams Obstetrics. 25th Edition. Mc Graw Hill Professional.
5. Ian M. Symonds, MB BS MMedSci DM FRCOG FRANZCOG and Sabaratnam Arulkumaran, 2019. Elsevier.
6. Roger P. Smith, MD, Netter's Obstetrics and Gynecology, Edition 4, 2023, Elsevier.
7. Catrina Bain, Kevin Burton, Jay McGavigan. 2011. Gynaecology Illustrated. 6th Edition. Churchill Livingstone (no changes).
8. Kevin P. Hanretty. 2009. Obstetrics Illustrated. 7th Edition. Churchill Livingstone (no changes).
9. Kulenthiran Arumugam. 2012. A Practical Approach To Problems in Gynaecology for the Undergraduate. 5th Edition. University of Malaya Press (no changes).
10. Lee Say Fatt. 2007. Quick Management Guide in Gynaecology. 1st Edition. University of Malaya Press (no changes).
11. Phillip Bennett, BSc, PhD, MD, FRCOG, Catherine Williamson, BSc, MD, FRCP, Lynne Sykes, BSc MBBS PhD MRCOG, David A MacIntyre and Peter H Dixon, Basic Science in Obstetrics and Gynaecology, 5th Edition, 2023, Elsevier.
12. Gershenson MD, David M, Lentz MD, Gretchen M, Valea MD, Fidel A, Lobo MD, Rogerio A. Comprehensive Gynaecology, 2021, Elsevier
13. Richa Saxena, Clinical Cases in Obstetrics and Gynecology for Undergraduates, 1st edition, 2022. Jaypee Brothers Medical Publishers (P) Ltd.

FFFF4621 RADIOLOGY II

The radiology mini strand is a 1 week module integrated into the clinical years in Year 4 complementing students during their Paediatric, O&G and Orthopaedic modules. 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 medical and surgical conditions, and to ensure they are fully aware of their legal responsibilities with regard to patient safety as influenced by radiology. Students will also be given knowledge base of the principles of radiology on which to build as their career develops.

- CLO1 Describe basic radiological anatomy and its relevant basic radiological investigations.
- CLO2 Explain the appropriate relevant clinical indication for a radiological investigations and its relation to clinical and laboratory findings.

References:

1. Herring, W. (2019). Learning Radiology: Recognizing the Basics (4th ed.). Elsevier.
2. Weber, E. C., & Vilensky, J. A. (2018). Netter's Concise Radiologic Anatomy Updated

Edition (2nd ed.). Elsevier.

3. Smithuis, R. (n.d.). Radiology Assistant: Educational site of the Radiological Society of the Netherlands. Retrieved from www.radiologyassistant.nl.
4. Radiology Masterclass. (n.d.). Radiology Masterclass. Retrieved from <https://www.radiologymasterclass.co.uk>.
5. Radiopaedia.org. (n.d.). Quizzes. Retrieved from <https://radiopaedia.org/quizzes/all>.
6. Clarke, C., & Dux, A. (2020). Chest X-rays for Medical Students: CXRs Made Easy (2nd ed.). Wiley-Blackwell. <https://doi.org/10.1002/9781119504153>.
7. Herring, W. (2019). Learning Radiology: Recognizing the Basics (4th ed.). Elsevier.

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).

- CLO1 Practise effective communication skills with other healthcare professions in a variety of situations.
- CLO2 Discuss medical ethics and patient safety aspects in different clinical situations.

References:

1. Margaret L., Robert B. & Lorraine N. 2018. Clinical Communication Skills for Medicine (4th ed.). London: Elsevier Health Sciences.
2. Charles P. V. & Amy B. Interprofessional Collaboration To Improve Healthcare: An Introduction. <http://www.medscape.org/viewarticle/857823> accessed on 2 April 2019.
3. Ramakrishna T. & Jason L. 2021. Medical Law and Ethics in Malaysia. Kuala Lumpur: LexisNexis.
4. Van Servellen, Gwen. 2018. Communication Skills for the Health Care Professional. 3rd ed. Sudbury, MA: Jones and Bartlett.
5. World Health Organisation. Patient Safety. <https://www.who.int/teams/integrated-health-services/patient-safet>.

FFFF4522 FORENSIC PATHOLOGY

The Forensic Pathology module provides early exposure to the subject of forensic pathology every Friday evening in 2 semesters during year 4. The nature of the subject dealing with examination of deceased persons in the investigation of sudden, unexpected, and/or violent deaths. Students will undergo concept lectures, supervised observations of post-mortem examinations, observe moot court proceedings and become acquainted with the forensic diagnostic process of integrating evidence from the deceased's medical history, the circumstances surrounding the death, the findings of post-mortem medical examination and the results of laboratory investigations undertaken as part of the autopsy. All students must complete a total of three post-mortem observations and submit one post-mortem report.

- CLO1 Describe the concepts of Forensic Pathology and Medico-Legal Aspects.
- CLO2 Describe the findings of an autopsy to determine the cause and manner of death.

References:

1. Saukko, P., Knight, B. 2015. Knight's Forensic Pathology. 4th Ed. CRC Press.
2. Houck, M. 2017. Forensic Pathology. First Ed. Elsevier Science Publishing.
3. Collins, K.A., Byard, R.W. 2014. Forensic Pathology of Infancy & Childhood. New York, Springer.
4. Corrigan, G.E. 2012. Essential Forensic Pathology: Core Study and Exercise. New York, CRC Press.
5. Vincent, J.M. 2016. Gunshot Wound: Practical Aspects of Firearms, Ballistic and Forensic Techniques. 3rd Ed. CRC Press.
6. Catanese, C. 2016. Color Atlas of Forensic Medicine & Pathology. CRC Press.

FFFF4113 SPECIAL STUDY MODULE I

Special Study Module (SSM) is a prerequisite 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 5 and the first 7 weeks of year 6. 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.

- CLO1 Prepare a research proposal.
- CLO2 Present a research proposal to obtain research ethics committee approval.
- CLO3 Apply the digital skill in searching journal articles using databases and reference recording.
- CLO4 To develop interpersonal skill in conducting research.

References:

1. Carter, M. 2020. Designing Science Presentation: A Visual Guide to Figure, Papers, Slides, Posters and More. 2nd edition. Academic Press.
2. La Trobe University. Dec 7th, 2021. Reference Management for Researchers. <https://latrobe.libguides.com/reference-management>.
3. Page, M.J., McKenzie, J.E., Bossuyt, P.M. et al. 2021. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. Syst Rev 10, 89.
4. University of Wollongong, Australia. September 22nd, 2021. How to Search Effectively. <https://uow.libguides.com/literaturereview/how>.
5. Wheatley, D.N. 2021. Scientific Writing and Publishing: A Comprehensive Manual for Authors. Cambridge University Press.

FFFF4227 SPECIAL STUDY MODULE II

SSM 2 is conducted throughout year 4 semester 2 every thursday evening and within 6 weeks after the end of semester examination. During semester 2, students have to perform data collection after getting approval from research and ethic committee. Students are required to analyse the data, present research output and produce a research manuscript.

- CLO1 To demonstrate skill in research data collection.
- CLO2 To make conclusion from the research findings using statistical analysis.
- CLO3 To present the output of research.
- CLO4 To produce scientific research manuscript.
- CLO5 To develop interpersonal skill in conducting research.

References:

1. Carter, M.2020. Designing Science Presentation: A Visual Guide to Figure, Papers, Slides, Posters and More. 2nd edition. Academic Press.
2. La Trobe University. Dec 7th, 2021. Reference Management for Researchers. <https://latrobe.libguides.com/reference-management>.
3. Page, M.J., McKenzie, J.E., Bossuyt, P.M. et al. 2021. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. Syst Rev 10, 89.
4. University of Wollongong, Australia. September 22nd, 2021. How to Search Effectively. <https://uow.libguides.com/literaturereview/how>.
5. Wheatley, D.N. 2021. Scientific Writing and Publishing: A Comprehensive Manual for Authors. Cambridge University Press.

5.1.5 YEAR 5**FFFF5518 SURGERY II**

During the 8 week posting, the students will initially be given a week of refresher course which will include seminars and lectures on specific topics plus demonstrations on basic surgical procedures (Appendix 1). Following this, they will be divided into 2 groups; each group will be required to spend a 3 week rotation each in UKMMC and Teluk Intan Hospital (Appendix 2). The group at UKMMC will be further divided based on the 5 units in General surgery consisting of ;1. Breast and Endocrine Surgery,2. Colorectal Surgery,3. Hepatobiliary Surgery,4. Vascular Surgery,5. Minimally Invasive Surgery.

- CLO1 Demonstrate a complete history taking on patient during senior clerkship.
- CLO2 Demonstrate a complete physical examination on patient during senior clerkship.
- CLO3 Demonstrate effective communication skills with patients, families and colleagues.
- CLO4 Propose appropriate diagnosis and investigations.
- CLO5 Demonstrate critical thinking and clinical reasoning in formulating diagnosis and holistic plan of management.

References:

1. Philip J. Deakin, Clive R. G. Quick, Suzanne Biers, Tan Arulampalam. 2019.Essential Surgery: Problems, Diagnosis and Management.6th Edition.Churchill Livingstone.
2. James A. Gossage, Matthew F. Bultitude, Steven A. Corbett. 2021.Browse's Introduction to the symptoms & Signs of Surgical Disease.6th edition.CRC Press.
3. Nicholas J Talley, Simon O'Connor.2022.Examination Medicine: A Guide to Physician Training, 8th Edition.9th Edition.Elsevier.
4. P. Ronan O'Connell, Andrew W. McCaskie, Robert D. Sayers.2023.Bailey & Love's Short Practice of Surgery.28th Edition,CRC Press.
5. O. James Garden, Rowan W. Parks, Stephen J. Wigmore.2023.Principles and Practice of Surgery.8th Edition.Elsevier.

FFFF5214 EMERGENCY MEDICINE

Emergency Medicine is a rapidly growing specialty, which focuses on early diagnosis and intervention, as well as acute management involving various categories of patients. This 4 weeks Emergency Medicine module exposes the students to clinical approach towards various common cases that present to the Emergency Department. Within the four-week posting, the students can expect to encounter a wide variety of patients with emergent, urgent & non-emergency problems. The aim of the module is to ensure that the students achieve a general understanding of the principles of prehospital care, initial evaluation and stabilization of critically ill patients, as well as appropriate referral and disposition of emergency patients. While it is impossible within this short module for the students to grasp the entire breadth and depth of Emergency Medicine, it is hoped that it can create a different perspective towards modern emergency care through experiential learning techniques. Students are expected to be acquainted with the current medical knowledge related to the emergent cases.

- CLO1 Explain the principle of Emergency Medicine.
- CLO2 Apply the principle of Pre- hospital care.
- CLO3 Classify the principle of disaster risk management.
- CLO4 Propose appropriate diagnosis and investigation.
- CLO5 Demonstrate clinical reasoning in formulating diagnosis and plan of management in acute ill patients.

References:

1. O. James Garden, Rowan W Parks, Stephen J. Wigmore. 2022 Principles and Practice of Surgery. 8th Edition. Churchill Livingstone.
2. emedicine (www.emedicine.com).
3. MDConsult (via HUKM library website).
4. E-learning website(www.medicine.ukm.my/e.learning).
5. UKMFolio (<https://ukmfolio.ukm.my/>).
6. DXR Clinician (<https://ukm.dxrclinician.com/cgi-bin/DxR/login.pl>).

FFFF5128 PAEDIATRICS II

This is the second paediatric posting deliver within 8 weeks of Year 5 undergraduate program. During this module, the concept of senior clerkship is introduced in order to train and prepare you prior to the internship, so that you are familiar and competent in handling acute and chronic paediatric cases. The first week will consist of a child-friendly-practise-based lecture and presentation as well as facilitated teaching in the skills laboratory. The other weeks are spent as follows: five weeks are in HCTM and two weeks in the peripheral district hospitals. Students are expected to perform ward work and attend ward rounds and clinics at these hospitals. There are also sessions for observation for assessment of developmental milestones, student-led seminars and presentations, as well as bedside teaching and self-directed learning sessions.

- CLO1 Demonstrate a complete history taking on patient during senior clerkship.
 CLO2 Demonstrate a complete physical examination on patient during senior clerkship.
 CLO3 Demonstrate effective communication skills with patients, families and colleagues.
 CLO4 Propose appropriate diagnosis and investigations.
 CLO5 Demonstrate critical thinking and clinical reasoning in formulating diagnosis and holistic plan of management.
 CLO6 Perform competently under supervision common procedures/tasks.

References:

1. Way Seah, Tay Chee Geap, Lum Su Han; Textbook of Paediatrics and Child Health (2019); University of Malaya.
2. Tom Lissauer, Will Carroll (2021); Illustrated Textbook of Paediatrics; 6th edition; Elsevier.
3. Mary Rudolf, Anthony Luder, Kerry Jeavon (2020); Essential Paediatrics and Child Health, 4th edition; Wiley-Blackwell.
4. Sunil Sinha, Lawrence Miall, Luke Jardine (2018); Essential Neonatal Medicine; 6th edition; John Wiley and Sons Ltd. Reference Book.
5. Karen J Marcdante, Robert M Kilegman, Abigail M Schuh (2022); Nelson's Essential of Paediatrics; 9th edition; Elsevier.

FFFF5118 INTERNAL MEDICINE II

The aim of this 8 weeks 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.

- CLO1 Demonstrate a complete history taking on patient during senior clerkship.
 CLO2 Demonstrate a complete physical examination on patient during senior clerkship.

- CLO3 Demonstrate effective communication skills with patients, families and colleagues.
- CLO4 Propose appropriate diagnosis and investigations.
- CLO5 Demonstrate critical thinking and clinical reasoning in formulating diagnosis and holistic plan of management.

References:

1. Davidson's Principles and Practice of Medicine. Ian D Penman, Stuart H. Ralston, Mark W J Strachan, Richard Hobson. 24th Edition, 2022.
2. Clinical Examination: A Systematic Guide to Physical Diagnosis. Nicholas Joseph Talley, Simon O'Connor. Elsevier Health Sciences, 2014.
3. Kumar and Clark's Clinical Medicine. Adam Feather, David Randall, and Mona Waterhouse. 10th Edition, 2020.
4. Harrison's Principles of Internal Medicine. Joseph Loscalzo, Anthony Fauci, Dennis Kasper, Stephen Hauser, Dan Longo, J. Larry Jameson. 21st Edition, 2023.
5. Oxford Textbook of Medicine. John Firth, Christopher Conlon, Timothy Cox. 6th Edition, 2020.
6. Malaysian Clinical Practice Guidelines (CPG). <http://www.acadmed.org.my/index.cfm?&menuid=67>.
7. UpToDate. <https://www.uptodate.com/contents/search>.
8. Medscape www.medscape.com.
9. e-medicine: www.emedicine.com.

FFFF5228 OBSTETRICS & GYNAECOLOGY II

This eight-week module is aimed to provide further clinical exposure to final year students, in preparation for their houseman ship posting in Obstetrics & Gynaecology. Students are expected to apply their knowledge obtained in the previous O&G rotation in performing clinical clerkship, physical examination alongside formulating diagnosis and management for common O&G conditions. The students are expected to be familiar with the management of O&G emergencies as well as the risk management and medicolegal issues surrounding this speciality.

- CLO1 Demonstrate a complete history taking on patient during senior clerkship.
- CLO2 Demonstrate a complete physical examination on patient during senior clerkship.
- CLO3 Demonstrate effective communication skills with patients, families and colleagues.
- CLO4 Propose appropriate diagnosis and investigations.
- CLO5 Demonstrate clinical reasoning in formulating diagnosis and holistic plan of management.
- CLO6 Demonstrate the routine procedures in Obstetrics & Gynaecology.

References:

1. Jeremy J N Oats, Suzanne Abraham. 2022. Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology. 11th Edition. Elsevier.
2. Emma J Krosbie, Louise C Kenny 2024. Gynaecology by Ten Teachers. 21th Edition. CRC Press.
3. Louise Kenny, Fergus McCarthy. 2024. Obstetrics by Ten Teachers. 21th Edition. CRC Press.
4. Jodi S. Dashe, Steven L. Bloom, Catherine Y. Spong, Barbara L. Hoffman. 2018. Williams Obstetrics. 25th Edition. Mc Graw Hill Professional.
5. Ian M. Symonds, MB BS MMedSci DM FRCOG FRANZCOG and Sabaratnam Arulkumaran, 2019. Elsevier.
6. Roger P. Smith, MD, Netter's Obstetrics and Gynecology, Edition 4, 2023, Elsevier.
7. Catrina Bain, Kevin Burton, Jay McGavigan. 2011. Gynaecology Illustrated. 6th Edition. Churchill Livingstone (no changes).

8. Kevin P. Hanretty. 2009. *Obstetrics Illustrated*. 7th Edition. Churchill Livingstone (no changes).
9. Kulenthiran Arumugam. 2012. *A Practical Approach To Problems in Gynaecology for the Undergraduate*. 5th Edition. University of Malaya Press (no changes).
10. Lee Say Fatt. 2007. *Quick Management Guide in Gynaecology*. 1st Edition. University of Malaya Press (no changes).
11. Phillip Bennett, BSc, PhD, MD, FRCOG, Catherine Williamson, BSc, MD, FRCP, Lynne Sykes, BSc MBBS PhD MRCOG, David A MacIntyre and Peter H Dixon, *Basic Science in Obstetrics and Gynaecology*, 5th Edition, 2023, Elsevier.
12. Gershenson MD, David M, Lentz MD, Gretchen M, Valea MD, Fidel A, Lobo MD, Rogerio A. *Comprehensive Gynaecology*, 2021, Elsevier.
13. Richa Saxena, *Clinical Cases in Obstetrics and Gynecology for Undergraduates*, 1st edition, 2022. Jaypee Brothers Medical Publishers (P) Ltd.
13. Sabaratnam Arulkumaran, William Ledger, Lynette Denny, Stergios Doumouchtsis, *Oxford Textbook of Obstetrics and Gynaecology*, 2019, Oxford University Press.

FFFF5124 FAMILY MEDICINE

This 4 weeks module is designed for students to acquire the competency in performing patient-centred consultation in the community as the first point of contact. Students should be able to apply principles of family medicine in comprehensive patient care, health promotion and disease prevention in all categories of age.

- CLO1 Able to demonstrate a patient-centred approach for an undifferentiated illness in primary care consultation.
- CLO2 Able to discuss coordination of care in an interprofessional and multidisciplinary approach.
- CLO3 Able to demonstrate comprehensive care in patient management.
- CLO4 Able to discuss age and gender-based preventive care.

References:

1. Murtagh J., Rosenblatt J., Murtagh C., Coleman J. 2022 *Murtagh's General Practice*. 8th edition. McGraw-Hill Education (Australia).
2. Panduan Amalan Klinikal Kementerian Kesihatan Malaysia. <https://www.moh.gov.my/index.php/pages/view/3962>.
3. Ali N, Syed Mohideen FB, Ismail IA, Rashid R, Zakaria ZF, Foo WP, Abdullah S. *Common Clinical Problems in Primary Care: A Quick Guide*. 2nd Edition. FMSA (Malaysia).
4. Talley N., O'Connor S. 2022 *Talley & O'Connor's Clinical Examination*. 9th edition. Elsevier Australia.
5. Rakel R., Rakel D. 2016 *Textbook of Family Medicine*. 9th edition. Elsevier Saunders. : For online access to Malaysian Clinical Practice Guidelines <http://www.acadmed.org.my> Medscape Reference: Diseases & Conditions <http://emedicine.medscape.com/>.
6. Merck Manual on-line <http://www.merckmanuals.com/professional>.

FFFF5822 PERSONAL & PROFESSIONAL ADVANCEMENT V

This module runs as a strand throughout Year 5 and is integrated into clinical teaching. The aim of this 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, biomedical ethics, spiritual and managing diversity. 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. Teaching learning methods

will be in the form of bedside teaching, camp, seminar, online lecture (asynchronous) and mentoring session.

- CLO1 Demonstrate effective communication skills in different challenging clinical situations.
- CLO2 Analyse issues related to personal skills including managing diversity and spirituality in clinical situations and life.
- CLO3 Analyse issues related to medical ethics, medico-legal and patient safety in medical practice.

References:

1. Margaret L., Robert B. & Lorraine N. 2018. *Clinical Communication Skills for Medicine* (4th ed.). London: Elsevier Health Sciences.
2. Timmins, Fiona & Caldeira, Sílvia. 2019. *Spirituality in Healthcare: Perspectives for Innovative Practice*. Springer Cham.
3. Ramakrishna T. & Jason L. 2021. *Medical Law and Ethics in Malaysia*. Kuala Lumpur: LexisNexis.
4. Van Servellen, Gwen. 2018. *Communication Skills for the Health Care Professional*. 3rd ed. Sudbury, MA: Jones and Bartlett.
5. Vincent, Charles. 2010. *Patient Safety*: 2nd edition. Wiley Blackwell.

STUDENT ASSESSMENT

A. GENERAL CRITERIA

1. Assessment Terminologies

- Continuous Assessment (CA)
- End of Module (EOM)
- End Semester Examinations (ESE)
- Remedial Examination
- Final Professional Examination (FPE)

2. Assessment method

- One Best Answer (OBA)
- Modified One Correct Answer (MOCA)
- Extended Matching Item (EMI)
- Modified Essay Question (MEQ)
- Key Features Question (KFQ)
- Mini Clinical Evaluation Exercise (Mini-CEX)
- Case Based Discussion (CBD)
- Direct Observation of Procedural Skills (DOPS)

3. Eligibility for End of Module/ Semester (EOM/ ESE)

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

4. Eligibility to sit for Final Professional Examination (FPE)

- a. Attendance of 100% in teaching-learning activities
- b. Pass Special Study Module and Forensic Pathology

5. Criteria for Progression

Year 1 and 2

- a) Progress to subsequent year
 - Pass ESE, progress to subsequent year
- b) Sit for Remedial Examination
 - Fail any module in ESE
- c) Repeat the year
 - Fail Remedial Examination
- d) Exit programme
 - Fail Remedial Examination with CGPA 1.50 and below

Year 3

- a) Progress to subsequent year
 - Pass all modules
- b) Remedial posting and sit for Remedial Examination
 - Fail two or less major modules
 - Fail one major and three or less minor module
- c) Repeat the year
 - Fail more than two major modules

- Fail two major and fail three or less minor module
- Fail remedial examination

Year 4

- Progress to subsequent year
 - Pass all modules
- Remedial posting and sit for Remedial Examination
 - Fail two or less major modules
 - Fail one major and three or less minor module
- Repeat the year
 - Fail more than two major modules
 - Fail two major and fail three or less minor module
 - Fail remedial examination
- Must pass Special Study Module and Forensic module to sit for Final Professional examination in Year 5

Year 5

- Pass the Final Professional Examination, a student will be awarded with the MD (UKM) degree.
- Passed with distinction in the Final Professional Examination, a student will be awarded the MD (UKM) degree.
- Pass with distinction in the Final Professional Examination and fulfill all the criteria for honours, a student will be awarded the MD(Hons) (UKM) degree and the honours will be recorded in the transcript.
- Fail Final Professional Examination, sit for remedial posting for 6 month and Remedial Examination

6. Grades : CGPA System

B. EXAMINATION FORMAT & DISTRIBUTION OF MARKS

Year 1 and 2

Biomedical Modules

Examination	Total
CA	35%
ESE	65%

Clinical Sciences Modules

Examination	Distribution of Marks	Total
Year 1 Semester II	CA	100%
Year 2 Semester I / II	CA	100%

PPA

Examination	Distribution of Marks		Total
Year 1 Semester I / II	CA – 50%	ESE 50%	100%
Year 2 Semester I / II	CA – 60%	ESE 40%	100%

Year 3**Modules (*Medicine I, *Surgery I)**

Examination	Distribution of Marks
CA	30%
EOM	70%

pass module: total mark more than 50% and must pass theory and clinical component separately

Modules *Public Health Medicine

Examination	Distribution of Marks
CA	40%
EOM	60%

pass module: must pass both component CA and EOM

Modules **ENT / **Ophthalmology / **Anaesthesiology

Examination	Distribution of Marks
CA	50%
EOM	50%

pass module: total marks more than 50%

Module PPA III

Examination	Distribution of Marks
CA	100%

Module Elective Posting (pre - requisite for graduation)**Modules **Radiology**

Examination	Distribution of Marks
CA	80%
EOM	20%

Year 4**Modules *Obstetric & Gynaecology I / *Orthopaedics / *Paediatrics I
*Psychiatry**

Examination	Total
CA	30%
ESE	70%

pass module: total mark more than 50% and must pass theory and clinical component separately

****Radiology**

Examination	Total
CA	80%
Summative	20%

SSM

Examination	Total
CA	100%

Module PPA IV

Examination	Total
CA	100%

Year 5

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

Examination	Total
CA	30%
FPE	70%

Pass FPE:

- Total marks more than 50% and
- Must pass clinical component (total marks 50% and above or values determined by standard setting method agreed upon in the course / module pre examination committee meeting) and
- Pass minimum 3 out of 6 manned OSCE

Module Personal & Professional

Examination	Total
CA	100%

Note :

CA	Continuous Assessment
EOM	End of Module Examination
ESE	End Semester Examination
FPE	Final Professional Examination
*	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) 2024**

Edisi semakan 2024

PERATURAN-PERATURAN UNIVERSITI KEBANGSAAN MALAYSIA (PENGAJIAN SARJANA MUDA) 2024

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) 2024 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:

Memiliki Sijil Pelajaran Malaysia (SPM) dengan mendapat kepujian dalam mata pelajaran Bahasa Melayu/Bahasa Malaysia atau kepujian Bahasa Melayu /Bahasa Malaysia Kertas Julai dan lulus dalam mata pelajaran Sejarah;

dan

Mendapat sekurang-kurangnya Band 1.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 1 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan;

dan

Bagi Calon Lulusan STPM

Lulus Peperiksaan Sijil Tinggi Persekolahan Malaysia (STPM) dengan mendapat sekurang-kurangnya PNGK 2.00 dan mendapat sekurang-kurangnya:

- Gred C (NGMP 2.00) mata pelajaran Pengajian Am; dan
- Gred C (NGMP 2.00) dalam dua (2) mata pelajaran lain.

atau

Bagi Calon Lulusan Diploma/Setaraf

Mempunyai kelulusan Diploma atau kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diluluskan oleh Senat Universiti.

atau

Lulus peperiksaan Sijil Tinggi Persekolahan Malaysia (STPM) tahun 2022 dan sebelumnya dengan mendapat sekurang-kurangnya PNGK 2.00 dan mendapat sekurang-kurangnya:

- Gred C (NGMP 2.00) mata pelajaran Pengajian Am; dan

- Gred C (NGMP 2.00) dalam dua (2) mata pelajaran lain.

atau

Lulus peperiksaan Matrikulasi /Asasi tahun 2022 dan sebelumnya dengan mendapat sekurang-kurangnya PNGK 2.00.

atau

Lulus peperiksaan Sijil Tinggi Agama Malaysia (STAM) tahun 2022 dan sebelumnya dengan mendapat sekurang-kurangnya Pangkat Jayyid;

dan

Mendapat sekurang-kurangnya Band 1.0 dalam Malaysian University English Test (MUET) untuk peperiksaan yang bermula sesi 1 tahun 2021 ATAU Band 1 untuk peperiksaan sehingga tahun 2020 mengikut tempoh sah laku pada tarikh permohonan.

dan

Keperluan Khas Program:

Calon Tempatan

i. Matrikulasi KPM / Asasi

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

dan

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

dan

Mendapat sekurang-kurangnya Gred B (NGMP 3.00) pada peringkat Matrikulasi KPM/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; dan
- 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 temuduga yang ditetapkan oleh Fakulti.

ii. ASASI Pintar

Berumur sekurang-kurangnya 18 tahun pada tarikh pendaftaran program.

dan

Mendapat sekurang-kurangnya PNGK 3.80 pada peringkat ASASIPintar;

dan

Memperoleh sekurang-kurangnya Gred B (NGMP 3.00) dalam tiga (3) mata pelajaran berikut;

- Biologi
- Kimia
- Fizik / Matematik / Penaakulan Mantik / Statistik / Kalkulus Vector

dan

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

- Biologi
- Kimia
- Fizik
- Matematik / Matematik Tambahan; dan
- 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 temuduga yang ditetapkan oleh Fakulti.

iii. 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 temuduga yang ditetapkan oleh Fakulti.

iv. Diploma/Setaraf

a. International Baccalaureate (IB)

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/4B pada peringkat SPM dalam mata pelajaran berikut:-

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

dan

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

b. 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

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

v. Lulusan Ijazah

a. Bidang Sains 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 temuduga yang ditetapkan oleh Fakulti.

b. 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 temuduga yang ditetapkan oleh Fakulti.

Calon Antarabangsa

i. Diploma/Setaraf

a. International Baccalaureate (IB)

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).

dan

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

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

b. 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 temuduga yang ditetapkan oleh Fakulti.

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

c. 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) / TOEFL iBT (>60) / HEET >7.0

dan

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

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

ii. Lulusan Ijazah

a. Bidang Sains 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) /

dan

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

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

b. 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).

dan

Lulus ujian dan /atau temuduga yang ditetapkan oleh Fakulti.

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

3. Struktur Pengajian

3.1. Kursus

3.1.1. Fakulti

Calon-calun 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-calun 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-calun 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-calun 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-calun 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-calun 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 maksimum yang perlu diambil pada setiap semester seperti dinyatakan pada Perkara 3.3.2.
- 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 maksimum 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 ($\leq 30\%$) 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 ditetapkan tetapi pelajar adalah tertakluk kepada tempoh pemastautin bagi tujuan pindah kredit iaitu satu (1) semester.
 - 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 kerja kursus 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)

Skala Markah	Gred	Nilai Gred	Taraf
80 – 100	A	4.00	Cemerlang
75 – 79	A-	3.75	
70 – 74	B+	3.50	Kepujian
65 – 69	B	3.00	
60 – 64	B-	2.75	Lulus
55 – 59	C+	2.50	
50 – 54	C	2.00	
45 – 49	C-	1.75	Gagal
40 – 44	D+	1.50	
35 – 39	D	1.00	
0 – 34	E	0.00	

Nota: Skala ini adalah terpakai kepada kohort ambilan Sesi Akademik 2026/2027 (Kelulusan Senat ke- Mesyuarat Senat Ke-532 pada 29 Julai 2026)

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 tugas tersebut selewat- lewatnya dua (2) minggu selepas pendaftaran semester berikutnya untuk 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. Ia tidak diberi mata penilaian 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 8.3. 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 bergraduasi 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.
- 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 semester seperti 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.

$$\begin{aligned}
 & \sum_{i=1}^n G_i U_i \\
 \text{PNG} = & \frac{\sum_{i=1}^n G_i U_i}{\sum_{i=1}^n U_i}
 \end{aligned}$$

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+	3.50	3	10.50
XC1013	A-	3.75	3	11.25
XD1512	E	0.00	2	0.00
XE1512	D	1.00	2	2.00
Jumlah			13	35.75

$$\begin{aligned}
 \text{PNG Semester} &= \frac{35.75}{13} \\
 &= 2.75
 \end{aligned}$$

5.4.2 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+	3.50	3	10.50
XC1013	A-	3.75	3	11.25
XD1512	E	0.00	2	0.00
CE1512	D	1.00	2	2.00
Jumlah Kecil			13	35.75

Semester II

Kursus	Gred	Nilai Gred	Jam Kredit	Nilai Gred X Jam Kredit
XA1113	A	4.00	3	12.00
XB1313	B+	3.50	3	10.50
XC1153	C+	2.50	3	7.50
XD1363	A	4.00	3	12.00
XE1512	D	1.00	2	2.00

Jumlah Kecil 14 44.00

Jumlah Besar 27 79.75

$$\begin{aligned} \text{PNGK} &= \frac{79.75}{27} \\ &= 2.95 \end{aligned}$$

6. Penilaian Mendapat Ijazah

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

6.1.1 Lulus Peperiksaan Ikhtisas Akhir dengan mendapat markah 50% dan ke atas atau nilai yang ditentukan melalui kaedah 'Standard Setting' yang dipersetujui dalam Mesyuarat Jawatankuasa Pemeriksa PraPemeriksa di dalam :

6.1.1.1 Markah keseluruhan peperiksaan > 50%

6.1.1.2 Lulus Peperiksaan Klinikal

6.1.1.2.1 markah > 50%

6.1.1.2.2 Lulus minima 3 dari 6 manned OSCE

6.2 Seseorang calon layak dianggap cemerlang dalam Peperiksaan Ikhtisas Akhir jika mendapat markah 75% (bersamaan Nilai Gred 3.75) dan ke atas ATAU nilai lain yang dipersetujui dalam Mesyuarat Jawatankuasa Pemeriksa.

Mesyuarat Fakulti 382 (16 Disember 2020)

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

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

6.3.1.1 keseluruhan peperiksaan

6.3.1.2 peperiksaan klinikal; dan

Mesyuarat Fakulti 382 (16 Disember 2020)

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

6.3.3 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*)

6.4 Tiada peruntukan untuk lulus bersyarat atau ‘redeemable’ di dalam Peperiksaan Ikhtisas Akhir.

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6.5 Ijazah boleh dikurniakan kepada calon yang telah :

6.5.1 memenuhi semua kehendak dan Akta Pengajian Sarjanamuda;

6.5.2 memenuhi semua kehendak Peraturan ini;

6.5.3 diperakui supaya diberi ijazah berkenaan oleh Jawatankuasa Pemeriksa dan disahkan oleh Senat.

6.5.4 menjelaskan segala bayaran yang telah ditetapkan

7. Peruntukan-Peruntukan Lain

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

7.1.1 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

7.1.2 telah memplagiat atau menipu apa-apa bentuk penilaian (seminar, laporan, penulisan kes, buku log) yang ditetapkan dalam sesuatu kursus; atau

7.1.3 tidak memenuhi syarat-syarat lain yang ditetapkan oleh sesuatu kursus; atau

7.1.4 menghadapi tindakan tatatertib berat misalnya terlibat dengan kes jenayah dan lain-lain tindakan yang boleh menjejaskan profesyen kedokteran; atau

7.1.5 mempunyai sikap yang tidak bersesuaian sebagai seorang pelajar perubatan dan menjejaskan profesyen kedokteran.
(*Senat Ke-335 – 19 Mac 2008*).

Rujuk :

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

Mesyuarat Fakulti 382 (16 Disember 2020)

2. Peraturan Tatatertib Pelajar Fakulti Perubatan UKM 2016

Mesyuarat Fakulti 382 (16 Disember 2020)

- 7.2 Pelajar yang telah dikenal pasti oleh Fakulti untuk diberi bimbingan tambahan adalah diwajibkan menghadiri sesi bimbingan yang diatur oleh Fakulti masing-masing dan kegagalan menghadirinya boleh menjejaskan peluang mereka untuk mengambil peperiksaan.
- 7.3 Anugerah Dekan
 - 7.3.1 Anugerah Dekan diberi kepada pelajar yang telah menunjukkan kejayaan dalam bidang akademik semasa menjalani pengajian di UKM.
 - 7.3.2 Syarat dan Kelayakan.
 - 7.3.2.1 Pelajar mencapai Purata Nilai Gred (PNG) Semester sekurang-kurangnya 3.75, bagi minimum 12 kredit bagi sesuatu semester pengajian atau seperti kriteria yang ditetapkan oleh Fakulti berkaitan yang telah diluluskan oleh Senat;
 - 7.3.2.2 Pelajar tidak pernah dikenakan apa-apa tindakan tatatertib;
 - 7.3.2.3 Berdaftar secara rasmi sebagai pelajar UKM bagi menjalani sebarang program ijazah yang ditawarkan oleh mana-mana Fakulti dalam Universiti ini;
 - 7.3.2.4 Pelajar telah menjelaskan segala hutang dan bayaran kepada Universiti pada waktu pemilihan; dan
 - 7.3.2.5 Diperakui oleh Fakulti bahawa pelajar itu adalah layak untuk dicalonkan berdasarkan kriterium-kriterium yang diperuntukkan berhubung dengan peraturan ini.
 - 7.3.3 Proses Pemilihan
 - 7.3.3.1 Pemilihan Anugerah Dekan akan ditentukan dalam Mesyuarat Fakulti berdasarkan kepada syarat-syarat kelayakan seperti pada perkara 7.3.2 dalam peraturan ini;
 - 7.3.3.2 Penerima Anugerah Dekan tidak dihadkan kepada seorang sahaja bagi setiap Fakulti; dan
 - 7.3.3.3 Sijil anugerah disampaikan kepada pelajar yang berjaya pada masa yang ditetapkan oleh Fakulti.

7.3.4 Bentuk Penghargaan

7.3.4.1 Penganugerahan adalah dalam bentuk sijil oleh Fakulti.

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

8.1 Pertimbangan Untuk Penangguhan Pengajian/ Pendaftaran

- 8.1.1 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 Ahli Psikologi 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.
- 8.1.2 Seseorang pelajar yang menghadapi masalah lain daripada perenggan 8.1.1 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).
- 8.1.3 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.
- 8.1.4 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.
- 8.1.5 Seseorang pelajar boleh memohon penangguhan pendaftaran/ pengajian kepada Dekan Fakulti untuk mengikuti program Tahun Berjeda (Gap Year). Permohonan hanya boleh dilakukan satu 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.

8.2 Pertimbangan Untuk Tidak Mendaftar

- 8.2.1 Calon-calun yang telah mendapat pengesahan daripada doktor bahawa ia telah hamil antara 6 – 7 bulan pada waktu pendaftaran dinasihatkan tidak mendaftar pada semester tersebut.
- 8.2.2 Seseorang calon boleh dibenarkan oleh Dekan Fakulti untuk tidak mendaftar pada sesuatu semester dengan syarat ia memohon secara bertulis kepada Dekan dengan mengemukakan alasannya.

8.3 Pertimbangan Bagi Penangguhan Peperiksaan

- 8.3.1 Calon-calun yang sakit atau menghadapi gangguan-gangguan lain sewaktu peperiksaan boleh memohon kepada Dekan Fakulti dan disahkan oleh mesyuarat Fakulti untuk menangguhkan pengambilan peperiksaan berkenaan. Permohonan untuk menangguhkan peperiksaan untuk kursus berkenaan hendaklah dibuat dalam tempoh 48 jam selepas peperiksaan itu diadakan.
- 8.3.2 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.

8.4 Status Sebagai Seorang Pelajar Universiti

- 8.4.1 Calon-calun 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-calun sehingga beliau mendaftar semula selepas tempoh berkenaan.

8.5 Tempoh Pendaftaran Semester Semasa Penangguhan Pengajian/Tidak Mendaftar

- 8.5.1 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.
- 8.5.2 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.
- 8.5.3 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.

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

9.1 Kertas-kertas Jawapan Peperiksaan

- 9.1.1 Semua skrip jawapan calon-calon bagi sebarang peperiksaan Universiti hendaklah diserahkan kepada Ketua Jabatan untuk disimpan.
- 9.1.2 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.
- 9.1.3 Tertakluk kepada perenggan 9.1.4, semua skrip jawapan peperiksaan hendaklah dimusnahkan dengan secepat mungkin selepas genap tempoh satu (1) tahun seperti yang tersebut dalam Peraturan-peraturan di atas.
- 9.1.4 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.

9.2 Rayuan Untuk Menyemak Semula Keputusan Penilaian Kursus

- 9.2.1 Sesuatu rayuan untuk menyemak semula keputusan penilaian kursus hendaklah disampaikan secara bertulis kepada 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.
- 9.2.2 Setiap rayuan yang dikemukakan hendaklah menyatakan kursus atau kursus-kursus yang diminta disemak semula.
- 9.2.3 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.

Mesyuarat Fakulti 382 (16 Disember 2020)

- 9.2.4 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.
- 9.2.5 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.
- 9.2.6 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.
- 9.2.7 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.

9.3 Rayuan Untuk Meneruskan Semula Pengajian

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

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

9.3.1.2 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.

9.3.2 Setiap rayuan hendaklah dikemukakan kepada Pendaftar dalam tempoh 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..

Mesyuarat Fakulti 382 (16 Disember 2020)

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

9.3.4 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.

9.3.5 Jawatankuasa tersebut hendaklah mempunyai kuasa-kuasa berikut:

9.3.5.1 Menerima atau menolak sesuatu rayuan;

9.3.5.2 membuat keputusan terhadap semua rayuan yang dipertimbangkan ;

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

- 9.3.6 Perakuan yang dibuat oleh Fakulti mengenai perkara tersebut hendaklah dikemukakan kepada Senat untuk pengesahan.
- 9.3.7 Setiap keputusan yang dibuat oleh Fakulti menurut peraturan ini dan disahkan oleh Senat adalah muktamad dan sebarang rayuan selanjutnya tidak akan dipertimbangkan.
- 9.4 Rayuan untuk meneruskan semula pengajian setelah “Diberhentikan sebab tidak mendaftar”
 - 9.4.1 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.
 - 9.4.2 Tempoh tidak mendaftar tidak dikira sebagai sebahagian keperluan maksimum Rayuan Tambah Masa Pengajian.
 - 9.4.3 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.

10. Umum

- 10.1 Senat berhak untuk mengambil tindakan yang wajar termasuk menggantung atau memberhentikan seseorang pelajar pada bila-bila masa jika pelajar didapati:
 - 10.1.1 Memberi maklumat palsu berkenaan syarat kemasukan atau sepanjang tempoh pengajiannya atau bagi tujuan mendapatkan Ijazah;
 - 10.1.2 Dalam keadaan ketidakupayaan mental atau fizikal yang disahkan oleh pakar perubatan;
 - 10.1.3 Melebihi tempoh pengajian yang dibenarkan di bawah subperaturan 3.2.1.
- 10.2 Fakulti diberi kuasa menerima masuk seseorang sebagai Pelajar Tanpa Ijazah tertakluk kepada syarat yang ditetapkan oleh Fakulti.
- 10.3 Senat boleh membenarkan apa-apa pengecualian yang difikirkan sesuai daripada kehendak-kehendak Peraturan ini.
- 10.4 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.

- 10.5 Peraturan ini dan semua tafsiran mengenainya yang dibuat oleh Senat dari semasa ke semasa hendaklah berkuat kuasa terhadap pelajar yang bendaftar pada dan selepas tarikh berkuat kuasa Peraturan-peraturan ini.
- 10.6 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.
- 10.7 Peraturan-peraturan Universiti Kebangsaan Malaysia (Pengajian Sarjana Muda) 1990 adalah dimansuhkan.



**AHLI JAWATANKUASA PENERBITAN
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FAKULTI PERUBATAN**

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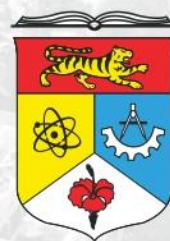
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