STRUCTURE

Programme Structure

The programme is organised into twelve academic semesters spanning six years. Students complete 30 ECTS credits each semester, amounting to a total of 360 ECTS credits across the full duration of full-time study.

REQUIREMENTS	**ECTS**
Health and Disease Years	**180 ECTS**
Year 1	60 ECTS
Year 2	60 ECTS
Year 3	60 ECTS
Transitional Year and Clinical Years	**180 ECTS**
Year 4	60 ECTS
Year 5	60 ECTS
Year 6	60 ECTS
Total Requirements	**360 ECTS**

Years 1-3 (Health and Disease Years)

Year 1: Pre-medical Basic Medical Sciences

In the first year, students begin building a solid grounding in biomedical sciences while also developing research abilities, social science awareness, and introductory clinical skills. The “Molecules, Cells, Tissues, and Organs” modules introduce core concepts such as cell biology, metabolism, and histology, providing the basis for understanding how body systems function. Students acquire early clinical competencies, including taking patient histories and performing basic tests like urinalysis and blood glucose checks. Early placements in general practice and community healthcare centres help foster a patient-centred mindset. Social science and research courses broaden

students' perspectives by covering sociology, psychology, ethics, and research methods. Through these, students gain an appreciation of the sociocultural and psychological influences on health, the diversity of patient experiences, bioethical principles, and the dynamics of the doctor–patient relationship, alongside introductory statistics and research techniques relevant to epidemiology and public health.

Years 2 and 3: Basic and Clinical Sciences

In Year 2, students deepen their understanding of human biology using a thematic, systems-based model. Each major system —such as the cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, nervous, reproductive, endocrine, and immune systems, as well as child growth and development— is studied through integrated themes. For example, learning within the cardiovascular system may be structured around themes like "The Heart as a Pump" and "Circulation and Haemostasis," linking anatomy, physiology, and biochemistry. Throughout the year, clinical skills continue to advance, with particular emphasis on building therapeutic relationships, exercising clinical reasoning, and applying knowledge through case-based discussions and primary-care placements. This structure ensures seamless integration between the scientific foundations and their clinical applications, with a strong focus on mastering history-taking and examination skills.

Year 3 returns to the body systems from the perspective of pathology and treatment. The "Mechanisms of Disease and Therapeutics" modules examine how disruptions in biological processes give rise to illness and how these conditions can be managed. Students further refine their clinical examination abilities and strengthen their communication skills with diverse patient groups, exploring themes such as cultural competence and sensitive communication. This year marks a pivotal stage in training, as students begin translating theoretical scientific knowledge into practical understanding of disease processes and therapeutic decision-making —connecting what they have learned in basic science to its real-world clinical relevance.

Years 4-6 (Transitional Year and Clinical Years)

Year 4: Transitional Year

In the fourth year, students continue to deepen their understanding of disease mechanisms and therapeutic principles, further examining how biological abnormalities give rise to illness. The "Mechanisms of Disease and Therapeutics" module expands on pathology and approaches to clinical management. During this year, students advance their clinical examination skills and continue refining communication techniques for interacting effectively with diverse patient groups. A major element of Year 4 is the completion of a research project, where students apply the methodological, analytical, and academic skills developed in earlier years to original research or a structured literature review. Clinical placements in General Surgery, General Practice, and Internal Medicine allow students to apply theoretical learning in real healthcare settings, strengthening their clinical competence and reinforcing links between foundational science and clinical care.

Years 5 and 6: Clinical Years

The final two years are dedicated almost entirely to hands-on clinical education within hospital and community contexts. These years focus on strengthening clinical reasoning, diagnostic capacities, communication skills, and patient management strategies, drawing on all prior learning to promote a comprehensive, multidisciplinary approach to care.

During Year 5, students rotate through specialties such as cardiology, respiratory medicine, and gastroenterology, experiencing both medical and surgical perspectives within each area. Learning takes place primarily through direct patient encounters, supplemented by lectures, group discussions, and clinical teaching sessions. Students refine their skills in history-taking, physical examination, and interpretation of clinical findings. Surgical observations further enhance their understanding of applied anatomy, pathology, and procedural care.

In Year 6, students assume responsibilities similar to those of clinical assistants, engaging at a higher level with the demands of real practice. Core disciplines—internal medicine, general surgery, and primary care—are revisited through a spiral approach, allowing students to manage more complex cases and participate more actively in patient care. New rotations, including geriatric medicine, emergency medicine, and critical care, are introduced to prepare students for the wide-ranging responsibilities of early clinical practice. The emphasis throughout is on teamwork, continuity of care, and the integration of clinical decision-making with patient-centered values. A six-week Clinical Attachment Elective provides an opportunity for students to explore specialties aligned with their career goals or to pursue a research project.

Overall, the curriculum provides broad, rigorous preparation across clinical, behavioural, and social sciences. Graduates complete the programme equipped with the competencies needed to practise safely, effectively, and holistically as junior doctors, able to meet the varied needs of their patients.

For students completing their clinical placements in Cyprus, sufficient knowledge of Greek is required to communicate effectively with patients. To support this, the Medical School offers Greek-language instruction throughout the entire programme.

Semester Breakdown

YEAR 1

SEMESTER 1		**SEMESTER 2**	
Course code/Title	**ECTS**	**Course code/Title**	**ECTS**
MD-101 Molecules, cells, tissues and organs I	15	MD-104 Molecules, cells, tissues and organs II	15
MD-102 Integrated Clinical Practice I	5	MD-105 Integrated Clinical Practice II	5
MD-103 Social Sciences and Research I	10	MD-106 Social Sciences and Research II	10

	30		**30**

YEAR 2

SEMESTER 3		**SEMESTER 4**	
Course code/Title	**ECTS**	**Course code/Title**	**ECTS**
MD-201 Structure and function of the human body I	11	MD-204 Structure and function of the human body III	11
MD-202 Structure and function of the human body II	11	MD-205 Structure and function of the human body IV	11
MD-203 Integrated Clinical Practice III	8	MD-206 Integrated Clinical Practice IV	8
	30		**30**

YEAR 3

SEMESTER 5		**SEMESTER 6**	
Course code/Title	**ECTS**	**Course code/Title**	**ECTS**
MD-301 Mechanisms of disease and therapeutics I	20	MD-303 Mechanisms of disease and therapeutics II	20
MD-302 Integrated Clinical Practice V	10	MD-304 Integrated Clinical Practice VI	10
	30		**30**

YEAR 4*

* The MD-401A/B, MD-402A/B, and MD-403A/B courses—Mechanisms of Disease and Therapeutics III, Research Project, and ICP VII—run across the full academic year, with both grades and ECTS credits awarded upon completion at the end of the year.

SEMESTER 7		**SEMESTER 8**	
Course code/Title	**ECTS**	**Course code/Title**	**ECTS**
MD-401A Mechanisms of disease and therapeutics III	10	MD-401B Mechanisms of disease and therapeutics III	10
MD-402A Research Project	2.5	MD-402B Research Project	2.5
MD-403A Integrated Clinical Practice VII	17.5	MD-403B Integrated Clinical Practice VII	17.5
	30		**30**

YEAR 5*

* The MD-501 (A/B) Clinical Specialties course runs across the entire academic year and includes sub-rotations in a wide range of disciplines: Gastroenterology (both medical and surgical), Endocrinology, Nephrology, Urology, Cardiology, Respiratory Medicine, Rheumatology, Orthopaedics, Dermatology, Paediatrics, Obstetrics and Gynaecology, Psychiatry, Neurology, ENT, and Ophthalmology. Every student completes all Year 5 courses and sub-rotations by the end of the academic year. The order of these sub-rotations is determined by the clinical capacity of the partner hospitals. The final grade and corresponding ECTS credits are awarded at the end of the year.

SEMESTERS 9 & 10

Course code/Title	**ECTS**
MD-501A Clinical Specialties	30
MD-501B Clinical Specialties	30

60

YEAR 6

**The MD-601 (A/B) Clinical Practice course is conducted across the full academic year and includes sub-rotations in Internal Medicine, General Surgery, General Practice and Geriatric Medicine, as well as Emergency Medicine and Intensive Care. All Year 6 courses and sub-rotations must be completed by each student before the end of the academic year. The order in which students undertake these sub-rotations depends on the clinical capacity of the partnering hospitals. The final grade and ECTS credits for this course are awarded upon completion at the end of the year.

SEMESTERS 11 & 12

Course code/Title	**ECTS**
MD-601A Clinical Practice	30
MD-601B Clinical Practice	18
MD-602 Clinical Elective	12
	60
Total ECTS	**360**