

Helwan University



**QUALITY ASSURANCE AND ACCREDITATION  
PROJECT**

**The Faculty of Pharmacy  
Helwan University**

**BACHELOR OF PHARMACEUTICAL SCIENCES  
(B.Pharm. Sciences)**

**Programme Report**

**2004/2005**

**The Faculty of Pharmacy**

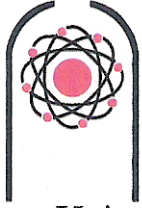
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**(B.Pharm. Science)**

<b>Teaching Institution:</b>	<b>Faculty of Pharmacy, University of Helwan, Cairo, Egypt.</b>
<b>Awarding Institution:</b>	<b>University of Helwan</b>
<b>Degree Award:</b>	<b>Bachelor of Pharmaceutical Sciences (B. Pharm. Sci.)</b>
<b>Length and Mode:</b>	<b>5 years/ Full semester time</b>
<b>Program Coordinator:</b>	<b>Prof. Dr. Mossad Sayed M. Abdallah The Dean.</b>
<b>Assistant Coordinator:</b>	<b>Ass. Prof. Dr. Soad M. Abdel Khalik Manager of the Quality Assurance and Accreditation Project</b>



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**Programme Report**  
**(OLD AND New Curriculum)**  
**2004-2005**

*A- Basic Information*

**1- Programme Title:**

Bachelor Degree in Pharmaceutical Sciences

**2- Programme Type:**

Multidisciplinary

**3- Faculty:**

Faculty of Pharmacy- Helwan University

**4- Departments:**

- a- Department of Pharmaceutics
- b- Department of Pharmacognosy
- c- Department of microbiology and Immunity
- d- Department of Drugs and Toxicology
- e- Department of Biochemistry
- f- Department of Analytical Chemistry
- g- Department of Pharmaceutical Organic Chemistry
- h- Department of Pharmaceutical Chemistry
- i- Department of Clinical Pharmacy

**5- Programme Coordinator:** Prof. Dr. Mossad Sayed M. Abdallah

The Dean.

**6- Assistant Coordinator:** Ass. Prof. Dr. Soad M. Abdel Khalik

QAAP-Pharm Manager

**7- External Evaluator(s)**

## 8- Year of operation: 2005

### *B- Statistic*

1- No. of students starting the programme in P.N.S 2003/2004:

532 students

2- No. of students starting programme (new) 2004/2005 :

478 students

3- Ratio of students attending the programme this year to those of last year: 478/532

4- No. and percentage of students passing in each grade:

1 - No of student passing in the 1<sup>st</sup> Year (new) 405

2- No of student passing in the 1<sup>st</sup> Year ( old ) 472

3- No of student passing in the 2<sup>nd</sup> Year 377

4- No of student passing in the 3<sup>rd</sup> Year 364

5- No of student passing in the 4<sup>th</sup> Year 371

4- No. of student completing the programme and as a percentage of those who started:

371 students completed the programme and attended the final exam which constitutes 371/477 of students started the programme.

5- Grading of the academic year 2004/2005 at end of the programme:

Grade	No.	Percentage
Excellent	38	9.9
Very Good	136	42.45
Good	132	34.38
Pass	22	5.73
Pass with one subject	12	3.13

Pass with two subjects	4	1.04
Fail	13	3.39

**6- First destination of graduates:**

pharmacy (community) 65%

Hospital pharmacy 18%

pharmaceutical industry 12%

Military agencies 1.5 %

Others 3.5%

(reference Dr. Abd El-Gawad, Vice Syndicate)

**C- Professional Information**

**Academic standards**

“Specific standards decided by the institution and including the minimum knowledge and skills to be gained by the graduates from the academic programme and fulfilling the stated mission of the institution”

**1. Academic standards compare with reference standards**

**1.1. General standards and their relationship to the reference standards**

General standards of the programme include several knowledge and understanding, intellectual skills, professional and practical skills, general and transferable skills beside different methods of teaching and learning and methods for student assessment, as listed in programme specification (Annex I).

### A- Old Curriculum

Reference Academic Standard	Academic Standard	Course (s) covered the Academic Standard
A1	a <sub>1-3</sub> a <sub>36-39</sub>	Pharmacognosy (1 <sup>st</sup> , 2 <sup>nd</sup> year) Phytochemistry (3 <sup>rd</sup> year) Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> years)
A2		
A3		
A4	a <sub>3</sub>	Analytical chemistry (1 <sup>st</sup> , 2 <sup>nd</sup> year) Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> year)
A5	a <sub>3</sub>	Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> year)
A6		
A7		
B1	a <sub>5,8,36</sub> b <sub>1</sub>	Pharmaceutics and history of pharmacy (1 <sup>st</sup> year) Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Pharmaceutics (2 <sup>nd</sup> , 4 <sup>th</sup> year) Industrial pharmacy (4 <sup>th</sup> year)
B2	a <sub>5,8</sub> b <sub>1</sub>	Pharmaceutics and history of pharmacy (1 <sup>st</sup> year) Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Pharmaceutics (2 <sup>nd</sup> , 4 <sup>th</sup> year)
B3	a <sub>5</sub>	Pharmaceutics (4 <sup>th</sup> year)
B4	a <sub>4-5</sub>	Applied pharmacognosy (4 <sup>th</sup> year) Pharmaceutics (4 <sup>th</sup> year)
B5		
B6	a <sub>8</sub>	Pharmaceutics and pharm legislation (3 <sup>rd</sup> year)
B7	a <sub>3, 35</sub>	Organic chemistry (1 <sup>st</sup> year, 2 <sup>nd</sup> year) Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> years)
B8	a <sub>21-22</sub>	Microbiology (2 <sup>nd</sup> year)
B9	a <sub>21-22</sub>	Microbiology (2 <sup>nd</sup> year)
B10		-

C1	a <sub>13</sub> a <sub>21-22</sub> a <sub>32</sub> a <sub>52</sub>	Physiology, anatomy, histology (1 <sup>st</sup> year) Microbiology (2 <sup>nd</sup> year) Biochemistry (3 <sup>rd</sup> year) Public health, pathology, parasitology (3 <sup>rd</sup> year)
C2	a <sub>37-38,40</sub>	Pharmacology (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year) Toxicology (4 <sup>th</sup> year)
C3	a <sub>37-38,40</sub>	Pharmacology (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year)
C4		
C5	a <sub>37-38,40</sub>	Pharmacology (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year)
C6	a <sub>21-22</sub> a <sub>32</sub> a <sub>37-38</sub>	Pharmacology (3 <sup>rd</sup> year) Public health, pathology, parasitology (3 <sup>rd</sup> year) Microbiology (2 <sup>nd</sup> year) Biochemistry (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year)
C7	a <sub>37-38</sub> a <sub>4-5</sub>	Toxicology (4 <sup>th</sup> year) Applied pharmacognosy (4 <sup>th</sup> year)
C8		
C9	a <sub>1-3</sub>	Pharmacognosy (1 <sup>st</sup> , 2 <sup>nd</sup> ) Phytochemistry (3 <sup>rd</sup> year) Applied pharmacognosy (4 <sup>th</sup> year)
C10		
D1	a <sub>5</sub>	Pharmaceutics (4 <sup>th</sup> year)
D2	a <sub>5</sub> a <sub>37-38,40</sub>	Pharmacology (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year) Pharmaceutics (4 <sup>th</sup> year)
D3		
D4	a <sub>32</sub>	Biochemistry (3 <sup>rd</sup> year)
D5	a <sub>2</sub>	Psychology (1 <sup>st</sup> year)
D6		
D7	a <sub>8</sub>	Pharmaceutics and pharm legislation (3 <sup>rd</sup> year)

D8		
D9	a <sub>39</sub>	Public health, pathology, parasitology (3 <sup>rd</sup> year)
D10		
D11		
D12		
E1		All courses
E2	a <sub>4-5,8</sub> a <sub>21-22</sub> a <sub>35</sub> a <sub>37-38,40</sub>	Pharmaceutics (2 <sup>nd</sup> year) Microbiology (2 <sup>nd</sup> year) Biochemistry (3 <sup>rd</sup> year) Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Public health, pathology, parasitology (3 <sup>rd</sup> year) Pharmacology (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year) Toxicology (4 <sup>th</sup> year) Applied pharmacognosy (4 <sup>th</sup> year) Pharmaceutics (4 <sup>th</sup> year)
E3	A <sub>1-3</sub> a <sub>4,8</sub> a <sub>21-22</sub> a <sub>32,42-43</sub> a <sub>37-38,40</sub>	Industrial pharmacy (4 <sup>th</sup> year) Applied pharmacognosy (4 <sup>th</sup> year) Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> years) Bioassay (4 <sup>th</sup> year) Toxicology (4 <sup>th</sup> year) Public health, pathology, parasitology (3 <sup>rd</sup> year) Pharmacology (3 <sup>rd</sup> year) Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Biochemistry (3 <sup>rd</sup> year) Phytochemistry (3 <sup>rd</sup> year) Pharmacognosy (1 <sup>st</sup> , 2 <sup>nd</sup> year) Microbiology (2 <sup>nd</sup> year) Analytical chemistry (1 <sup>st</sup> , 2 <sup>nd</sup> year) Pharmaceutics (2 <sup>nd</sup> year) Organic chemistry (1 <sup>st</sup> , 2 <sup>nd</sup> year)
E4	a <sub>5</sub>	Pharmaceutics (4 <sup>th</sup> year)
E5		

E6		
E7	a <sub>5,8</sub> b <sub>1</sub>	Pharmaceutics and history of pharmacy (1 <sup>st</sup> year) Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Pharmaceutics (2 <sup>nd</sup> , 4 <sup>th</sup> year)
E8	a <sub>5</sub> a <sub>37-38,40</sub>	Pharmacology (3 <sup>rd</sup> year) Pharmaceutics (4 <sup>th</sup> year)
E9	a <sub>2</sub> a <sub>32</sub> a <sub>37-38,40</sub>	Biochemistry (3 <sup>rd</sup> year) Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> years) Public health, pathology, parasitology (3 <sup>rd</sup> year) Bioassay (4 <sup>th</sup> year) Toxicology (4 <sup>th</sup> year)
E10	a <sub>5,8</sub> a <sub>37-38,40</sub>	Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Pharmacology (3 <sup>rd</sup> year) Pharmaceutics (4 <sup>th</sup> year)
E11		
E12		
E13		
E14	a <sub>32</sub> a <sub>37-38,40</sub>	Biochemistry (3 <sup>rd</sup> year) Pharmacology (3 <sup>rd</sup> year) Pharmaceutics (4 <sup>th</sup> year)
E15		
E16	a <sub>5,32</sub> a <sub>37-38,40</sub>	Biochemistry (3 <sup>rd</sup> year) Pharmacology (3 <sup>rd</sup> year) Pharmaceutics (4 <sup>th</sup> year)
E17	a <sub>5-8</sub> a <sub>36</sub>	Pharmaceutics (2 <sup>nd</sup> year) Pharmaceutics and pharm legislation (3 <sup>rd</sup> year) Industrial pharmacy (4 <sup>th</sup> year)
E18	a <sub>2-3</sub> a <sub>36-38</sub>	Analytical chemistry (1 <sup>st</sup> , 2 <sup>nd</sup> year) Phytochemistry (3 <sup>rd</sup> year) Pharmaceutical chemistry (3 <sup>rd</sup> , 4 <sup>th</sup> year)
E19	a <sub>5,37-38</sub>	Pharmacology (3 <sup>rd</sup> year) Pharmaceutics (4 <sup>th</sup> year)

E20		All courses that include oral exam.
E21		
E22		
E23	d <sub>1</sub>	Mathematics (1 <sup>st</sup> year)
E24		
E25		
E26		
E27		
E28		
E29		
E30		
E31		
E32		
E33		

It appears from the programme specification as well as the course reports that the design and structure of curricula achieve the reference standards and this is highlighted in the matrix of the programme specification (Annex I).

### **Points of Strength**

1. Academic standards coincide with the reference academic standards in pharmacy of QAA in a percentage of about 80%, and exceeds QAA in some points as it focuses to some extents on natural products and medicinal plants.
2. The design and structure of curricula cover all the intended learning outcomes of the programme.

### **Points of Weakness**

- 1- Lack of national reference academic standards.
- 2- Deficiency in general and transferable skills in the programme.

## Action Plan

1. Development of new curriculum to full fit with the reference academic standards.

### B- New Curriculum

Course	Programme ILOs (By No.)			
	K, U*	IS**	P.S***	GTS****
101	a <sub>45</sub>	b <sub>1</sub>	c <sub>1</sub>	d <sub>3</sub>
102	a <sub>42-43</sub>	b <sub>1</sub>	c <sub>1</sub>	
103	a <sub>43</sub>	b <sub>1</sub>	c <sub>1</sub>	d <sub>3</sub>
104	a <sub>1-2</sub>	b <sub>1</sub>	c <sub>1</sub>	
105	a <sub>28</sub>	b <sub>1</sub>		d <sub>1, d<sub>7</sub></sub>
106	a <sub>32</sub>	b <sub>1</sub>		d <sub>1, d<sub>4, d<sub>9</sub></sub></sub>
107	a <sub>23-24</sub>	b <sub>1</sub>		d <sub>3, d<sub>11</sub></sub>
108	a <sub>42-43</sub>	b <sub>1</sub>	c <sub>1</sub>	
109	a <sub>3</sub>	b <sub>1</sub>	c <sub>1</sub>	d <sub>3</sub>
110	a <sub>1-2</sub>	b <sub>1</sub>	c <sub>1</sub>	
111	a <sub>13</sub>	b <sub>1</sub>		
112	a <sub>29</sub>	b <sub>1, b<sub>2, b<sub>6-8</sub></sub></sub>		

\* Knowledge and understanding, \*\* Intellectual Skills,

\*\*\* Practical skills, \*\*\*\* General transferable skills

2. Construction of national reference academic standards.
- 3- Giving more attention to the transferable skills in the curriculum.

## 1- Intended learning outcomes by graduation

The degree course features a variety of teaching approaches chosen to meet stated learning objectives, including:

Lectures, practical and field visits.

Learning methods	The covered ILOs
Lecture	All K.U.
Practical	b <sub>1</sub> ,b <sub>2</sub> ,b <sub>5</sub> ,c <sub>1</sub> ,c <sub>5</sub> ,d <sub>2</sub>
Field visits	d <sub>1</sub> ,d <sub>5</sub> ,d <sub>6</sub>

### Achievement of programme aims

#### Programme Aim:

The aim of the 5-year programme is to graduate pharmacists with integrated chemical and biological knowledge related to pharmaceutical sciences. The programme combines these sciences with all related aspects of health care for the benefit of patients.

The achievement of the programme ILOs have been achieved to a little extent about 20%.

#### Assessment Methods:

- Different types of assessment are applied including written, oral and practical examinations.

Marks allocated to 43.33% for final written exam, 33.33% for practical exam and 23.34% for oral exam. Assessment methods in our faculty are mostly compatible with those criteria needed for evaluation of ILO's for each course.

- Actually there is no policy to monitor the reliability and validity of assessments in certain courses and to adjust the grading criteria so that to

minimize the personal factor and make these criteria clear to all staff members and students.

So, 84 % of students stated that they are not provided with grading criteria for the exam (Annex IV).

- 55% % of students agree for the distribution of grading system, while 21 % have no answer (Annex IV).

- 63% of students stated that they not supply by feedback of their exam, while 14% have no answer (Annex IV).

- Examiner boards consist of staff members shared in teaching the course and external examiners who teach the course in other universities, and any staff member that has a relative of the 4<sup>th</sup> degree in an academic year in the faculty is excluded from the examiner board of this year. (Annex V).

- There is no external evaluator, although several requests from faculty organization reached to the departments, there is a little response from faculty members to this system. (Annex V)

- About the examination scheduling system in in-depth interview with Vice-Dean of students and education affairs he stated that the examination scheduling system based on and supported by student's suggestion "students union representatives" (Annex IV) so, 53% of students don't find any difficulties due to examination scheduling system while 37% find difficulties & 11% have no answer (Annex IV)

- The procedures for reviewing examinations results at the events of students complaints the Vice-Dean of students and education affairs stated that correction of the results occurs after reviewing students answer papers by staff members responsible for this process in case of student complaints from his result (Annex V).

47% of students stated that there is no system for reviewing exam results while 24% stated that there is a system for reviewing exam result and 29% have no answer (Annex IV)

Results are allocated on the faculty web-site and also in the faculty campus.

52% of student find the timing of the notification of results is not appropriate, while 40% find it is appropriate and 8% have no answer.

### **Points of Strengths**

1. Policies for examiner board are present.
2. Involving of students in construction of examination schedule.
3. Presence of procedures for reviewing examination results if there is a student complaint.
4. Web-site of the faculty facilitates the notification of the results.

### **Points of Weakness**

1. Oral examinations are subjective and unfair.
2. Absence of a body and a policy to monitor the reliability and validity of assessments.
3. Most of staff members haven't been sufficiently trained on student assessment.
4. Some of our courses don't define specific assessment method for testing specific learning outcomes.
5. No provision of grading criteria to the students due to a absence of policies.
6. No feedback of the examination to the students, so exams can not be used for learning.
7. Some of staff members not respond to external evaluation system.
8. There is no time for notification of results of assessment.

### **Action Plan**

1. Methods should be developed to make oral examinations more objective and fair.
2. An independent assessment committee should be in charge of:
  - Putting a general policy for student assessment that corrects previous concerns.
  - Testing reliability and validity of assessment methods.
  - Regularly reporting feedback to the faculty council.
3. Training of faculty members on assessment methods via periodical workshops.
4. Individual course objectives and intended learning outcomes must be defined for all courses and must be made known to all staff
5. During course design the assessment methods suitable for each ILO's must be specified and these methods must be strictly followed by examiners.
6. Formative exams during the term with a feedback to the students, so these examinations can be used as a method of learning.

### **3. Student achievement**

Faculty of pharmacy teaches one programme which offers a bachelor degree of pharmaceutical sciences, from the statistics produced in the courses reports (Annex VI)

#### **1- No. of students starting the programme at the academic year**

**2004/2005:**

The number of students that start the programme equals 478 students.

**2- Ratio of students attending the programme this year to those of last year:**

3- 532 students attending the programme last year, so the ratio of students attending the programme this year to those of last year is 478/532

**4- No. and percentage of students passing in each year:**

370 students passed this year which represents 370/384 % while the percentage of passed students last year is 305/325 % .

**5- No. of student completing the programme and as a percentage of those who started:**

370 students completed the programme and attended the final exam which constitutes 370/450 % of students started the programme.

**6- Grading of the academic year 2004/2005 at end of the programme:**

<b>Grade</b>	<b>No.</b>	<b>Percentage</b>
Excellent	38	9.9
Very Good	136	42.45
Good	132	34.38
Pass	22	5.73
Pass with one subject	12	3.13
Pass with two subjects	4	1.04
Fail	13	3.39

### **Points of Strengths**

1. Nearly all the students starting the programme enter the exam.
2. High percentage of students passing the programme.
- 3- High percentage of students achieves high grades.

### **Points of Weakness**

1. Absence of complete documented statistics of student's grading in the level of courses.
- 2.Lack of the vision of our faculty with respect to employment opportunities due to absence of documented survey about availability of appropriate employment opportunities and job market requirements.

### **Action Plan**

1. Complete documented statistics of student's grading in different courses.
2. Committee should be in charge of :
  - The availability of appropriate employment opportunities.
  - Job market requirements.

**All our study in academic standard were documented by:**

Annex I	Programme specification
Annex II	QAA academic standards in pharmacy
Annex III	Courses specifications
Annex IV	Students' questionnaire
Annex V	In depth interview with the Vice-Dean of education and students affairs
Annex VI	course report

### **Quality of Learning Opportunities**

#### **TEACHING AND LEARNING**

The faculty of Pharmacy, Helwan University develops the pharmacy programme to cover the most recent fields like clinical pharmacy. Also they pay the attention to the strategy of learning and teaching to insure the achievement of the ILOs by inhancing learning through new methodology.

Several methods of teaching are applied as lectures to give the knowledge and understanding as well as practical session, field visits and summer training in Pharmaceutical companies to acquire the students the professional and practical skills. This summer training is mandatory for all students and lasts for 300 hours after 5 educational years.

IT skills are developed through the implementation of a computer course as part of the new curriculum , this course have both theoretical as well as the practical sessions that are carried out in the computer laboratory. Now

some lectures and laboratory classes are provided with data show to promote students skills.

The faculty organizes some extra lessons and laboratory sessions in most courses with affordable fees to help slow learners and though who faces difficulties. However there is some percent of students attend outside the faculty campus, illegal private lessons, and most of the instructors are academic staff from the faculty, an issue that is prohibited and forbidden by the University regulations.

The faculty has a web site, (<http://www.geocities.com/hspas>) Which provide information about the faculty in addition to students grades each semester together with a list of the first 10 students in each educational year. No online courses or learning resources are available.

Regarding the number of teaching staff, one of the obvious defects is the small number of them to the students this makes the process of learning and training troublesome and might not provide good chances to build relationship between students and faculty members.

**The number of enrolled students and graduates over the past few years**

Academic year	Number of students			Number of graduates		
	Female	Male	Total	Female	Male	Total
1994/1995	30	71	101	---		----
1995/1996	79	151	230			-----
1996/1997	274	343	617			-----
1997/1998	189	193	382			-----
1998/1999	207	116	323	35	94	129
1999/2000	149	92	241	80	135	215
2000/2001	238	164	402	212	239	450
2001/2002	271	134	405	229	211	440
2002/2003	273	156	429	219	143	362

2003/2004	336	196	532	165	140	305
2004/2005	292	186	478	136	134	370

**The number of students enrolled in different educational years in the academic year 2004/2005.**

Educational year	Number of students		
	Female	male	Total
1 <sup>st</sup> year new bylaw	292	186	478
1 <sup>st</sup> year old bylaw	324	171	495
2 <sup>nd</sup> year old bylaw	247	143	390
3 <sup>rd</sup> year old bylaw	272	134	406
4 <sup>th</sup> year old bylaw	232	152	384
Total	1135	786	1921

So from the previous data it could be concluded that:

- 1- There is no obvious trend in the number of students enrolled in all educational years.
- 2- The percentage of female students admitted to the faculty exceeds that of male due to their higher grades in the secondary school.

Further another building have been added to accommodate the increased number of students. However the available facilities do not adequately match with the staff and students number.

Students evaluation of the quality of teaching and learning:

At the end of each semester there is a questionnaire related to the course directed to a sample of students to know their opinion on the quality of teaching and learning. Not more than 600 students, enrolled in the five academic years, participated in filling the questionnaire in this academic year 2004/2005.

From the collective statistic data and after neglecting the "no answer" the following are the positive and negative points from the view of students.

### **The positive points**

- 1- Good interaction between the instructors and the students during the lecture
- 2- The instructor makes a good connection between the content of the lecture and the practical session
- 3- The instructors are punctual regarding the time of the lecture.

### **The negative points:**

- 1- The availability and prices of the textbooks are unsatisfactory.
- 2- Long teaching time for some lectures affect on their concentration and understanding.
- 3- Poor quality of microphones at the lectures affect on their understanding.

### **Teaching and learning: Strong points**

- . Presence of different methods of teaching and learning to acquire the ILOs
- . Introduce a new curriculum which contains new subjects related to the market's domain.
- . The courses have clear objectives and related to each other

### **Teaching and learning: Weak points**

- . students attendance at lecture are very poor
- . Some students depend on private lessons
- . Educational process depends mainly on the traditional methods in teaching.

### **Teaching and learning: Action plan**

- 1- Training workshops for training the staff on the new methods of teaching.
- 2- Engagement of students from different academic years to the curriculum development committee.
- 3- Implement and assess the teaching process.

### **EFFECTIVENESS STUDENT SUPPORT:**

As we don't have an academic advisor system in the faculty some staff members do this job on a volunteer basis. In the lecture and practical sessions there are also supportive relation between students and some staff members. The training of the students in summer is supervised by staff members, each 20-25 students are supervised by one faculty member to follow her/his summer training progress.

We support the outstanding students in activities and academic achievements by student's exchange between our faculty and other faculties in different countries such as Syria, Jordan, Germany---etc. Awards are also offered each year from Pharmaceutical companies to outstanding graduates. These awards are distributed during the celebration in the annual graduation ceremony. This ceremony is held in the main hall of the Helwan University (Hassan Hussny Hall) and it is attended by the University Vice Dean for Educational and Students, Head of the Syndicate besides the faculty top management.

Students, getting grades at least good, and who live out of Cairo city, are the only permitted to get a place in the Helwan University Students Hostel. The main student support is offered by the Youth Welfare Office, in collaboration with the Vice Dean of Educational and Students. There are several student's activities as cultural, sport, art and social every year. In the academic year 2004/2005, several achievements have been performed through Youth Welfare Office as follows:

- 1- Preparation of the Students" Union Programme for the mid year vacation which included:
- A trip to Sharm ElShikh
  - A trip to El-Aresh
  - A trip to a Pharmaceutical company at Alexandria
  - Clinical Pharmacy courses for pharmacy students
  - First aid courses in cooperation with the Egyptian Red Crescent
  - The faculty has own the Egyptian faculties of Pharmacy Champion in table tennis.
  - The faculty has own the Egyptian faculties of Pharmacy Champion in football 3<sup>rd</sup> place.
  - The faculty has own the Helwan University Champion in Volley ball 2<sup>nd</sup> place.
  - Organization of a contest to choose the ideal students, and the faculty earned the     place at the university level.
  - Celebrated the "orphan day"

The faculty form groups from students named Families which belong to the students Union, each family has one staff member as supervise and practice many activities with the students. All families are under the supervision of the Vice Dean of Education and Students. Several activities are held by these families including trips, sport as well as social and charity activities. The families have a wide space to express themselves and their ideas through flyers, brochures, announcements and meetings. Financial support is available for students in need through faculty fund, paying the study tuition and the accommodation in the Students Hostel and buying any requirements like books, cloths, medicines, eyeglasses---

etc. There is also a financial support for disabled students, by providing them with compensatory tools and transportations.

There are an internal clinic, with a physician, one nurse and one service personnel in the faculty campus. In addition, there is a free of charge health care Students Hospital out of the faculty campus for all Helwan University students.

Most students refuse to participate in activities due to the faculty education system, which leaves no time for any other activities.

Most students are satisfied with the social care but not satisfied with the programs arranged by the Youth Welfare office especially cultural program and they agreed on the lack of sport facilities. Students did not agree that the Youth Welfare Office interact or helps the students.

A student handbook is given to all students admitted at the 1<sup>st</sup> educational year, and is available at the students" Affairs Office.

Annex : Student handbook

#### **Students support: Strong points**

- Support outstanding students
- Presence of student handbook
- Presence of reasonable financial support for students.
- Establishment of good social programme.
- The study books are available from the beginning of the semesters
- Presence of health care services in the faculty.

#### **Students support: Weak points**

- The students are not aware with the faculty services.
- Lack of Academic Advisory system in the Faculty.

#### **Students support: Action plan**

- Implementation of Academic Advisory system
- Improvement of the cultural programme

- To acquire sport facilities

## **LEARNING RESOURCES**

### **FACULTY, TECHNICAL AND ADMINISTRATIVE STAFF**

The total number of the faculty and their teaching assistants is 102, all are full time members. The total number of the students in the different academic years is 2153 students. Therefore, the faculty members/students ratio is 102:2153.

All faculty are specialized at the field they teach and are at least Ph.D. holders. Faculty assistants are either Master holders or preparing for the Master. All faculty members are research active.

The total number of administrative and technical staff in the eight departments is 13, so there is an average of 1.5 administrative staff and 1.5 technical staff in each department.

### **THE LIBRARY**

Scientific literature needed in the Faculty of Pharmacy has been concentrated to the Helwan University Central Library, where there is at a time 250,000 books besides the periodicals. The Faculty has no direct financial resources for ordering books to the library. At the moment, there is a live discussion at the University concerning the strategy of ordering the literature in the future. As the library is chronically in the shortage of money, the choice of classical journals is rather limited and occasional. There is a Faculty Library committee headed by the vice dean for graduate studies and research and participant of eight members; each

member is informed by the budget allocated for his department and he is responsible for choosing the books to be bought.

Library space is about 112 meters square, it is one hall. It works from 9 a.m. to 2 p.m. daily except Friday.

The library is provided by adequate lightening. The hall is air conditioned in summer. The library is equipped with two photocopying machines and five computers with one laser printer and provided with internet services. The use of internet service in the library is limited because there is no access database or periodicals on line.

The library staff consists of three personnel; only one of them received higher education degree.

The library depends on a yearly funding budget from the University. The budget allocated to buy books this year 2004/2005 was 28,000 L.E while at the academic year 2003/2004 was 35,000.

The library contains 2416 textbooks in different fields of Pharmacy, 644 periodicals (some are not regular or up to date), 4 Diploma, 78 Master and 35 Ph.D thesis.

The library follows the Anglo-American rules in indexing and there is an electronic index and paper index (title and author). Also the library follows the DEW ELASHRY system in coding of the books. It is allowed to the faculty members to borrow two books at a time for two month, which can renewed for another period. Books, volumes, periodicals, dictionaries and encyclopedias are not allowed for loaning, but one can photocopy from them inside the library.

However, the library is not big enough. Seating is limited ( 47 seats) and there is not study places, this creates noise especially in periods just before practical and sheet examinations.

**Opinion of personnel.** In a questionnaire, the personnel were asked to give their suggestions in order to improve library at the Faculty of

Pharmacy. Several colleagues pointed out the increasing need for access technologies and system to utilize the library information abroad.

**Opinion of students.** In a questionnaire, pharmacy students were asked about availability of study textbooks. 1/3 of respondents found it satisfactory for certain subjects or rather satisfactory, 2/3 was not satisfied with the availability of study textbooks and literature. As many students also found the possibilities to use computers unsatisfactory.

#### **LIBRARY: Strong Points**

Computers availability at the library

Established an index system at the library

#### **LIBRARY: Weak Points**

Decreasing the library budget this year by 7,000 L.E. than the previous year.

Low activity in preparing study materials and making them available.

Lack of a specialty textbook; periodicals;

Lack of databases;

Poor availability of specialty journals.

The library is not big enough

There is no exchange with other libraries.

The use of internet service in the library is limited.

#### **LIBRARY: action plan**

Increasing the library space for students.

Increase the budget allocated for the library.

Develop the internet service.

#### **Laboratories and Equipments**

Each department contains from a lab to two labs used only by the undergraduate students. Most labs are not well equipped by facilities and tools suitable for the study. The average number of students per large lab

is 60 and 25 for small lab. The start working time at the lab is 8 a.m. to 4 p.m. under the supervision of faculty members.

These laboratories are distributed as follows:

### **1- Department of Pharmacognosy**

Two laboratories and two other labs shared with the microbiology and immunology department provided with microscopes, water baths, balances, flames and glassware.

### **2- Department of Pharmaceutics**

Three laboratories provided with viscometers, sensitive balances, water baths, flame and glassware.

### **3- Department of Pharmacology and Toxicology**

One laboratory and another one shared with the biochemistry department provided with Kymographs, animal balances, organ baths and other glassware.

### **4- Department of Microbiology and Immunology**

Two laboratories and two other labs shared with department of Pharmacognosy provided with autoclaves, microscopes, ovens, incubators, flames, pipettes and other glassware.

### **5- Department of Pharmaceutical Organic Chemistry**

One laboratory with two labs shared with the analytical and pharmaceutical chemistry departments provided with ovens, balances, water baths and other glassware.

### **6- Department of Analytical chemistry**

One laboratory with two labs shared with the Pharmaceutical organic and pharmaceutical chemistry departments provided with PH meters, ovens, sensitive balances, water baths and other glassware.

### **7- Department of Pharmaceutical Chemistry**

One laboratory with two labs shared with the analytical and pharmaceutical chemistry departments provided with ovens, balances, water baths and other glassware.

### **8- Department of Biochemistry**

One laboratory shared with Pharmacology and Toxicology department provided with spectrophotometers, pH meter, ovens, balances, bench-top centrifuges, pipette and other glassware.

Some laboratories contain hoods which are not functioning properly. The maintenance and repair systems for laboratories and their facilities are present but inefficient.

All students agreed that the working hours in the laboratories satisfy their needs but they considered that the instrumentation in the faculty laboratories are insufficient.

#### **Laboratories and Equipments: Strong points**

- The working hours in these laboratories are satisfactory.

#### **Laboratories and Equipments: Weak points**

- The number and efficiency of the laboratories facilities are insufficient.
- Space of some laboratories is unsatisfactory
- The system of maintenance and repair is not flexible enough.

#### **Laboratories and Equipments: Action plan**

- To acquire more facilities to laboratories
- Purchase more laboratory equipments
- Maintain and repair the present equipments

### **LECTURE ROOMS**

Lectures rooms are shared between the faculty and other faculties and located away from the faculty building at the University campus. The

number and capacity of the lecture rooms vary from 300-500 students capacity.

Each hall contains audiovisual aids such as microphones, white and black board. Slide projector and data show are available upon requested.

Students agreed that the seats of the halls, ventilation and lighting are satisfactory. However they are not satisfied with the audiovisual aids.

#### **LECTURE ROOMS: Strong points**

- Good lecture rooms regarding space, seats and lighting system.
- Presence of small group rooms.

#### **LECTURE ROOMS: Weak points**

- The number of the lecture rooms is not suitable
- Limited use of audiovisual aids
- The lecture rooms are located away from the faculty.

#### **LECTURE ROOMS: Action plan**

- Facilitate the use of Audiovisual techniques by increasing the number of data show, laptop and slide projector machines.

### **VII. QUALITY MANAGEMENT**

The quality monitoring of all the parts of the study process and quality assurance have become a priority in the Egyptian system of higher education only during the last years.

That is why the majority of universities are still working to establish the kind of system.

The University of Helwan and the Faculty of Pharmacy are of no exception where the kind of undertakings of quality assurance are still in an initial stage and only the next few years are going to be revolutionary in establishing a complete and effective system of quality assurance.

Guaranteeing the quality of education is not, of course, a completely new phenomenon and is something that has always been an issue in the educational system but what could be new, is a complex approach to the problem and the systematic establishment and functioning of the system.

### **CURRICULAR REFORM**

There is no concrete mechanism within the Faculty observing constantly the state of the curriculum and correcting it when needed. Also, it is important to mark that during the last 10 years the curriculum has been changed once.

### **THE COOPERATION BETWEEN THE FACULTY AND THE SERVICES OF THE UNIVERSITY**

The student can solve the majority of problems concerning the studies at the dean's office of the Faculty or the vice dean's office for students and education. There is also the Students Career Service at the University to help the graduates to find a job.

### **QUALITY ASSURANCE: Strong Points**

Although the complex system is missing, the quality of teaching have still been evaluated.

### **QUALITY ASSURANCE: Weak Points**

A complete, coherent and accepted system of quality assurance in the curriculum of the pharmacy is missing. As a result, the evaluation of some of the sides characterizing the quality of the teaching has been random and there has been no feedback to the teaching process at the faculty of Pharmacy.

### **QUALITY ASSURANCE: Action Plan**

Establishing a constantly functioning methodology of questioning of the students, the alumni and the teaching staff and taking the results into account in organizing the curriculum.

Establishing an effectively functioning commission of teaching-methodology that would diagnose and solve all the problems concerning the course process and the guaranteeing its quality.

### **Action Plan**

- 1- Establish a Committee for Curriculum Development.
- 2- Development of policies and legislations for faculty governance and administration, monitoring faculty and staff performance, continuous programmatic assessment and quality assurance.
- 3- Establishment of criteria for efficacy assessment of different committees and systems.
- 4- Increase the budget allocated for the library and for the preparation of the newly building.
- 5- Increase the budget allocated for laboratories facilities and equipments.
- 6- Increase the library space for students and introduce study rooms.
- 7- Establishing a computerized database for all the faculty members.
- 8- Increase the number of faculty staffs and teaching assistants within some academic departments.
- 9- Develop policies to establishing an internal quality assurance system.
- 10- Increase the total budget allocated for research activity.

Programme Coordinator

**Prof. Dr. Osama Badary**

## **Vice-Dean of students and education affairs**