

Helwan University



**QUALITY ASSURANCE AND ACCREDITATION  
PROJECT**

**Faculty of Pharmacy  
Helwan University**

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

**Annual Self Evaluation Report**

**2004/2005**

**The Faculty of Pharmacy  
Helwan University  
QUALITY ASSURANCE AND  
ACCREDITATION PROJECT**

**BACHELOR OF PHARMACEUTICAL SCIENCES  
(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 S.M. Abdallah Faculty 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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## INSTITUTIONAL INFORMATION

<b>Name of the institution</b>	Faculty of Pharmacy, Helwan University
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<b>Address of the institution</b>	Ain Helwan-Cairo-Egypt
<b>Website</b>	
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<b>Institutional programme</b>	Single programme/5 years

## **Preamble**

As part of the Ministry of Higher Education strategy for the years 2004–2005, the faculty of Pharmacy decided to carry out a comprehensive evaluation of its education through the Quality Assurance and Accreditation Project-Pharmacy, the aim of the evaluation was:

- to develop teaching and learning on the basis of the evaluation
- to improve the quality of degrees
- to investigate how well the mission and the objectives for education and degrees are achieved
- to develop evaluation systems and an evaluation culture at the departments and faculties.

The ultimate aim of the evaluation is to improve teaching and degrees, develop quality assurance for degrees and compare the quality of degrees with European Standards.

The starting points and criteria of the evaluation, as well as the Faculty-wide results will be presented in a final report (Annual Self evaluation). The evaluation project has covered all fields of education of the faculty.

Ass. Prof. Dr. Soad M. Abdel Khalik

Manager of the Quality Assurance and

Accreditation Project -Pharmacy

## INTRODUCTION

### DESCRIPTION OF THE PROCESS OF COMPILING THE SELF-EVALUATION REPORT

**It is worth noting that the successful establishment of the project unit could not be realized without the continuous support of the President of the University Professor Dr. Abd El-Hey Ebeid as well as the Vice presidents: Professor Dr. Ahmad Abd El-Kerim, Vice President of Graduate Studies and Research Affaires, Professor Dr. Mohamed Sobhey Hasaneen, Vice President of Educational and Students Affaires and Professor Dr. Hatem El-bolok, Vice President of Community Service.**

Work group was established by the Faculty Council for preparing the self-evaluation report in November 2005. The group comprises the following members:

**Mosaad S. Abdalla**, Ph.D. Professor of Pharmaceutical Organic Chemistry, Dean of the Faculty of Pharmacy.

**Fahima M. Hashim**, Ph.D. Professor of Pharmaceutics, Vice-Dean of the Faculty of Pharmacy

**Osama Badari**, Ph.D. Professor of Pharmacology and Toxicology, Head of the Department, Vice-Dean of the Faculty of Pharmacy.

**Soad M. Abdel Khalik**, Ph.D. Assistant Professor, Head of the Department of Pharmacognosy, Manager of the Quality Assurance and Accreditation Project.

**Noha Gamal**, Ph.D. Lecturer, Department of Microbiology and Immunology.

**Rehab Kamel**, Ph.D. Lecturer, Department of Pharmacology and Toxicology.

**Hanna Khalef**, Demonstrator, Department of Pharmacology and Toxicology.

**Shamem Abdel Aziz**, Demonstrator, Department of Pharmacology and Toxicology.

**Samar Saeed**, Demonstrator, Department of Pharmaceutical Organic Chemistry.

**Shahenda Abd El- Monaem**, Demonstrator, Department of Pharmaceutics.

**Rasha Tharowt**, Demonstrator, Department of Analytical Chemistry.

However, for the period from the project start (September 2004); till the above mentioned date there was another work group changed due to the resigning of the project manager who took over another job as a dean of Faculty of Pharmacy Ahram Canadian. Such group was as follows:

**Mohamed M. Elmazar**, Ph.D. Professor of Pharmacology and Toxicology, Manager of the Quality Assurance and Accreditation Project.

**Osama Badari**, Ph.D. Professor of Pharmacology and Toxicology, Head of the Department, Vice-Dean of the Faculty of Pharmacy.

**Noha Gamal**, Ph.D. Lecturer, Department of Microbiology and Immunology.

**Rabab Abdel Monaem**, Ph.D. Lecturer, Department of Pharmacognosy.

**Hanna Khalef**, Demonstrator, Department of Pharmacology and Toxicology.

**Shamem Abdel Aziz**, Demonstrator, Department of Pharmacology and Toxicology.

The Annual Self-Evaluation Report was quite hard to compiled due to absence of cooperation.

The draft of the final report will be presented on the homepage of the Faculty of Pharmacy (<http://www.geocities.com/HSPSA>). The main statements of the draft report will be discussed by the Council of the Faculty.

APPENDIX . QUESTIONNAIRE FORM FOR UNDERGRADUATE STUDENTS

APPENDIX. QUESTIONNAIRE FORM FOR PHARMACY PERSONNEL

## **THE INSTITUTIONAL CONTEXT OF TEACHING PHARMACY**

### **2.1. THE UNIVERSITY OF HELWAN**

Helwan University was established upon the presidential decree issued on 26<sup>th</sup> July, 1975. The fields of study in that school were the basis of many institutes that formed Helwan University later.

Establishing Helwan University was a landmark in the history of higher education in Egypt. In its early stages, the beginnings of the last century, higher education was limited to theoretical sciences in arts, law and economy. Gradually empirical sciences of engineering, medicine, pharmacy and agriculture constituted growing fields of study in Egyptian Universities on a theoretical basis rather than an applied or practical one. Handicrafts and applied fields remained for a long while out-campus until the establishment of Helwan University as a leap in integrating higher education and applied arts and sciences.

Being within the heart of the industrial community at Helwan, it represents a unique model among Egyptian Universities in general. It

comprises 18 faculties as well as 46 research centers and productive units which connect the University with the problems of the Egyptian society.

## **GENERAL OVERVIEW OF THE PHARMACY FACULTY AT THE UNIVERSITY OF HELWAN**

The history of the Faculty of Pharmacy begins in 1994. The Faculty of Pharmacy was one of the eighteen original faculties when the University was founded.

### **Academic Degrees**

Bachelor Degree in Pharmaceutical Sciences

Master's Degree in Pharmaceutical Sciences

Ph.D. Degree in Pharmaceutical Sciences

## **1. THE MISSION OF THE FACULTY OF PHARMACY**

### **EXISTANCE OF THE MISSION STATMENT**

Faculty of Pharmacy has a stated mission since the academic year 2004/2005 and approved by the Faculty council, November, 2004 and contains the mission, vision and objectives. It covers the three areas of the institution's mission, educational programme, research and other scholarly activity and community involvement.

### **MISSION STATEMENT**

#### **MISSION**

The mission of Pharmacy is to serve society to provide it with the professionals responsible for appropriate use of medications, devices and health services to achieve prophylaxis and optimal therapeutic outcomes. The faculty of pharmacy, a major academic unit of health services in Egypt, serves region and nation through its programs in pharmaceutical education, research, patient care, and public services. It endeavors to

prepare students to enter into the practice of pharmacy as competent, caring, ethical, professional citizens committed to lifelong learning. Communicating and applying knowledge about drugs, drug products and drug therapy. It provides an environment open to free exchange of ideas where professionalism scholarship and learning can flourish.

## **VISION**

To attain the international pharmacy standards references.

### **THE OBJECTIVES OF THE FACULTY OF PHARMACY**

To fulfill this mission, the Faculty sees its goals in the following:

- To provide all pharmacy students with an education based on modern scientific concepts and international standards.
- To conduct doctoral studies in pharmacy in order to provide reproduction for academic and research specialists,
- To participate actively in development and promotion of all fields of pharmacy and to assist in expertise and decisions made at the governmental level.
- To participate in process of improving professional qualification and competency of pharmacists.

## **DESSIMINATION OF THE MISSION**

The following methods have been carried out for awareness

- 1- Posting the mission statement inside each academic and administrative departments.
- 2- Flyers containing the mission statement disseminated between the students and at different places out side the faculty.
- 3- Download the mission statement on the website of the faculty.

4. Discussion of the mission with the faculty top management during the faculty council.

### **REVIEWING THE FACULTY MISSION STATEMENT:**

The Faculty Council has been reviewed the mission statement and translated it into Arabic in January 2006 with the aid of stakeholder persons and faculty students.

### **THE MISSION: Strong points**

- 1- A well stated mission statements
- 2- Arabic and English versions of the mission statements

### **THE MISSION: Weak points**

- 1- There is no definite time for periodic reviewing the statement parent.
- 2- The participants were only the Faculty Council members.

### **THE MISSION: Action plan:**

- 1- Define a fixed time for reviewing the mission statement
- 2- Awareness of the faculty members with mission statement.

### **Annex documents:**

1. The Mission statement (Arabic and English)
2. Faculty website.
3. Meeting of Faculty councils.

## **2. GOVERNANCE AND ADMINISTRATION**

### **Introduction:**

The faculty organization structure have an effective relationship between the Faculty top management and (academic and non academic) faculty members. The policies and procedures of the faculty are clear and transparency in the decision making process; and the organizational structure has a degree of flexibility allowing for the changing of priorities and the reviewing of policies according to the faculty requirements.

The well defined organizational structures of the faculty and the relationship between the faculty and the University permit a proper administrative work. The meeting between the faculty top management and the faculty members through the faculty committees as well as the annual departmental and faculty conferences are effective and guided by the 'Universities Organization Law'. The decisions are disseminated in minutes through the faculty communication channels to faculty and staff ensure transparency and clarity.

Some of the faculty members aware with the faculty organizational structure and agreed upon its effectiveness and others were not aware of such structure. So the QAAP in the faculty of pharmacy decide to prepare a book of all non academic work with the collaboration with the faculty top management as well as the faculty general secretary. This book will approve and disseminated when finish.

The faculty should have an organizational structure that deals with the students complaints and resolve them effectively and allowing students to submit, individually or collectively their complaints without fear of harm and assurance that privacy and confidentiality will be respected. This organization should ensures that the office(s) responsible for dealing with students' complaints is (are) fair with respect to applying the bylaws, and

treat students equally. It should ensure that the office responsible for resolving students' complaints address the issues and offers solutions in a timely manner.

Study of the students' complaints are carrying out according to the 'Universities Organization Law' through:

- Office of Youth Welfare
- Educational and Students Affairs office
- Vice Dean for Educational and Students Affairs.

Students' complaints handle with confidentiality and fairness without any harm for the students. For examples

- The Youth Welfare Office offers the students free or discount for the book prices when complaints. This semester a budget amounting 10,950 L.E. has been spent to support the book for students.
- Existence of system to recheck the students' complaints from their examination grades for any errors.

However, the students are not satisfied with the way of solving their problems.

## **ORGANIZATION AND MANAGEMENT OF THE FACULTY OF PHARMACY.**

The leading body of the Faculty is the Council of the Faculty in addition there are different councils and specific committees all have obvious polices emerge from the University Organization Laws. The structure of the faculty has a degree of flexibility allowing for the changing and reviewing of polices according to the institution's requirements although there is no complete autonomy to make big changes. The development of the Quality Assurance and Accreditation Project recently is an example for this.

## **A- Faculty Council**

The Council consists of 18 members who have the right to vote. The Council meets monthly. The Council includes:

- 1- The dean as chair of the faculty council
- 2- The three vice-deans of the faculty
- 3- All the heads of the departments
- 4- Representatives of other teaching staff : assistant professors and lecturers.
- 5- Three persons from out of the University.

The Council has the competence to decide upon all matters concerning the activities of the Faculty, which have not been delegated to the competence of higher bodies (such as final authorization of the Curriculum, election of professors, etc.). The major function of the Faculty Council is the curricular and scientific administration. The Faculty Council also decides on the principles for allocating money to the departments. The Council accepts decisions by majority of votes.

### **Dean:**

The dean must have scientific degree and he/she must be a professor.

Dean is chair of the Faculty Council, and directs and monitors the Faculty operations. The acting Dean of the Faculty, Prof. Dr. Mosaad S.M. Abdallah was elected in September 2005.

### **Methods and duration of appointment:**

The Dean is normally appointed by the University President for a period of three years that can be renewed only once.

**Dean's office consists of three Vice Deans:**

Vice-Dean for Graduate Studies and Research, Vice Dean for Community Service and Environmental Development, Vice-Dean for Education and Students Affairs.

1- Prof. Dr. Fahima M. Hashim, Vice Dean for Graduate Studies and Researches.

2- Prof. Dr. Osama Badary, Vice-Dean for Education and Students Affairs.

3- Ass. Prof. Hisham Radwan, Vice Dean for Community Service and Environmental Development.

The Vice-Deans report to the Dean and to their corresponding Vice Presidents of the University.

**Methods and duration of appointment:**

Vice-Deans are appointed by the Dean after consulting the University President for period of three years that can be renewed only once.

The faculty council has six assistant committees that help in making decisions in subjects submitted to the faculty council. These committees include:

1- The Educational and Students Committee

2- The Graduate Studies and Research Affairs Committee

3- Community Service And Environmental Development Committee.

4- Cultural Relation Committee

5- Equipments and Laboratories Committee

6- Library Committee

## **B- QUALITY ASSURANCE AND ACCREDITATION PROJECT**

Ass. Prof. Dr. Soad M. Abdel Khalik, the manager of the QAAP-Pharm, since October 2005, together with the unit members strive to establish and implement an institutional Internal Quality Assurance System.

## **C- Academic Departments of the Faculty**

There are eight academic departments. Each department is totally independent financially, scientifically and administratively. These are:

- 1- Pharmaceutics
- 2- Pharmacognosy
- 3- Microbiology
- 4- Biochemistry
- 5- Pharmacology and Toxicology
- 6- Pharmaceutical Organic Chemistry
- 7- Analytical Chemistry
- 8- Pharmaceutical Chemistry

## **ORGANIZATION AND MANAGEMENT OF THE DEPARTMENTS OF FACULTY OF PHARMACY.**

### **• Department Council**

It consists of the head of the department, all the professors (acting and emeritus), all the assistance professors and the most senior five lecturers alternating annually at the departments.

Each department teaches definite subjects according to the curriculum. All the work at the department as examination, academic performance of students, integration and organization of the curriculum are coordinated through the Department Council members.

## **HEAD OF THE DEPARTMENT**

As mentioned before, each department has a head person who reports to the faculty council.

### **Methods and duration of appointment:**

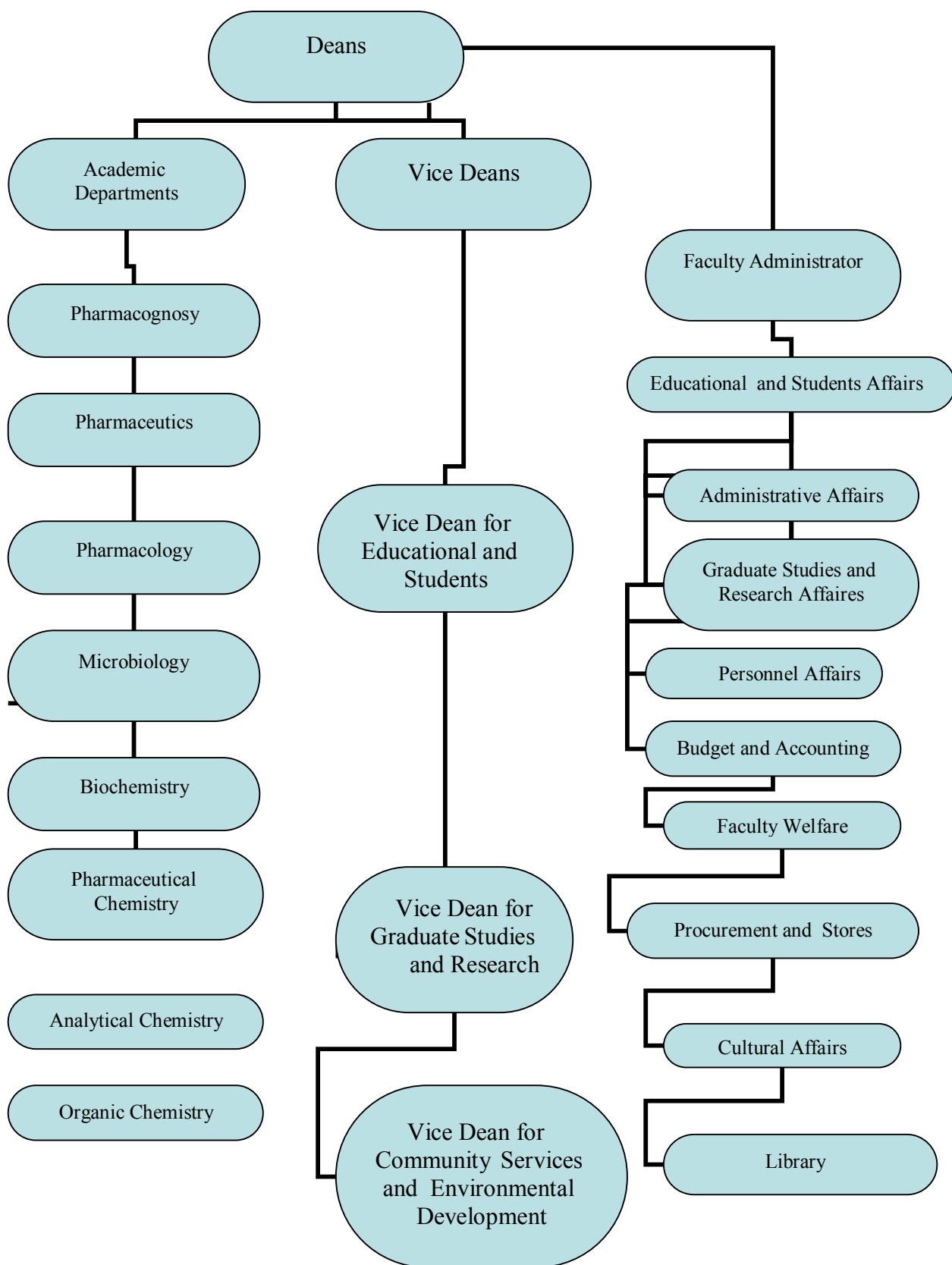
He/She is recommended by the Faculty Dean and **appointed** by the President of the University, amongst professors of the department for a three-year period.

## **D- FACULTY GENERAL SECRETARY**

The general secretary is leading the administrative and financial team in the faculty. He insures that everything goes well with the university regulations and according to correct financial rules. He is responsible for all administrative matters as well as all financial aspects. He reports to the faculty dean and technically refers to the University general secretary.

## **E- ADMINISTRATIVE AND FINANCIAL DEPARTMENTS**

The staff is handling the administrative and financial daily work. The organizational structure of the faculty is as follows:



### **THE ORGANIZATIONAL STRUCTURE: Strong Points**

- 1- There exists a cooperative administrative organized structure with the academic departments.
- 2- The administrative system is institutional, where it participates in setting the development policies through a group of specific committees.
- 3- the Faculty has a website through the University website.
- 4- Presence a course coordinator for each course.

### **THE ORGANIZATIONAL STRUCTURE: Weak Points**

- 1- There is no reported policies to assess the efficiency of the administrative system and all faculty's committees.
- 2- The selection of committee members is based on seniority not on performance.
- 3- Absence of programme coordinator.
- 4- Lack of faculty autonomy
- 5- Till this year there is no course and programme specification and reports.
- 6- There is no Job description magazine to help the graduate in his/her carrier

### **THE ORGANIZATIONAL STRUCTURE: Action plan**

- 1- Appoint a committee to develop faculty governance policies and structures.
- 2- Establish of committee to assess the different committee and systems.
- 3- Create a data base computerized system to help administrative personnel manage the daily work.
- 4- Develop a mission and objectives for each academic department.
- 5- Develop job description magazine.

### **III. FACULTY STAFF MEMBERS**

Lecturing is carried out by the faculty members (86.2% of the programme) beside some external staff (13.8 of the programme) from other faculties of Helwan University or other Universities.

#### **TEACHING STAFF OF THE FACULTY OF PHARMACY**

The Faculty must have a vision for the Staff members and teaching assistants requirements to achieve the mission and strategic objectives in areas of education, research and community services. The institution must have policies and mechanisms for the professional development of the faculty staff and the teaching assistants in line with the future plans for the operation of the institution.

For the teaching staff, there are five positions in the Faculty of Pharmacy, including Eight professors, thirteen assistant professors, eleven lecturers, 29 teaching assistants(having a master degree) and 41 demonstrators. Teaching staff for teaching social pharmacy, external specialists are hired but their workload is limited to 9 h lecturing.

The Faculty staff should have an expertise and educational professional in pharmacy professional for which they are responsible. The staff individually or collectively should demonstrate a commitment to the mission and objectives of the college and to the educational programme in pharmacy.

The Faculty should be experienced teachers which requires knowledge of the discipline, effective communication skills and how to design a course. This also includes modern techniques in education evaluation such as test formulation and assessments.

Following the university rules, Faculty staff should acquire the academic degrees (M.Sc. and Ph.D) to support the pharmacy disciplines in the

curriculum. From 1995 to 2004, 51 members of the academic staff got their Masters and 13 acquired their Ph.D. degrees, 4 members of which got their Ph.D. with collaboration through scientific channels with foreign international countries such as USA, France, Germany.

All of the staff members went on scholarships offered to them by Helwan University which covers almost all of the students expenses.

Faculty members teach courses which are consistent with their speciality, qualification and scientific professional experience. When speciality is lacking such as the case with social, medical, mathematics, computer---- etc; specialized professors are recruited from other faculties to assure quality of education.

Research capabilities of the staff are enhanced through post doctoral scientific exchange with international universities as well as joint research collaboration with foreign institution.

Faculty teaching participation at national or regional universities enhances the teaching and communication skills of the faculty members.

Oral examination participation performed in faculties of pharmacy all over the country also improves students assessment techniques.

Acknowledging the faculty outstanding performance, some national and international awards have been earned.

Teaching skills of Faculty staff are improved by participation in training programmes, seminars and workshops organized by the university.

These programmes are compulsory for the faculty members from demonstrators to the dean and offered by the Faculty and leadership development project ( FLDP ). These programmes are designed to enhance the faculty members competencies in areas including teaching, leadership, personal and inter personal skills. The Faculty of pharmacy also offer a workshop in the field of teaching.

The teaching assistants participate in teaching laboratories and can help in examination grading. Some faculty members have clinical and individual expertise acquired through their extra-academic activities as consultants in Pharmaceutical companies, research centre, hospitals and other sectors related to pharmacy practice. Faculty members are appointed and hired according to the 'Universities Organization Law. The University has a policy that guard against discrimination on the basis of race, religion, lifestyle or disability. Yet the university policy mandates that to be hired the faculty and staff has to be Egyptian and born to Egyptian parents.

In favor of high proportion of female pharmacy students, the large percent of the junior faculty staff and demonstrators are women ( 66 %). Academic staff hiring into various departments follows special regulations. The Pharmacy graduate has to prove competency and knowledge to qualify to be hired in a specific department as reflected by acquiring high cumulative grade in the undergraduate professional courses provided by this academic department during the five educational years. This choice criterion prevents any bias or subjectivity in the hiring process and increase staff morale. All the faculty staff at the faculty of pharmacy, Helwan University are full time employees. A complete list of all salaried faculty with academic ranks and classified by department is annexed.

The number of full time faculty till 2004 is 30 staff. They all hold Ph.D. Degree.

Faculty responsibilities include various aspects some of them pursuit to scholarship, these are addressed below:

\* All faculty members contribute in examinations workload, which includes examination setting, grading and control work of the whole examinations system.

- \* Participation in research projects
- \* Teaching both undergraduate and graduate levels.
- \* Supervising Master's and Ph.D students.
- \* Conducting of research for their promotion.
- \* Guiding students in social activities, few members participate in such activities due to their administrative and academic workload.
- \* Publishing their research in national and international journals.
- \* Attending national and international conferences, seminars and workshops.
- \* Consultation at National Pharmaceutical Companies.

Non academic staff at the Faculty of Pharmacy help in the effectiveness of faculty system to achieve the institution objectives include laboratory administrative staff, secretary and technicians.

The faculty employees 114 non academic staff (77.19 % are on full time basis, while 22.81% temporary) who perform a variety of duties. Of the supportive personnel 20 (17.5%) are administrative assistants, secretaries, students affaires personnel and telecommunication, and computer personnel; the remaining 8 (7.01%) are laboratory technicians.

The non academic staff enhance their administrative skills through training courses offered by the institution.

A minimum period of five years is required for a lecturer to apply for an associate professor title. Some requirements which include at least six publications containing one single- author research publications are essential for such promotion, in addition to some activities to the faculty and community.

An interview and a presentation with the candidate are performed by the review committee (Scientific Committee for Faculty Promotion),

which then makes a recommendation to the dean. Two possible recommendations can result from the review process: promotion to associate professor, or reappointment for another time.

If a recommendation of reappointment is made, the usual procedure is to reappoint the candidate and re-conduct an evaluation of performance thereafter. The outcome of the review committee's discussion and the recommendations are then communicated to the lecturer.

If a recommendation to promote the candidate is made, the chair of the promotion committee sent a portfolio to the faculty dean to be presented to the Departmental Council, followed by the Faculty Council that finally forwards it to the University Council for approval.

The same holds for proposals for promotion from associate professor to professor with the exception that seven research publications, including two single papers for the candidate.

The faculty members follow their job descriptions as stated in the Universities Organization Law' and administration, Dean and Department Head ensure the accomplishment of these jobs including the following:

- \* Follow up the faculty and department policies.
- \* Participation in workshops, national and international conferences.
- \* Participation in teaching, assessment and other educational methods.

Some faculty staffs were evaluated questionnaires designed by the QAAP-Pharm and filled by the students at the end of each course. The evaluation form contains questions covering the instructors, demonstrators and the course contents.

They are then assembled, reviewed and analyzed by the QAAP-Pharm team. The results are then addressed through the dean to the academic departments to be incorporated in their course reports .

Analysis of the data collected from the above mentioned surveys revealed that the faculty collectively meet the expectations and have high

commitment to the courses they taught, they are punctual in lectures timing and try to do a good job to help achieving the faculty's mission and objectives. However, the faculty of Pharmacy does not have yet a well developed, documented and declared policy for assessing and ranking the faculty's activities.

**PERSONNEL OF THE FACULTY OF PHARMACY: Strong points**

Sense of duty, respect and esteem towards their specialty

Understanding of the leading role of the Faculty of Pharmacy in the establishing and forming status of pharmacy in Egypt. Participation in the work of different universities, committees, and working groups.

Good availability and respectful and open attitude to students

Increasing number of younger staff with doctoral and master degree in pharmacy

Highly qualified laboratory assistants

**PERSONNEL OF THE FACULTY OF PHARMACY: Weak points**

Insufficient activity in making professional contacts with foreign institution.

Insufficient communication and co-operation between individuals at the Department;

Insufficient cooperation among department staff in putting together new teaching materials or textbooks and publishing.

**PERSONNEL OF THE FACULTY OF PHARMACY: Action plan**

1- Develop new system for staff recruitment to select more relevant criteria other than the graduation cumulative assessment grade.

2- Increase the number of faculty member within each academic department.

3- Raise faculty salaries.

4- Organize workshops for developing teaching skills.

#### **IV. EDUCATIONAL PROGRAMME**

The institution should ensure its responsibility for the standards and quality of its educational programme to achieve the mission and goals of the faculty that is related to the vision and needs of the profession of pharmacy to better serve society..

This section is described according to the standards put forward by the Accreditation Council for Pharmacy Education (ACPE). However, it requires a lot of effort to identify the suitable standards from ACPE, since the later is designed for the doctor of Pharmacy degree, while in our faculty, it is a Bachelor degree, thus some modification could be necessary to overcome such issue.

Another limitation is that there is two different curricula for the same programme are running in the faculty of Pharmacy, Helwan University. Both programme and courses reports could be only fulfilled for the old curriculum, since the new one is not yet completed; as at the end of the self study only the 1<sup>st</sup> educational year was running so no programme report could be performed for the new curriculum.

Thus to maximize the benefit from the current situation, a sort of comparison between both curricula (new and old) in comparison with the standard reference will be carried out as mentioned at the programme report.

The institutional goals include fundamental commitments of the college to: the preparation of students with the competencies necessary for the present and future professional practice of pharmacy, the advancement of the practice of pharmacy and its ability to serve society. The faculty of Pharmacy offers only one programme, Bachelor Degree in Pharmaceutical Sciences which prepare graduate to become specialized in the manufacturing, research, quality control and assurance and marketing in national and international companies. They also involved in performing analysis and evaluation of new drugs as well as preparing documents on the effectiveness and safety of new drug.

## **THE SYSTEM OF CHANGING AND COMPLEMENTING CURRICULUM**

The order of changing and completing curriculum is established by the Pharmacy Sector Committee. The curriculum, which has changed by replacing, deleting and adding new subjects, is affirmed in faculty council for processing at higher national committees in case the changes of the curriculum cover more than 20% of the points of compulsory subjects.

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 college must systematically and sequentially evaluate its curricular structure, content, organization and outcomes. The college must use the analysis outcomes measures for continuous improvement of the curriculum and its delivery.

The design process of a new curriculum starts from the Faculty Council, which discusses and approves the proposal of the academic departments

that has been discussed in the educational and Students Affairs Committee. The approved version is sent to the Pharmacy Sector Committee. The Supreme Council of Universities endorses the sector approval of the curriculum bylaws. So, the approval process might last many years, during which the market and profession needs would change. There is no specific committee at Faculty of Pharmacy to evaluate and follow-up the curriculum implementation.

### **A- Old curriculum**

The duration of the programme in the Faculty of Pharmacy is 10 semesters (five years) consisted of 34.9% Basic sciences, 11.8% Biomedical sciences, 52% Pharmaceutical sciences, 1.3% Behavioral, social and administrative Pharmacy Sciences. All the subjects are compulsory.

#### **5.1-Curriculum Structure and Contents**

**a- Programme duration:** 5 years

**b- Programme structure**

**b.i- No. of hours per week:**

**Lectures:** 126 hours/week in 10 semesters

**Laboratory:** 150 hours/week in 10 semesters

**Total:** 276 hours

Each semester is 12.5 weeks.

**b.iii- Practical Field Training:** 300 hours

**b.iv- Programme Levels:** Honour Levels

**b.v- Programme Subjects:** 30 subjects

From academic year 2002/2003 there is a new curriculum approved by the Council of the University of Helwan. The main differences compared to the above mentioned curriculum are:

Increase in clinical and independent work.

Included elective subjects

The graduates get more practical training of a pharmacist.

APPENDIX 1 . CURRICULUM OF PHARMACY INCLUDES:

LIST OF COURSES AND PRACTICAL WORKS

2. PROGRAMME REPORT

## **B- NEW CURRICULUM**

The duration of the programme in the Faculty of Pharmacy is 10 semesters (five years) consist of 18.8% Basic sciences, 15.9% Biomedical sciences, 54.7% Pharmaceutical sciences, 5.9% Behavioral, social and administrative Pharmacy Sciences, 1.2% computer sciences, 3.5% Elective courses.

### **5.2-Curriculum Structure and Contents (New Curriculum)**

*a- Programme duration:* 5 years

*b- Programme structure*

*b.i- No. of hours per week:*

*Lectures:* 153 hours/week in 10 semesters

*Laboratory:* 135 hours/week in 10 semesters

*Total:* 288 hours

Each semester is 12.5 weeks.

*b.ii- No of credit hours: Compulsory:* 149

*Elective:* lecture: 4 practical : 4

*b.iii- Practical Field Training:* 300 hours

*b.iv- Programe Levels:* Honour Levels

*b.v- Programe Subjects:* 58 subjects

### **THE CURRICULUM: Strong points**

The present curriculum contains:

More basic science studies.

The courses include basic sciences, applied pharmaceutical sciences, biomedical sciences and social and humanities.

Elective subjects inserted into the curriculum giving the students an opportunity to focus on specific areas according to their interest and future plans.

### **Programme Admission Requirements:**

General secondary school certificate with major in biology and chemistry, or an equivalent certificate from a foreign institute recognized by the Supreme Council of Universities.

### **A- Admission criteria:**

The faculty accept the following:

- \* A satisfactory standard in chemistry and at least one other science subject, essentially biology.
  - High academic reference, at secondary school marks of > 95%.

### **Regulations for Progression and Programme Completion**

(For the students to be transferred from one academic year to the next, he/she is required to have successfully passed in all subjects. However, the student may still be transferred if he/she has failed in not more than two basic subjects and two complementary ones from the same academic year or from previous years. In such cases, students "carrying" subjects from one year to the next should re-sit for their "failed" subjects in their proper respective semesters. Final year students who have failed in a maximum of two basic complementary ones in that year or from previous years can re-sit for their exams in those subjects in September of the same year. Should the student failed again, he/she has to re-sit for his/her

exams in those subjects in their proper respective semesters thereafter as many times as necessary until he/she succeeds).

***First Year/Level/Semester 1 (New curriculum):***

Automatically moved to second Semester.

***First Year/Level/Semester 2 (New curriculum):***

Pass in all subjects or fail in not more than two compulsive subjects and two subsidiary subjects.

***First Year/Level/Semester 1(Old curriculum):***

Automatically moved to second Semester

***Second Year/Level/Semester 2 (Old curriculum):***

Pass in all subjects or fail in not more than two compulsive subjects and two subsidiary subjects.

***Second Year/Level/Semester 1(Old curriculum):***

Automatically moved to second Semester.

***Second Year/Level/Semester 2(Old curriculum):***

Pass in all subjects or fail in not more than two compulsive subjects and two subsidiary subjects.

***Third Year/Level/Semester 1(Old curriculum):***

Automatically moved to second Semester.

***Third Year/Level/Semester 2 (Old curriculum):***

Pass in all subjects or fail in not more than two compulsive subjects and two subsidiary subjects.

***Fourth Year/Level/Semester 1(Old curriculum):***

Automatically moved to second Semester

***Fourth Year/Level/Semester 2(Old curriculum):***

Pass in all subjects or fail in not more than two compulsive subjects and two subsidiary subjects. In the latter case, the student is allowed to enter a September Exam.

**By laws and Regulations for Undergraduate Students**

**"Enrollment opportunities/or "regular" and "external" students:**

Academic year	Enrollment opportunities	
	Regular students	External students
First	Two opportunities	Two opportunities
Second	Two opportunities	Two opportunities
Third	Two opportunities	Two opportunities
Fourth	Two opportunities	Two opportunities
Fifth	Two opportunities	Number of subjects, he/she would be allowed to re-sit for the exam in the subjects he/she has failed in indefinitely until he/she is graduated.

\* Once the student exhausts the number of opportunities of a being a "regular" student, he/she becomes an "external" student for a certain number of times according to the above table. Once an "external" student in a certain year succeeds in his/her exams for that year to allow him/her to be transferred to the following year, he/she automatically becomes registered as a regular student again".

**THE CURRICULUM: Weak Points**

Insufficient content of practical work

Certain fields of pharmacy such as economic pharmacy and industrial production of drugs are poorly presented in the curriculum.

Too high proportion of basic chemistry subjects.

Small selection of elective subjects to choose amongst.

### **THE CURRICULUM: Action plan**

- 1- Create a new curriculum
- 2- Pay more attention to the teaching methods.
- 3- Increase the percentage of elective courses.
- 4- Increase research activities in the curriculum
- 5- Establish a committee for development of curriculum

## **V. ACADEMIC STANDARDS**

### **A- External References for Standards (Benchmarks)**

Owing to lack of national academic reference standards, we referred to the QAA reference academic standards in pharmacy:

European Commission, XV/E/8341/5/93-EN; approved on 3 and 4 May 1994.

These standards include several knowledge and understanding , intellectual, professional, practical skills and general and transferable skills besides different methods of teaching and learning and of student assessment. A comparison of the curriculum to the reference academic standards for Pharmacy of Quality Assurance Agency of UK; this is fully illustrated in the programme specification for both old and new curriculum. The comparison is in favor of the new curriculum. It is obvious that most of the areas are covered in the new curriculum with exception of some transferable skills.

In the old curriculum, deficiency of market- related courses, economics, IT, clinical practice, problem solving skills and presentation skills is obvious. However, in the new curriculum most of these areas are covered.

Unfortunately, we could not give more emphasis to report on the new curriculum since it is not completely implemented, only one year is running in the academic year 2004/2005.

### **ACADEMIC STANDARDS: Strong Points**

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 covers all the intended learning outcomes of the programme.

### **ACADEMIC STANDARDS: Weak Points**

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

### **ACADEMIC STANDARDS: Action Plan**

1. Development of new curriculum to full fit with the reference academic standards.
2. Establish of national reference academic standards.
- 3- Giving more attention to the transferable skills in the curriculum.

### **STUDENTS ASSESSMENT**

A set of processes, including examinations and other activities concluded by the institution to measure the achievement of the intended learning outcomes of the programme. Assessment also provides the means by which students are ranking according to their achievements. The students are well informed on the criteria by which they are assessed and given appropriate feedback that supports their continuing learning. Types of assessment varies from quizzes, assignments, practical, written and oral examination, which are mostly compatible with those criteria needed for evaluation of ILOs for each course.



easy type questions, complete, case study, matching and true or false questions.

Faculty are responsible for marking this assessment. The student name is hidden during marking of the written examination paper, to ensure fairness. Moreover, any faculty member having a relative from the students up to the 4<sup>th</sup> degree is excluded from the examiner board of this educational year during the academic year.

In the oral examination, external examiners from different Egyptian universities participate in evaluating the students. This year some of the external examiners give their feedback on the course regarding its contents, objectivity and structure and student level. Although there is a documented policy to monitor the validity of assessments in all courses through an external examiner board to adjust the grading criteria and minimize the personal factor, this policy is not activated and the faculty members who teach the course in coordination with the course leader are the only responsible personnel for the examination.

The students assessment feedback this year was weak and not effective, due to lack of formative assessment and only summative one are available in some of the courses.

The students complains from examination results are handled by transparency, due to the presence of system to recheck the student assessment grades, where examination paper is checked for any errors. This system is documented and not less than 5% of the students in each educational year use it.

After the first semester all the details of the students results are notified.

Timing schedule for notification of the assessment results is usually about 3 weeks after ending the examination, which is appropriate due to the presence of follow up system.

The examination results are allocated on the faculty website and also cited in the faculty campus.

## **STUDENT ACHIEVEMENT, INCLUDING EMPLOYMENT OPPORTUNITIES**

There are 2153 undergraduate pharmacy students at the faculty of Pharmacy, Helwan University:

### **The number of students enrolled in different educational years in the academic year 2003/2004.**

Item	Male	Female	Total
1. year P.N.S.	186	292	532
2. year 1 <sup>st</sup> .	171	324	495
3. year 2 <sup>nd</sup> .	143	247	390
4. year 3 <sup>rd</sup> .	134	272	406
5. year 4 <sup>th</sup> .	152	232	384
Total	786	1367	2153

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

Item	Male	Female	Total
1. year 1 <sup>st</sup> (new)	186	292	478
1. year 1 <sup>st</sup> (old)	171	324	495
2. year 2 <sup>nd</sup>	143	247	390
3. year 3 <sup>rd</sup>	134	272	406
4. year 4 <sup>th</sup>	152	232	384
Total	786	1367	2153

## GRADUATION

During 1999-2004 , 1990 students have graduated from the Faculty of Pharmacy. The annual number of graduating students has varied from :

1998/1999: 130

1999/2000: 222

2000/2001: 477

2001/2002: 454

2002/2003: 382

2003/2004: 325

Thus, during 1995-2004, approximately 92.4 % of submitted students have been graduating (1990/2153). Approximately 61.09 % of students accomplish the stationary studies with nominal time of study, i.e. 5 years. According to the response of students themselves, the reasons for interruption or prolongation of studies are:

family matters - 39%

too difficult programme . 35%

chance to enjoy the student life and its benefits as long as possible .  
18%

economical reasons . 6%

health matters . 2%

Other reasons were not named, nevertheless it was an option in the questionnaire. 4/5 of the students does not need to work to finance their studies. From every course, 10-12 % students are working, most of them find that working makes studying more difficult.

The response to the question about how much time students spend on their studies (take lectures, participate in seminars and lab-works, work independently) was that most, i.e. 42%, students study 30 hrs and 29% of students study 40 hrs per week. There was equal percentage (11%) of

students who spend 10 or >50 hrs studying. 7% of students wrote that they study 20 hrs per week. Thus, 72% of students study 30 or more hrs per week that refers to a normal weekly workload.

## **FUTURE OCCUPATION**

Today in Egypt, there are 65% community pharmacies, 18% hospital pharmacies, 12% industrial pharmacies, 1.5% Military Pharmacies and 3.5% others ( Reference, dr. Abd el Gawad,Vice Syndicate) .

At the moment, there is a shortage of employees in the field of pharmacy in Egypt. The results from a research in 2003, showed that this shortage will disappear by 2010. It is assumed that 80% of submitted students are graduating and 90% are employed in the field of pharmacy. This prognosis is made on the age-based structure of the presently working pharmacists. In case the admission is increased to 800 annual study places, the shortage would disappear by 2006.

## **APPENDIX . PROGNOSIS OF NUMBER AND NEED OF PHARMACISTS**

As mentioned before, in the programme report the number of students study places is 532 but according to the real situation, it is inconsiderate to anticipate the increase of this number from 100 (in 1995) to 532 in 2004. Theoretically, it could be possible to increase the number. Hereby we have adjusted the admission according to the prognosis of manpower demand of pharmacists and the results of the present research.

Since Egypt is a small country, also the Faculty of Pharmacy has an overview what has happened to our graduates. The pharmacists graduated from the department in 1999- 2004 are working at:

pharmacy (community) 65%	Hospital pharmacy 18%
pharmaceutical industry 12%	Military agencies 1.5 %

Others 3.5%

Pharmacy students, in their answers to the questionnaire, chose their preferred future working places as follows:

Community pharmacy 50% pharmaceutical industry 14%  
agency for foreign pharmaceutical companies 30% university 2 %  
Others 4 %

### **STUDENTS: Strong Points**

The analysis of preferences of candidates, the decrease of removals during last years and the results of the query conducted among students and teaching staff let to claim that in the last years pharmacy students are better motivated

Strictness towards the quality of the graduate

Involvement of students in construction of examination schedule.

Presence of procedures for reviewing examination results, in case of student complaints.

There is a strong syndicate representing pharmacy graduate

Active students Union

### **STUDENTS: Weak Points**

Poor English language skills among the students.

Oral examination are subjective and could not ensure fairness.

The policy to monitor the validity of assessments are not activated.

Some of faculty members do not respond to external evaluation system.

### **STUDENTS: Action Plan**

- 1- Enhance students training programs
- 2- Organize English courses.
- 3- Improving the oral examination methodology to ensure fairness.
- 4- Training of faculty members on teaching and assessment methods via periodical workshops.

## **VI. 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 enhancing 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/hspasa>) 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- Organize workshops for training the staff on the new methods of teaching.
- 2- Nominate a committee for curriculum development.
- 3- Implement and assess the teaching process.

### **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 1<sup>st</sup> 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 supervisor and practice many activities with the students. All families are under the supervision of the Vice Dean of Education and Students Affairs. 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.
- Establish a 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**

### **ROOMS AND MATERIAL RESOURCES**

**Historical background.** The Faculty of Pharmacy is located in a building inside Helwan University Campus at Ain Helwan, that was

specially built for the faculty of Home Economics in 1975. It consists of four floors.

**the first floor:** is occupied by the administrative offices, two stockrooms and two chemistry practical labs for students and one small research lab.

**the second floor:** contains the deans offices, the library as well as the Pharmaceutics staff offices, research laboratory and two Pharmaceutics practical labs for students in addition to a small one.

**The third floor:** is occupied by the Pharmacognosy staff offices (equipped with research facilities), organic chemistry staff offices, analytical chemistry staff offices, pharmaceutical chemistry staff offices, computer centre and one large students lab for biochemistry department as well as one Pharmacognosy large students lab and another small one.

**The fourth floor:** Pharmacology, microbiology and biochemistry staff offices were situated on the fourth floor with two large students labs one for pharmacology department and the other for microbiology department in addition to a small students lab for microbiology. There is also one large research laboratory for pharmacology department in addition to animal house.

Since the Faculty has no special seminar rooms, the computer centre is used to carry out seminars.

According to the number of student groups, proportions of laboratory works in the curriculum, and the laboratories being in use for 6 hrs per day, the Faculty would need not less than 10 practical laboratories for student places. In addition to the computer class, the Faculty would need one more room to carry out seminars and group works.

The problems related to study facilities are as follows (based on the answers of students and personnel to the questionnaires):

the building is old

ventilation is very poor or missing totally,  
need for some special facilities, such as offices for teaching and research staff and practical laboratories.

**Evaluation of the present situation.** The present situation in study facilities do not meet the requirements for teaching pharmacy according to the modern standards. To improve the situation, a throughout renovation is needed or moving the Faculty to another facilities. However, more important is to provide the Faculty with modern study and research equipment.

**Future.** In the future, the room problems of the Faculty of Pharmacy are going to be solved due to a new building consists of four floors also beside the pharmacy building will add .

It is seen from the overview, that the Faculty lacks several rooms which are desired to have in the new facilities, e.g. student laboratories, seminar room, library, HPLC and spectroscopy room, and room for preparing solid dosage forms. Several rooms exist already today but the Faculty finds it necessary to enlarge their area, e.g. computer room (from 72 to (72+40) m<sup>2</sup>).

Additionally, also new equipments have been planned to come with the new facilities. This would significantly improve material recourses of the Faculty of Pharmacy and provide better conditions for teaching and research.

APPENDIX. EXISTING AND PLANNED FACILITIES OF THE FACULTY OF PHARMACY.

**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. Both electronic and manual indices are available complete with titles and authors. Also the library applies the DEW ELASHRY system in coding of the books. Faculty members are allowed to borrow two books at a time for up to two months, which can be renewed for another period. Books, volumes, periodicals, dictionaries and encyclopedias are not for borrowing. Only photocopying is permitted.

However, the library is not big enough. Seating is limited ( 47 seats) and there is no study places. It becomes rather noisy especially in periods just before practical and sheet examinations.

**Opinion of personnel.** In a questionnaire, the personnel were asked to give their suggestions improvement. Several colleagues pointed out the increasing need to access modern technologies through international library information interconnection.

**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. Also

many students also found the possibilities to use computers is unsatisfactory.

### **LIBRARY: Strong Points**

Computers availability

Adequacy index system

### **LIBRARY: Weak Points**

Decreased library budget .

Lack of a specialty textbooks and periodicals

Lack of databases;

Poor availability of specialty journals.

limited space.

No exchange with other libraries.

Limited use of internet service.

### **LIBRARY: action plan**

Increasing the library space for students with enough study places.

Increase the budget allocated to the library.

### **Laboratories and Equipments**

Each department has one or two labs used only by the undergraduate students. Most labs are not well equipped with facilities and tools suitable for the study. The average number of students per large lab is 60 and 25 for small lab. The working time at the lab is from 8 a.m. to 4 p.m. under the supervision of faculty members.

These laboratories are distributed as follows:

**1- Department of Pharmacognosy**

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

**2- Department of Pharmaceutics**

Three labs equipped with viscometers, sensitive balances, water baths, flame and glassware.

**3- Department of Pharmacology and Toxicology**

One lab; and another shared with the biochemistry department supplied with Kymographs, animal balances, organ baths and other glassware.

**4- Department of Microbiology and Immunology**

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

**5- Department of Pharmaceutical Organic Chemistry**

One lab; 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 lab; 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 lab; 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 lab 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 of laboratories and their facilities are available but rather 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 limited.
- The system of maintenance and repair is not flexible enough.

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

- Acquire more facilities to laboratories

- Purchase more laboratory equipments
- Maintain and repair the present equipments

### **LECTURE ROOMS**

Lectures rooms are shared among 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 .

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 shows, laptops and projectors .

## **FINANCIAL RESOURCES**

Being a governmental institution the main sponsor is the government through the money allocated from the Ministry of Finance to the University. The faculty budget covers staff and employees salaries as well as all other activities.

Some little revenue comes from what we call special units which are carrying out some research or services to the society.

The government commitment to support the "free of charge education" with the huge number of University students makes it quite difficult to properly finance the education activities; laboratories, library, computer--etc. Obviously the money allocated to non educational activities is rather poor.

The following are the financial data allocated for the educational process during the last years:

<b>Item</b>	<b>Year 2003/2004</b>	<b>Year 2004/2005</b>
Educational service	487000	489922
Enhancement of education service	131500	125300
Running activities	55000	75750
Social Service		
Total	673500,0	690972,0

This is besides other financial support from the University and some stakeholders.

It is obvious that the budget allocated is not sufficient considering that the faculty is newly established and needs a lot of installation and facilities.

## VII. QUALITY MANAGEMENT

### **Institution's vision for enhancement**

The quality monitoring of all the parts of the study process and quality assurance has 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 such 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 its initial phase 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.

Faculty of pharmacy follow up and improve the following aspects to achieve the objectives of the faculty:

- Professional educational programme
- Effectiveness and monitoring of teaching, learning and assessment
- Graduate and research programme

- Students engagement in faculty's activities
- Community involvement

### **Professional educational programme**

- Establishment a new curriculum that fulfills the international requirement for competent pharmacy graduate (2004).
- Establishment of the Quality Assurance and Accreditation Project to self assess the faculty performance and evaluate the elements of educational system.
- A student computer laboratory has been recently prepared (2004) and equipped with 21 PCs to help implementing the new curriculum and another one under construction.
- Annual faculty and departmental conferences are also held to discuss the faculty and students requirements.
- Purchasing new modern equipments for teaching such as 3 data show devices to help in teaching and learning processes.

### **Graduate Studies and Research**

- Upgrading and implementing new bylaws for graduate programme Master and Ph.D. to meet the development requirements.
- Establishment of research laboratory for carrying out research analysis
- A one-year research plan (2004-2005)
- A five year research plan (2003-2008)

- Introduction of the internet facilities in the faculty library.
- All the policies and legislations governing the post-graduate affairs, starting from registration to choosing and sitting for the final exam are well stated and documented according to the university's rules.
- Dissemination of survey to collect data about the research and scholastic activities of faculty members, carried out by QAAP (2004-2005).

#### **Community service:**

- Establishment of three service units as:
  1. Pharmaceutical Sciences Services Centre
  2. Medicinal Herbal Products Centre
  3. Computer centre
- 'A health care campaign' is annually performed in which faculty members and students make field visits and participate in the health awareness and offer free-sample medicaments to patients as described by the physician.

#### **Examples of student's activities are:**

- Presence of 'Activities Centre' and different students groups belonging to the 'Students Union' are highly active; and active students, through the 'Youth Welfare Office' organized many workshops. Participants in these workshops are students and graduates from different public and private Egyptian Universities. Faculty's facilities and resources are used to train participants on various professional competencies to reach the ultimate goals of the faculty in preparing students for efficiency, quality

performance and excellence that help them in the job market competition and in meeting community needs.

### **Administration:**

- Implementing the university policies for annual evaluation of all non academic staff and employee and their promotion depends on the performance grade which ranges from excellent to fair.
- Encourage attendance of staff to training programmes.

### **Faculty and Staff**

- Encourage faculty and academic staff to attend of training programmes (FLDP)
- Facilitate conferences attendance by participating in its finances.

### **Variables**

- Performing self study, which declares all faculty weaknesses.
- Participation of stakeholders in the process of reviewing and updating the faculty mission.
- A new building has been add to the faculty to increase faculty area.

### **Policies Dissemination**

The channels of dissemination other than the 'University Organization Law' are the faculty council, department council, annual faculty and departmental conferences, faculty website and some on-request meetings.

Some policies are circulated in a written form through the university top management to the faculty top management then to the faculty members. For students, dissemination is through Annual faculty and departmental conferences, lectures, practical sessions, assessment as well as the faculty website. Meeting with the students in the Students Hostel is also an important mechanism.

### **Engagement With Stakeholders**

The main sectors are the Supreme Council of Universities (SCU), Health Sector Committee, Pharmacy Sector Committee (PSC), Ministry of Health and Population (MOHP), General Syndicate of Pharmacists, Cairo Syndicate of Pharmacists, national pharmaceutical companies. These sectors involved as follows:

- Approval of the curriculum is always through (SCU), in coordination with the PSC.
- Members of stakeholders participate in faculty council.
- Mutual participation in conferences and workshops.
- Participation in funding some faculty's activities including graduation festival and scientific seminars.
- Participation in developing faculty mission.

### **Contribution of The Quality Assurance and Accreditation Project**

The unit contributes through:

- Integration of the students feedback on course contents, instructors, teaching techniques and facilities.....etc.
- Perform the evaluation processes and follow up.

The personnel responsible in the QAAP-Pharm unit start in the process of improving by

- Revising and approving the mission statements of the faculty
- Programme books, containing the course specifications and reports, were prepared and approved (faculty council, January 2006).

### **Effectiveness of The Internal Review System**

The programme monitoring is usually undertaken by the Dean and the Vice-Dean for Educational and Students Affairs; They mainly monitoring the teaching and learning schedule as well as the students assessment and achievements.

Department providing the different courses are responsible for monitoring and evaluating their courses. This often involves a course team (faculty and staff) for course performance at the end of the semester which based on student assessment and achievement.

A self study report was started at this academic year 2004/2005 for the first time. At the end of each course, each department were asked to compile a course report template.

Students feedback are gathered this year, 2004-2005, on each course covering items that focus on the instructor, course contents and effectiveness of teaching, learning, assessment, facilities and student supports. This survey carried out this year on the courses of the old and new curricula.

External examiner, from all Egyptian faculties of pharmacy, participates in the study of the oral assessment and they share responsibilities in monitoring the academic programme.

An annual programme report is constructed incorporating the students and graduates feedback on the courses.

This might result in adjustments of the curriculum and students assessment to ensure continued effectiveness.

### **Response of Academic Departments To Internal Review.**

The minority of faculty and staff aim at enhancing the quality of education and appreciate the work of the QAAP-Pharm.

The academic departments, however, did not well cooperate in compiling the course reports. This later should be accomplished in a specific timing after the termination of examination, when they are overloaded with oral examination, marking and control works.

There are very limit cooperation from faculty top management and most of academic departments, thus tremendous work has to be done by QAAP-Pharm to get such reports.

Concerning the feedback evaluation of the external examiners in each course, during the first semester, only two departments responded by sending the results. However, during the second semester the number has been increased reaching 4 departments. This indicate the positive impact of the awareness campaign together with the QAAP-Pharm insistence members to achieve this requirement.

Regarding the faculty response to the result of student feedback, they declared that students should be more trained to fill such questionnaire.

Some course coordinators asked to change the form of the questionnaire to be more simple.

Actually there are other departments who refused to accomplish the assessment and can not fulfill the requirement of external evaluation in the course reports.

These programme reviewing processes requires establishment of university and faculty policies and legislations that mandate

accomplishment of such an additional extra-work (programme and course specifications and reports) by overloaded faculty members.

The lack of legislation that permit accountability is thus a main factor in the effectiveness of implementing internal and external reviewing system. A major obstacle to accomplish such an extra-work is that faculty are overloaded, besides teaching demands with research, administrative and other services responsibilities.

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

- Although a complex system is missing, the quality of teaching has still been under evaluation.
- Start in performing of a self evaluation internal unit
- Well stated and approved QAAP-Pharm.

#### **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 teaching has been random and there has been no feedback to the teaching process at the faculty of Pharmacy.

#### **QUALITY ASSURANCE: Action plan**

Establish 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.

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

## **VIII. THE RESEARCH AND OTHER SCHOLASTIC ACTIVITIES**

### **Research Plans**

The research activities in the Faculty of Pharmacy are organized through the Vice-Dean of the graduate Studies and Research. There is a five years research plan for the years 2003-2008. Further information about research plans for construction, reviewing,----etc were obtained through in-depth interview with the vice-Dean of Graduate Studies and Research, Prof. Fahima Hashim, who is responsible for improving this domain in the faculty.

The procedures for the construction of research plans include:

- The staff of each department submit their areas of interest to the head of the department.
- Proposal for research plans are discussed by department council, committee for graduate and research affairs and approved by the Faculty council.
- A final faculty research plan is then constructed.

These plans are not compulsory, faculty is free to conduct or submit any research protocol, which insures freedom of research and creativity for the faculty and staff.

Scientific activities of the staff are reflected in their publications and participation in scientific forums. In period 1998-2004, the scientific activity is demonstrated by the following index:

publications in international journals -----

publications in National scientific journals . ----

handbooks, textbooks . ----

The mechanisms used for the assessment and acceptance of research involve:

- Assessment and acceptance of theses of Master and Ph.D degree, through the committee in charge consisting of the supervisors of the thesis, internal and external examiners
- Assessment and acceptance of post-doctoral research through presentation in scientific conferences and publications in scientific journals.
- Assessment of post-doctoral research is also done by the scientific committees for promotion to the degree of associate professor or professor.

APPENDIX . THE MAIN PUBLICATIONS OF THE FACULTY OF PHARMACY 1995-2005

## **PARTICIPATION OF FACULTY MEMBERS IN RESEARCH ACTIVITY**

The staff of the Faculty of Pharmacy is not equally active in terms of scientific research. These differences are caused by different circumstances, e.g. insufficient funding, poor facilities, low motivation etc. Not all projects are covered by funding from the Egyptian Ministry of Education or external funds (e.g. the International Monetary Fund).

A positive sign is the increased interest of pharmacy students towards research. It is, to some extent, caused by the situation that independent scientific work is now a part of pharmacy curriculum.

Collaboration of faculty members with other academic departments, colleges or universities is through personal efforts and contacts. Projects with other national and international sectors also exist, but not all of them are documented.

**Ongoing scientific projects in the Faculty of Pharmacy are as follows:**

Production of Pharmaceutical drugs from natural sources to increase the immune system and treatment of infected diseases ( sponsored from Scientific Research Academy)

Development of broad spectrum depressant enzymes which analyze the antibiotics belong to family Cephalosprine.

**DEGREES AWARDED BY THE FACULTY**

Faculty of Pharmacy offers Masters and Ph.D. degrees through its departments each in its field. There are 7 diplomas such as:

- \* Diploma of Biochemical Analysis
- \* Diploma of Biotechnology
- \* Diploma of Toxicology and Forensic Chemical Analysis
- \* Diploma of Microbiology
- \* Diploma of Herbal Medicine and Medicinal Plants
- \* Diploma of Food Analysis
- \* Diploma of Pharmacology

These diplomas cover nearly all fields of interest required for graduate research careers. However, no diploma programme has been started yet. All academic departments are research-active and contribute in offering masters and Ph.D. degrees. Until the academic year 2004/2005, the faculty of Pharmacy awarded 2 degrees as follows:

**Numbers of Masters and Ph.D. degrees awarded until the academic year 2004/2005**

Department	Number of Master	Number of Ph.D.
Pharmacognosy	11	5
Pharmaceutics	9	4
Pharmacology and Toxicology	2	---
Biochemistry	6	---
Microbiology	6	3
Pharmaceutical Chemistry	4	---
Organic Chemistry	4	----
Analytical Chemistry	3	----
Total	44	12

**SOURCES AND AMOUNT OF RESEARCH FUNDS**

The total budget allocated for research activity from the university and other sectors such as drug companies should facilitate the implementation of the research plan.

The total budget allocated for research activity from the university in the academic year 2004-2005 amounts to LE, unfortunately, this budget is limited and does not facilitate the implementation of the research plan.

Other sectors such as the 'Academy of Science Research and Technology' help in this respect by funding some projects. However, the total budget allocated for research from all sources remains insufficient.

## **PUBLISHED RESEARCH IN CONFERENCES AND PERIODICALS**

There is no database for published research. The library has only copies of all thesis (Masters and Ph.D.).

A questionnaire was distributed to all faculty members to collect data about publications, contribution or attendance in seminars and workshops as well as their supervision of thesis. Actually, the response of the faculty members to fill this questionnaire was very little. Summary of the data collected is as follows:

### **Summary of the results of questionnaire addressed to faculty members until the academic year 2004/2005.**

<b>Percentage of faculty member</b>	<b>National</b>	<b>International</b>
Having publication in national conferences		
Having publication in international conferences		
Having collaborative research protocol with other sectors		
Contributing or attending seminars or workshops		
Supervising of Master thesis		
Supervising of Ph.D. thesis		

We do not received the required data from most of the faculty staff.

**THE RESEARCH: Strong Points**

- 1- The faculty has long research plans for the next five years
- 2- The academic departments are research active

**THE RESEARCH: Weak Points**

- 1- The total budget allocated to research activities is very limited
- 2- There is no contribution from private sectors in research budget.
- 3- Lack of database for contribution in conferences and for publication in conferences and periodicals.

**THE RESEARCH: Action Plan**

- 1- The total budget allocated to research activity should be increased
- 2- The budget allocated to the library should be increased
- 3- Establish update database for faculty members.

## **IX. COMMUNITY INVOLVEMENT**

### **CONTRIBUTION OF THE FACULTY IN COMMUNITY, SOCIETY AND ENVIRONMENTAL AFFAIRS**

The faculty has a vice dean for community Service and Environmental Development, who is responsible for promoting the role of faculty in the community.

There are three special centers at the faculty that serve the community, include:

- 1- Pharmaceutical Sciences Services Centre
- 2- Medicinal Herbal Products Centre
- 3- Computer Hall

#### **1- Pharmaceutical Services Unit**

The Pharmaceutical Sciences Services Unit was established in 1998 and its actual activities was started at 2002. The activities that was fulfilled by the centre during the last year include:

- a- Organizing complementary practical and theoretical courses to help students learning.
- b- Using faculty instruments in carrying out some analysis services for community services.

## **2- Medicinal Herbal Products Centre**

The centre was established in 2004 working in the field of Natural products. The centre started collaboration with medicinal plants companies. Such collaboration included the following

- a- Preparation of a new product for treatment of obesity with Mepaco. The drug is in the process of registration.
- b- Supporting the R&D team with faculty staff specialists.
- c- Preparation of a proposal for the creation of "Egyptian Plants Monographs".

## **3- Computer Hall:**

It is equipped with 21 computers all connected to a local network connected to the university central network through the internet allocated for students training programme. The facility is used for students training, administrative services and for final examination results records.

The community services are relevant through seminars and workshops and research projects as follows:

## **RANGE OF ACTIVITIES AND ITS RELATION TO THE INSTITUTION'S MISSION AND PLAN**

### **Seminars and Workshops**

They include:

- 1- Workshop for the Development of Pharmacy Educational Programme which was held in the faculty in March, 2005. It was attended by members from Faculties of Pharmacy, Cairo and Zagazig Universities and Sekem industrial company.
- 2- An international workshop was held at the hall of the University Council, in April 2005 for the Development of Pharmacy Educational Programme. It was attended by members from European Community, University Board, members of Faculties of Pharmacy Cairo and Zagazig Universities and Sekem company.

#### **Research projects:**

There are two research projects including:

Production of Pharmaceutical drugs from natural sources to increase the immune system and treatment of infected diseases (sponsored from Scientific Research Academy)

Development of broad spectrum depressant enzymes which analyze the antibiotics belong to family Cephalosprine (sponsored from Academy of Scientific Research).

#### **EVALUATION OF THE END USERS FOR COMMUNITY SERVICES QUALITY.**

A questionnaire was disseminated to get feedback from graduate, students from last year and staff members about the quality of community services. They agreed upon that there are some units have good quality but not all units. The questioned samples admitted the lack of applied mechanisms to measure the opinion of end users on the

impact of the institutional community services which should be overcome through the action plan of these units for the next years.

**COMMUNITY INVOLVEMENT: Strong points**

- 1- Presence of annual report of the activities of the Community Service and Environmental Development Committee.
- 2- A faculty website (<http://www.geocities.com/hspsa>) was designed, through which important information are displayed.

**COMMUNITY INVOLVEMENT: Weak points**

- 1- Limited number of community service special units.
- 2- Limited number of faculty participating in the existing community service units.

**COMMUNITY INVOLVEMENT: Action plan**

- 1- Expansion of the services offered by the already existing units.
- 2- Increasing the number of faculty participating in the existing community service units.
- 3- Increase awareness about the services offered by the centers and their facilities inside and outside the campus.

### **Action Plan**

To develop the weakness areas which need improvement. Short and long action plans are needed to help implementation. Cooperation and active participation of all involved parties is required if objectives are to be achieved.

Action plan	Responsibility
<p><b>Mission</b></p> <p>1- Define a fixed time for reviewing the mission statement</p> <p>2- Awareness of the faculty members with mission statement.</p>	<p>* Faculty council members</p> <ul style="list-style-type: none"> <li>• Faculty top management</li> <li>• QAAP-Pharm</li> </ul>
<p><b>Governance and Administration</b></p> <p>6- Appoint a committee to develop faculty governance policies and structures.</p>	<ul style="list-style-type: none"> <li>• Ministry of Higher Education</li> <li>• Supreme Council of</li> </ul>

<p>7- Establish of committee to assess the different committee and systems.</p> <p>8- Create a data base computerized system to help administrative personnel manage the daily work.</p> <p>9- Develop a mission and objectives for each academic department.</p>	<p>Universities</p> <ul style="list-style-type: none"> <li>• Faculty Council</li> <li>• Faculty Council</li> <li>• Departments Councils</li> </ul> <p>QAAP-Pharm</p>
<p><b>Faculty and Staff</b></p> <p>1- Develop new system for staff recruitment to select more relevant criteria other than the graduation cumulative assessment grade.</p> <p>2- Increase the number of faculty members within each academic department.</p> <p>3- Raise faculty salaries.</p> <p>4- Organize workshops for developing teaching skills.</p>	<ul style="list-style-type: none"> <li>• Ministry of Higher Education</li> <li>• Supreme Council of Universities</li> <li>• Faculty top management</li> <li>• Ministry of Higher Education</li> <li>• QAAP</li> </ul>
<p><b>Educational Programme</b></p>	

<p>1- Create a new curriculum with decrease number of subjects yet rather concentrated focusing on more practical activities.</p> <p>2- Pay more attention to the teaching methods by providing lecture rooms with modern teaching media.</p> <p>3- Increase the percentage of elective courses.</p> <p>4- Establish a committee for development of curriculum</p>	<ul style="list-style-type: none"> <li>• Supreme Council of Universities</li> </ul> <p>University and Faculty Councils</p> <ul style="list-style-type: none"> <li>• Supreme Council of Universities</li> <li>• Faculty top managements</li> </ul>
<p><b>Academic Standards</b></p> <p>1. Development of new curriculum to full fit with the academic reference standards.</p> <p>2. Establish of national academic reference standards.</p> <p>3- Giving more attention to the transferable skills in the curriculum.</p> <p>4- Enhance students training programs</p> <p>5-Organize English courses.</p>	<ul style="list-style-type: none"> <li>• Supreme Council of Universities</li> <li>• University and Faculty top managements</li> <li>• Vice Dean for Education and Students Affairs.</li> </ul>

<p><b>Quality of Learning Opportunities</b></p> <ol style="list-style-type: none"> <li>1- Organize workshops for training the staff on the new methods of teaching.</li> <li>2- Nominate a committee for curriculum development.</li> <li>3- Implement and assess the teaching process.</li> </ol>	<ul style="list-style-type: none"> <li>• University and Faculty top management</li> <li>• Faculty Council</li> <li>• QAAp</li> </ul>
<ol style="list-style-type: none"> <li>1- Implementation of Academic advisory system</li> <li>2- Improvement of the cultural programme</li> <li>3- To acquire sport facilities</li> </ol>	<ul style="list-style-type: none"> <li>• Youth Welfare Office</li> <li>• Vice Dean for Education and Students Affairs</li> </ul>
<ol style="list-style-type: none"> <li>1- Increasing the library space for students with enough study places.</li> <li>2- Increase the budget allocated to the library.</li> </ol>	<ul style="list-style-type: none"> <li>• Faculty top management</li> <li>• Libraries Affairs office of the University</li> </ul>
<ol style="list-style-type: none"> <li>1- Acquire more facilities to laboratories</li> <li>2- Purchase more laboratory equipments</li> <li>3- Maintain and repair the present equipments</li> </ol>	<p>Ministry of Higher Education University and Faculty Councils</p>
<p><b>Quality Management</b></p>	

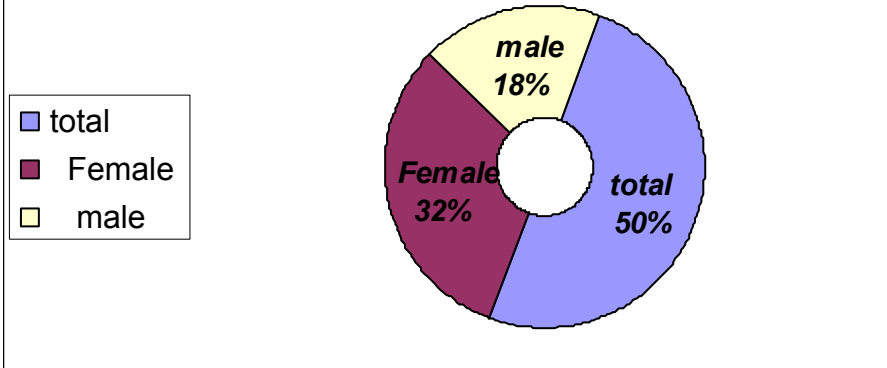
<p>1– Establish a constantly functioning methodology of questioning of the students, the alumni and the teaching staff and taking the results into account in organizing the curriculum.</p> <p>2– Establish an effectively functioning commission of teaching-methodology that would diagnose and solve all the problems concerning the course process and the guaranteeing of its quality.</p>	<ul style="list-style-type: none"> <li>• QAAP-Pharm</li> <li>• Vice Dean for Education and Students Affairs</li> </ul>
<p><b>Research and Other Scholastic Activities</b></p> <p>1- The total budget allocated to research activity should be increased</p> <p>2- The budget allocated to the library should be increased</p> <p>3- Establish update database for faculty members.</p>	<ul style="list-style-type: none"> <li>• University Council</li> <li>• Vice Dean for Graduate Studies and Research Affairs</li> <li>• Libraries Affairs Office of the University</li> <li>• Academic Departments</li> </ul>
<p><b>Community Involvement</b></p> <p>1- Expansion of the services offered by the already existing units.</p> <p>2- Increasing the number of</p>	<ul style="list-style-type: none"> <li>• Vice Dean for Community Service and Environmental Development.</li> <li>• Faculty top management</li> </ul>

<p>faculty participating in the existing community service units.</p> <p>3- Increase awareness about the services offered by the centers and their facilities inside and outside the campus.</p>	
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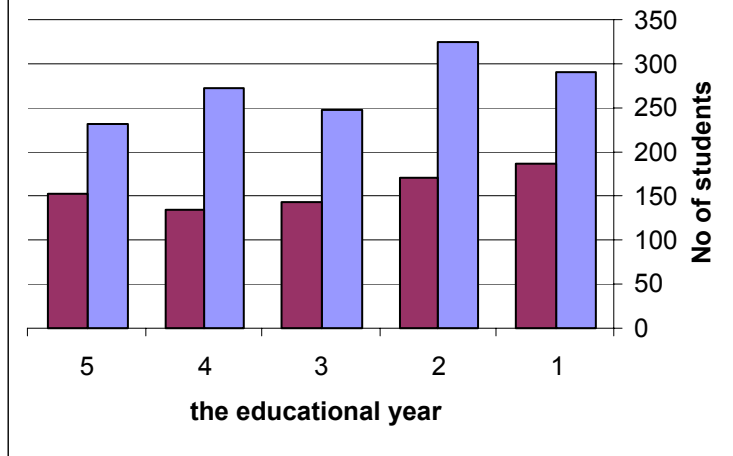
## Figures Forms



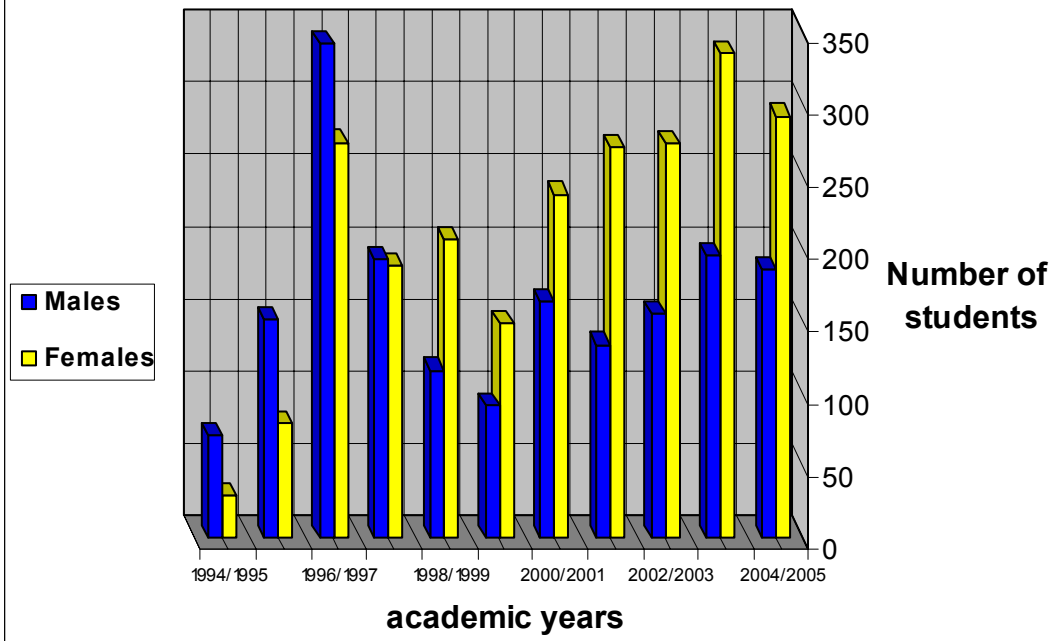
**the number of students enrolled in te different educational years of the academic year 2003/2004**



***The number of students enrolled  
in different educational years in  
the academic year 2003/2004***



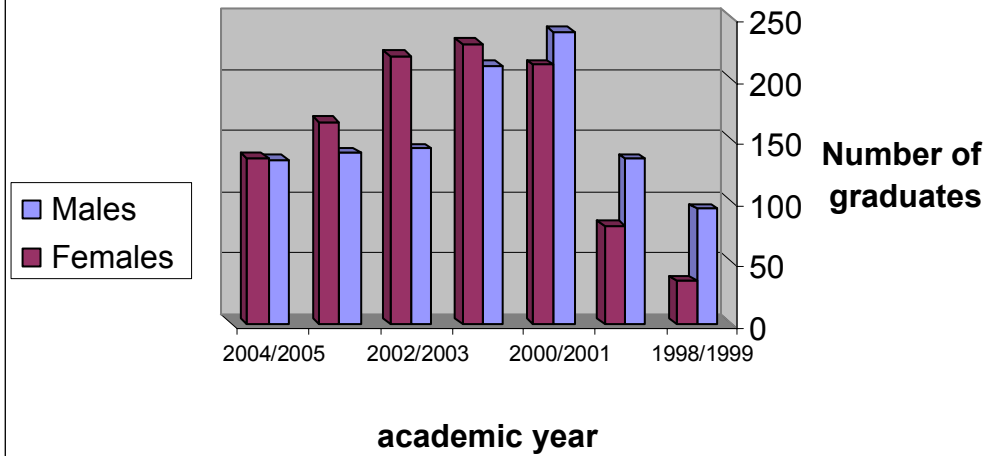
**Number of students over the past few years**



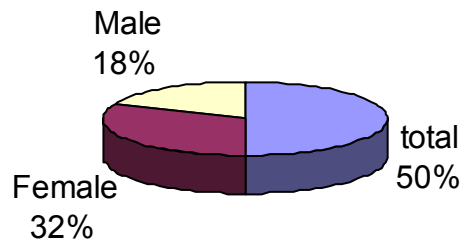
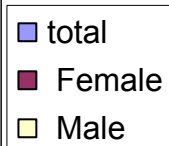
Helwan University

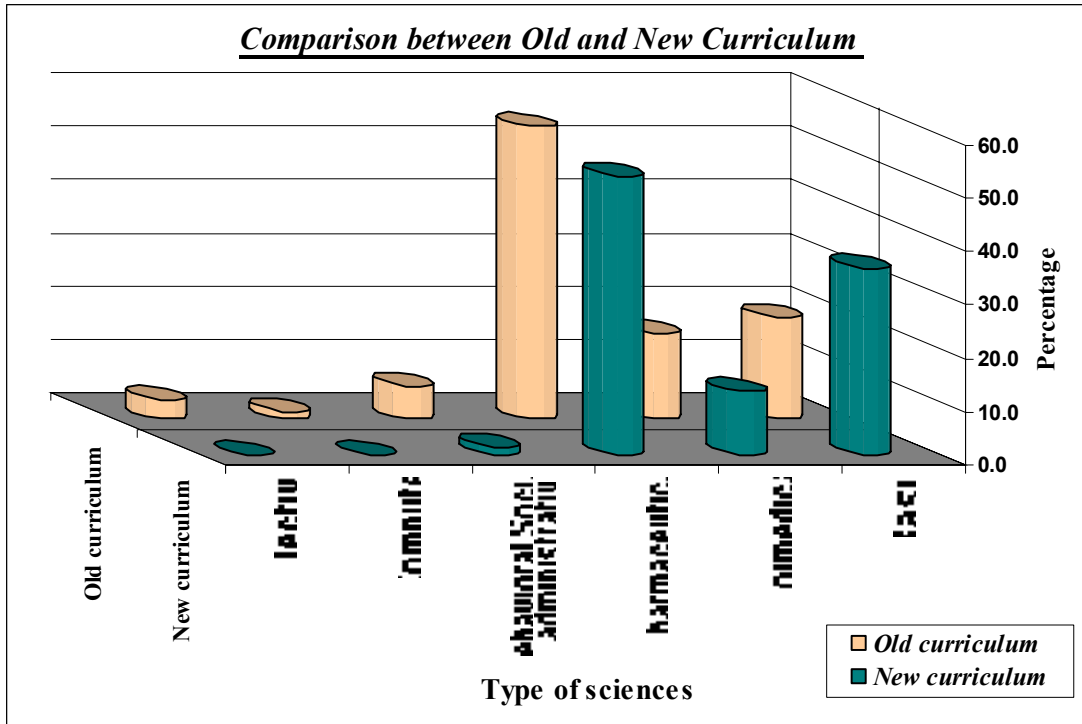


**Number of graduates over the past few years**



**the number of students enrolled in the  
academic year 2004/2005**





# Data Collection



## Survey For Faculty Members For Research Activities

**Name:**  
**Department:**

**Degree:**

**For 1995-2004**  
**National      International**

**Number of publications in journals**

**Number of publication in conferences**

**Number of contributions or attendance in seminars and workshops, mention if possible-----**

**Number of master thesis supervised**

**Number of Ph.D thesis supervised**

**Yes**

**No**

**Do you have any common research project With other sectors**

**Are you a member of any scientific organization Mention if any-----**



**Data collected from Youth Welfare**

1- Is there a health care services for students in and out of the faculty?

2- Is there a system for supporting students?

3- Is there a system for encouraging outstanding students?

4- Are there enough space for students activities?

5- Are there places for students activities and services in the faculty?

6- Is there a financial support for students?

7- Are there training courses for the students in the different fields?

8- What are the students activities in the faculty during the academic year 2004/2005?



**Data collection from the Graduate Studies and research  
(For community services)**

**Number of scientific projects in the faculty granted from outside the  
faculty**

Projects	Number	Time Frame
----------	--------	------------

**Data collection from the Graduate Studies and research  
(For Faculty and staff and research)**

**Number of faculty members who were promoted to:**

Degree	Academic year	
	1997/2004	
M.Sc.	From Egypt	From other countries
Ph.D		

**Number of faculty members who were promoted to:**

Degree	Academic year	
	1997/2004	
Professor	From Egypt	From other countries
Associate professor		

**Number of faculty members who are on leave to other universities.:**

Name of the University	Number of	faculty members	
	Part-time in other		Permanente on leave
	universities		



**Data collection from the Graduate Studies and research**

**Does the faculty provide these scientific degree?**

	Yes	No
Master	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D	<input type="checkbox"/>	<input type="checkbox"/>
Diploma	<input type="checkbox"/>	<input type="checkbox"/>

What are the diploma awarded by the faculty ?

What are the compulsory courses to promote to the degree of assistant lecturers?

What are the compulsory courses to promote to the degree of lecturers?

What are the compulsory courses to promote to the degree of assistant professor?

What are the compulsory courses to promote to the degree of professor?

Is there a committee for Graduate Studies and Research Affairs in the faculty?

(in case of yes, please attach the members)



## Data collection from Personnel Affairs Office

### Number of faculty members

Department	Acting	Emeritus (60-70 years)	Professor Emeritus (over 70 years)	Associate professor	Lecturer	Assistant lecturer + Demonstrator
Pharmaceutics						
Pharmacognosy						
Pharmacology						
Microbiology						
Biochemistry						
Pharmaceutical						

chemistry  
 Analytical chemistry  
 Organic  
 chemistry

**Number of Administrative staff, technicians and their qualifications**

Department	Technician		Administrative staff	Qualification
	Full-time	Temporary		
Pharmaceutics				
Pharmacognosy				
Pharmacology				
Microbiology				
Biochemistry				
Pharmaceutical chemistry				
Analytical chemistry				
Organic chemistry				



**Data collection from Procurement Department**

**What are the resources for research funds in the faculty?**

University

Sector

Others

**What is the faculty budget for research during the following years?**

Year	Budget	Budget Distribution
1995-1996		
1997-1998		

1999-2000

2001-2002

2003-2004

Is there a budget from the university to support the faculty with equipments and devices?

Is there a budget to support private reseach (projects)



### Data collection from general affairs

#### List of the number, student capacity and facilities of the students' labs

##### Department of Pharmacognosy

The lab	Student capacity	Facilities
Lab large pharmacognosy	25	Microscope, benzene
Lab small pharmacognosy	70	flame, glasses
Lab large microbiology	25	
Lab small microbiology	70	

##### Department of Pharmaceutics

The lab	Student capacity	Facilities
---------	------------------	------------

##### Department of Pharmacology

The lab	Student capacity	Facilities
---------	------------------	------------

### **Department of Microbiology**

The lab                      Student capacity                      Facilities

### **Department of Biochemistry**

The lab                      Student capacity                      Facilities

### **Department of Pharmaceutical Chemistry**

The lab                      Student capacity                      Facilities

### **Department of Organic Chemistry**

The lab                      Student capacity                      Facilities

### **Department of Analytical Chemistry**

The lab                      Student capacity                      Facilities



## **QUESTIONNAIRE FORM FOR UNDERGRADUATE STUDENTS**

**Dear pharmacy student,**

This year, the Faculty of Pharmacy is self-evaluating itself concerning teaching and learning inside the faculty. We would like to know your opinion in these matters. This anonymous test has been put together to help finding out your opinion about teaching and learning in the Faculty of Pharmacy.

**I am an undergraduate student of :    1.   2.   3.   4.   5.   year**  
(Please encircle the right one)

**1. Which source gave you the idea to become a pharmacist?**  
(Please encircle the main source)

Parents    Friends    Pharmacists    TV    Other

**2. How many hours per week do you usually study (take lectures, participate in seminars and labworks, work independently)? (Encircle)**

10    20    30    40    >50 hrs/week

**3. How satisfied are you with the following issues concerning studies in the Faculty of Pharmacy?** (Please encircle the number in the end of each row using the following scale:)

0. not satisfied at all    1 . rather not satisfied    2 - rather satisfied    3 - very satisfied

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Availability of teachers                    | 0 | 1 | 2 | 3 |
| 2. Teachers. attitude towards students         | 0 | 1 | 2 | 3 |
| 3. Possibility of using professional databases | 0 | 1 | 2 | 3 |
| 4. Possibility to use computers                | 0 | 1 | 2 | 3 |
| 5. Possibility to use copying machines         | 0 | 1 | 2 | 3 |
| 6. Opening times of libraries                  | 0 | 1 | 2 | 3 |

7. Is there other matters concerning studying or technical means that significantly hamper your studies?

What are these:.....

**4. Which subjects would you add to the currently valid programme, and which ones would you exclude?**

I would add to the programme:

.....  
 .....  
 .....

I would exclude:

.....  
 .....  
 .....

**5. Please state your opinion in following matters:**

(Please mark your choice in the end of each row using the following scale:)

0. too much                      1 . appropriate                      2 . too little

- |  |   |   |   |
|--|---|---|---|
| 1. Compared to lab works, theoretical teaching is proportionally | 0 | 1 | 2 |
| 2. During a year, compared to vacations, studying periods are    | 0 | 1 | 2 |

**6. In which field of pharmacy would you prefer to work in the future?** (Encircle)

1-Pharmacy    2-Industry Company    3-Hospital Pharmacy    4- Military Agency  
5- Others

The Dean

QAAP Manager

Prof. Dr. Mosaad S. Abdallah  
Khalik

Ass. Prof. Dr. Soad M. Abdel



## **QUESTIONNAIRE FORM FOR FACULTY PERSONNEL**

### **QUESTIONNAIRE: SURVEY OF THE SELF-EVALUATION OF THE FACULTY OF PHARMACY**

Dear colleague:

Please answer the following questions in free format and clear handwriting or in typing. Please deliver your answers to Dr. Soad Abdel Khalik.

**1. Is there enough personnel at the department in respect to enrolled students?**

**2. In Your opinion, are the different positions at the department set into right proportions?**

**3. Do the staff members have sufficient qualification to implement the mission and the objectives of the Faculty?**

**5. What are the strengths of the personnel in our Faculty?**

**6. Weaknesses?**

**7. What are Your proposals for improving the work of our Faculty (teaching and teachers at the first place):**

The Dean

QAAP Manager

Prof. Dr. Mosaad S. Abdallah  
Khalik

Ass. Prof. Dr. Soad M. Abdel



**Programme title:** Bachelor Degree in Pharmaceutical Sciences

External Evaluator Questionnaire

2004/2005

please mark the space which indicates the degree to which you feel each item is descriptive of it.

1- have the graduates got the minimum basic information necessary to  
build up the specific experience required for the job.

Strongly agree ( )      Agree ( )      Neutral ( )

Disagree ( )      Strongly Disagree ( )

2- Do you think that the Pharmacy Programme Provides the graduate with social  
communication skills.

Strongly agree ( )      Agree ( )      Neutral ( )      Disagree

( )      Strongly Disagree ( )





**Course-External Evaluator Questionnaire  
First semester academic year**

**Name of the course:**

**Academic year:**

**Date of evaluation**

**>85%    85-75%    75-60%    < 30%**

- 1. To what extent does the written exam measures the understanding and the knowledge of the student?**
- 2. To what extent the final exam is adequate to grade up the students .**
- 3. To what extent the practical course help in the students understanding of the course.**
- 4. What is the percentage which you believe the written exam covers the content of the course.**
- 5. What is the student overall understanding of**

the course

**6. To what extent the course content complies with the employment needs.**

Suggestions:

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-----  
Signature:



**QUESTIONNAIRE FORM FOR UNDERGRADUATE STUDENTS**

**Dear pharmacy student,**

This year, the Faculty of Pharmacy is self-evaluating itself concerning teaching and learning inside the faculty. We would like to know your opinion in these matters. This anonymous test has been put together to help finding out your opinion about teaching and learning in the Faculty of Pharmacy.

**I am an undergraduate student of : 1. 2. 3. 4. 5. year**  
(Please encircle the right one)

**1. Which source gave you the idea to become a pharmacist?**  
(Please encircle the main source)

Parents      Friends      Pharmacists      TV      Other

**2. How many hours per week do you usually study (take lectures, participate in seminars and labworks, work independently)?** (Encircle)

10      20      30      40      >50 hrs/week

**3. How satisfied are you with the following issues concerning studies in the Faculty of Pharmacy?** (Please encircle the number in the end of each row using the following scale:)

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- |  |   |   |   |   |
|--|---|---|---|---|
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7. Is there other matters concerning studying or technical means that significantly hamper your studies?

What are these:.....

**4. Which subjects would you add to the currently valid programme, and which ones would you exclude?**

I would add to the programme:

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 .....  
 .....

I would exclude:

.....  
 .....  
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**5. Please state your opinion in following matters:**

(Please mark your choice in the end of each row using the following scale:)

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- |  |   |   |   |
|--|---|---|---|
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**6. In which field of pharmacy would you prefer to work in the future?** (Encircle)

1-Pharmacy    2-Industry Company    3-Hospital Pharmacy    4- Military Agency  
5- Others

The Dean

QAAP Manager

Prof. Dr. Mosaad S. Abdallah  
Khalik

Ass. Prof. Dr. Soad M. Abdel



**QUESTIONNAIRE FORM FOR FACULTY PERSONNEL**  
**QUESTIONNAIRE: SURVEY OF THE SELF-EVALUATION OF THE**  
**FACULTY OF PHARMACY**

Dear colleague:

Please answer the following questions in free format and clear handwriting or in typing. Please deliver your answers to Dr. Soad Abdel Khalik.

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The Dean

QAAP Manager

Prof. Dr. Mosaad S. Abdallah  
Khalik

Ass. Prof. Dr. Soad M. Abdel

### **Templates for Course Specifications**

University :

Faculty:

Course Specifications:

Program(s) on which the course is given:

Major or Minor element of program:

Department responsible for the course:

Department teaching the course:

Academic year/Level:

Date of specification approval:

A- Basic Information

Code: Title:

Credit Hours: Lectures:

Tutorial:

Practical:

Total:

B- Professional Information

1- Overall Aims of Course

2- Intended Learning Outcomes of Course (ILOs)

a- Knowledge and Understanding:

b- Intellectual Skills:

c- Professional and Practical Skills:

d- General and Transferable Skills:

3- Contents:

Topic	No. of hours	Lecture	Practical

4- Teaching and Learning Methods:

5- Student Assessment Methods:

Assessment Schedule:

Weighting of Assessment:

6- List of References:

6.1- Course Notes: 6.2- Essential Books (Text Books):

6.3- Recommended Books: 6.4- Periodicals, Web Sites, ... etc:

7- Facilities Required for Teaching and Learning:

Course Coordinator:

Head of Department:

Date:

### Templates for Annual Course Reports

University----- Faculty----- Department -----

---

#### Course Report

##### A- Basic Information

- 1- Title and code:
- 2- Programme (s) on which this course is given
- 3- Year / Level of programmes
- 4- Units / Credit hours

Lectures

Tutorial/Practical

Total

##### 5- Names of lectures contributing to the delivery of the course

i -----

ii -----

iii -----

Course co-ordinator -----

External evaluator -----

## B- Statistical Information

No. of students attending the course: No. %

No. of students completing the course: No. %

### Results:

Passed No. % Failed: No. %

### Grading of successful students:

Excellent: No. % Very good: No. %  
Good: No. % Pass: No. %

## C- Professional Information

### 1- Course teaching

**Topics actually taught No. of hours Lecturer**

### Topics taught as a percentage of the content specified

> 90 %                      70-90 %                      <70%

Reasons in detail for not teaching any topic

If any topics were taught which are not specified, give reasons in detail

## 2- Teaching and learning methods

Lectures:

Practical training/ laboratory:

Seminar/ Workshop:

Class activity:

### Case study:

Other assignment/ homework:

If teaching and learning methods were used other than those specified, list and give reasons:

### Student assessment:

Method of assessment

Percentage of total

Written examination

Oral examination

Practical / laboratory work

Total

Members of examination committee

Role of external evaluator

## 4- Facilities and teaching materials:

Totally adequate

Adequate to some extent

Indequate

List any inadequacies

**5- Administrative constraints**

List any difficulties encountered

6- Students evaluation of the course:

Response of course team

7- Comments from external evaluator (s):

Response of course team

8- Course enhancement:

Progress on actions identified in the previous year's action plan:

**9- Action plan for academic year 2004-2005**

Actions required

Completion date

Person responsible

Course coordinator:

Signature:

Date: / /

## **Programme Specification**

### ***A- Basic Information***

***1- Programme Title:*** Bachelor

***2- Programme Type***

***3- Faculty:***

***4- Departments:***

***5- Programme Coordinator:***

***6- Assistant Coordinator:***

***7- External Evaluator(s):*** -----

***8- Last date of programme specifications approval:***

### ***B- Professional Information:***

***1-Programme Aims:***

***a- Knowledge and Understanding:***

***b- Intellectual Skills:***

***c- Professional and Practical Skills:***

***d- General and Transferable Skills:***

***9- Academic Standards***

***10-Curriculum Structure and Contents***

**a- Programme duration**

**b- Programme structure**

**b.i- No. of hours per week:**

**Lectures:**

**Laboratory:**

**Total:**

**b.ii- No of credit hours: Compulsory: --- Elective: -- Optional: --**

**b.iii- No of credit hours of basic sciences courses: --**

**b.iv- No of credit hours of courses of social and humanities: --**

**b.v- No of credit hours of specialized courses: --**

**b.vi- No of credit hours of other courses: --**

**b.vii- Practical Field Training:**

**b.viii- Program Levels:**

**11- Programme Courses**

1- Level/year of Programme:

Code No	Course Title	No. of Units	No. of hr/week			Program ILOs Covered
			Lect.	Lab.	Exer.	

**12- Programme Admission Requirements:**

**A- Admission criteria:**

**B- Degree classification:**

**13- Regulations for Progression and Programme Completion**

**14: By laws and Regulations for Undergraduate Students**