



# **Program Report**

**2016-2017**

**Quality Assurance  
Unit**

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## Program report on Dentistry Program

Academic year: 2016 / 2017

A. Basic information	
1. Program name	Bachelor Degree of Dental Medicine and Surgery (B.Sc. Dental Medicine & Surgery - BDS) بكالوريوس طب و جراحة الفم و الأسنان
2. Specialty	Dentistry
3. Number of school years	Five years / 10 semesters /+ 1 Internship year عام الامتياز التدريبي
4. Number of credit hours / Number of courses	Didactic Practical& Tutorial <input type="text" value="216"/> <input type="text" value="106"/> Total <input type="text" value="322"/> Total CH <input type="text" value="209"/> No. of Dental & Medical Courses <input type="text" value="78"/> University compulsory course <input type="text" value="7"/>
5. Basis of formation of examiners committees	Members of the committee were selected and approved in the departmental councils meeting on the following basis: 1. All staff members contributing in teaching the course EXCEPT: - Staff members with relatives up to the 4 <sup>th</sup> degree
6. System of external examiners	<input checked="" type="checkbox"/> Available for Final year <input type="checkbox"/> Not available
B. Statistics:	
1. Number of students enrolled in the program	<ul style="list-style-type: none"> <li>Total Students enrolled <b>in the program</b>= 2029 students</li> <li>Total students enrolled in the <b>regular courses</b> = 1889 students <ul style="list-style-type: none"> <li>Students enrolled in <b>open courses</b> = 146 students,</li> <li><i>i.e. %; this % represents the students enrolled in the open courses during the fall, spring and summer semesters.</i></li> <li><b>Final year students on 2015/2016 = 140 students</b></li> </ul> </li> </ul>
2. Success rate of the program(%)	<p>Success rate of Students without conditional pass = <b>1785 students= 88%</b></p> <p>No. of students with Conditional pass = <b>10 % = 202 students)</b></p> <p>Success rate of final year students = <b>441 students= 87.00 %</b></p> <p>Students with Conditional pass = <b>55 students = 11 %.</b></p>



3. Program enrollment trend (compared to the numbers enrolled in the program in the last 3 years)	<table border="1"> <thead> <tr> <th>Year</th> <th>Students joining the Program</th> </tr> </thead> <tbody> <tr> <td>2013 / 2014</td> <td>1526</td> </tr> <tr> <td>2014 / 2015</td> <td>1664</td> </tr> <tr> <td>2015 / 2016</td> <td>1976</td> </tr> </tbody> </table>	Year	Students joining the Program	2013 / 2014	1526	2014 / 2015	1664	2015 / 2016	1976
	Year	Students joining the Program							
2013 / 2014	1526								
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2015 / 2016	1976								
increasing <input checked="" type="checkbox"/> constant <input type="checkbox"/> decreasing <input type="checkbox"/>									
4. Final examination results	<i>Below</i>								
<ul style="list-style-type: none"> <li>Distribution of the passing grades among entire program (%)</li> </ul>	Excellent 548 St. <input type="text" value="27 %"/> Very Good 629 St <input type="text" value="31 %"/> Good 467 St <input type="text" value="23 %"/> pass 142 St <input type="text" value="7 %"/>  <i>Fail = 41 students = 2 %</i>								
	<ul style="list-style-type: none"> <li>Distribution of the passing grades among fifth year students only (%)</li> </ul> Excellent 56 St. <input type="text" value="11 %"/> Very Good 162 St <input type="text" value="32 %"/> Good 173 St <input type="text" value="34 %"/> Satisfactory 51 St <input type="text" value="10.00 %"/> <i>Fail 10 St = 2 %</i>								
8. Academic standards: <i>Refer to program specs (attached) (NARS)</i>									
<ul style="list-style-type: none"> <li>Knowledge &amp; Understanding</li> </ul>	Refer to program specs (attached)								
<ul style="list-style-type: none"> <li>Intellectual Skills</li> </ul>	Refer to program specs (attached)								
<ul style="list-style-type: none"> <li>Professional Skills</li> </ul>	Refer to program specs (attached)								
<ul style="list-style-type: none"> <li>General Skills</li> </ul>	Refer to program specs (attached)								



<ul style="list-style-type: none"> <li>• Student Support Systems (those with limited skills as well as the outstanding ones)</li> </ul>	<p><b>Students with limited skills:</b></p> <ol style="list-style-type: none"> <li>Academic Advisor role for such students discusses with them the priorities in courses &amp; advises for less academic load in the semesters with heavy subjects after examining well the student's portfolio.</li> <li>Office hours support.</li> <li>Providing extra tutorial classes &amp; revisions for the students in need through allowing them to attend with other groups several times.</li> </ol> <p><b>Students with outstanding performance:</b></p> <ol style="list-style-type: none"> <li>Financial incentive as follows: 25% discount from faculty fees on the year of distinction for the first ranked student; 10% discount for the second ranked student; ad 5% discount for the 3rd ranked student.</li> <li>Moral incentives by course directors in form of symbolic gifts e.g. nice books, etc. and announcing their names and achievements in classes among their peers.</li> <li>Moral incentives by faculty administration through distribution of Certificate Awards of Merit at the final celebration assembly.</li> <li>Allowing outstanding students in research activities in Students conference to present their research work in front of administrative representative as a form of recognition.</li> <li>Design a poster including the names for 10<sup>th</sup> oh highest grades</li> </ol>
<ul style="list-style-type: none"> <li>• Reference measurement standards of the program</li> </ul>	<ul style="list-style-type: none"> <li>• NARS</li> </ul>
<ul style="list-style-type: none"> <li>• Program handbook</li> </ul>	Available <input checked="" type="checkbox"/> Not available <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Periodic Review System of the Program</li> </ul>	Available <input type="checkbox"/> Not available <input type="checkbox"/> Annual <input checked="" type="checkbox"/> More than annual <input type="checkbox"/>



<ul style="list-style-type: none"> <li>Compatibility of the academic structure of the program with the intended learning outcomes</li> </ul>	<p>Refer to program matrix (attached)</p>		
<ul style="list-style-type: none"> <li>Administrative and Regulatory constraints</li> </ul>	<ul style="list-style-type: none"> <li>Flexibility in registration of students extended through the first 2 weeks of each semester.</li> <li>Administrative constraints are confined for students passing announced times of registration, and those missing final exams without legitimate excuse.</li> </ul>		
<p>9. Student assessment to assess the achievement of the intended learning outcomes</p>	<p>The following criteria are applied in assessment process:</p> <ol style="list-style-type: none"> <li>Exams should cover all ILOs of curriculum contents</li> <li>Exams should be appropriate to the educational level</li> <li>Exams should include different assessment methods according to bylaw.</li> <li>Continuous assessment is applied throughout the semester in form of quizzes &amp; practical evaluation</li> <li>A blueprint of exam outline is prepared before final exams and a matrix is prepared for each course to ensure and record fulfilment of ILOs of each course by exam questions.</li> </ol>		
<p>a. Assessment tools</p>	<p><b>Method of assessment</b></p> <ol style="list-style-type: none"> <li>Continuous assessment (quizzes &amp; practical requirements)</li> <li>Written exam ( Midterm – Final )</li> <li>Practical exam ( Lab &amp; Clinical exams)</li> <li>Students assignments (oral presentations, case presentations, &amp; research projects)</li> <li>Oral exam ( final year )</li> </ol>		
<p>b. Assessment Schedule</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Week</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Continuous assessment is carried out throughout the entire semester:                             <ul style="list-style-type: none"> <li>○ a) Practical Requirement logbook checked weekly</li> <li>○ b) Quiz : starting from 5<sup>th</sup> to 8<sup>th</sup> week</li> </ul> </li> <li>Written Exams :                             <ul style="list-style-type: none"> <li>○ Midterm exam : 8<sup>th</sup> &amp; 9<sup>th</sup> week</li> <li>○ Final exam : starting 15<sup>th</sup> week</li> </ul> </li> <li>Practical Exams (Lab &amp; Clinical) :                             <ul style="list-style-type: none"> <li>○ Start 13<sup>th</sup> week</li> <li>○ Completed end of : 14<sup>th</sup> week</li> </ul> </li> </ul> </td> </tr> </tbody> </table>	Week	<ul style="list-style-type: none"> <li>Continuous assessment is carried out throughout the entire semester:                             <ul style="list-style-type: none"> <li>○ a) Practical Requirement logbook checked weekly</li> <li>○ b) Quiz : starting from 5<sup>th</sup> to 8<sup>th</sup> week</li> </ul> </li> <li>Written Exams :                             <ul style="list-style-type: none"> <li>○ Midterm exam : 8<sup>th</sup> &amp; 9<sup>th</sup> week</li> <li>○ Final exam : starting 15<sup>th</sup> week</li> </ul> </li> <li>Practical Exams (Lab &amp; Clinical) :                             <ul style="list-style-type: none"> <li>○ Start 13<sup>th</sup> week</li> <li>○ Completed end of : 14<sup>th</sup> week</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Oral Exams : <ul style="list-style-type: none"> <li>○ Conducted on the same weeks of final exams : starting 15<sup>th</sup> week according to exam days of courses</li> </ul> </li> </ul>
c. External Reviewer's Comments (if present)	<b>Not present</b>
2. Learning resources:	
a. Ratio of faculty members to students	<ul style="list-style-type: none"> <li>• عدد أعضاء هيئة التدريس المعينون و المعارون = 41 Staff</li> <li>• عدد أعضاء هيئة التدريس المنتدبون الخارجيين = 36 staff</li> <li>• عدد أعضاء هيئة التدريس المنتدبون الداخليين لمدة يوم و يومين</li> <li>❖ <b>Total 77 Staff → 2029 Student= 1 : 34.3</b></li> <li>* This percentage follows the NORMS of Ministry of Higher education</li> <li>❖ Students are divided in 100 student groups / lecture , 35 student / lab &amp; clinic</li> <li>❖ Staff/students ratio in lectures ~ 3.7 % ~ 3 staff members for each 100 students</li> <li>❖ Staff/students ratio in clinic / lab ~1.3 % ~ 1 staff member for each 35 students</li> <li>• عدد أعضاء الهيئة المعاونة</li> <li><b>2029 Students = 1 : 14.1 = 68 مدرس مساعد + 75 معيد = 143 اجمالي</b></li> <li>❖ Students are divided in 35 students group / lab &amp; clinic</li> <li>❖ Assisting staff / students ratio in clinic / lab ~ 1:15~ 1 Assisting staff for each 15</li> </ul>
b. Matching of faculty members' specializations  c. The distribution of tasks between them to program needs	<input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent  <input type="checkbox"/> Not appropriate Why?  <input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent  <input type="checkbox"/> Not appropriate Why?
d. Library	<input type="checkbox"/> Appropriate <input checked="" type="checkbox"/> To some extent  <input type="checkbox"/> Not appropriate Why?  <ul style="list-style-type: none"> <li>• Currently, there are 165 textbook for different disciplines in faculty of dentistry.</li> <li>• The library still needs further expansions and</li> </ul>



	<p>upgrading but by the establishment of Egyptian Knowledge Bank,2 years ago,and Pharos university is a member in this national project this negative point was managed.</p>
e. Laboratories /clinics	<p><input checked="" type="checkbox"/> Appropriate    <input type="checkbox"/> To some extent <input type="checkbox"/> Not appropriate Why?</p>
f. Computers	<p><input type="checkbox"/> Appropriate    <input checked="" type="checkbox"/> To some extent <input type="checkbox"/> appropriate Why?</p> <p>Computers available for students are found in ICDL Labs. of the Universityand library. Moreover, wireless WiFi available in all the campus of Pharos University</p>
g. The extent of cooperation with stakeholders in the provision of training opportunities for students	<p>• Fair</p> <p>The faculty organized Ambulatory services once yearly to provide dental examination &amp; care in rural areas outside Alexandria Metropolitan city. The health care convoy includes staff members, assisting staff, nurses, students, &amp; intern trainee.</p>
h. Further needs of the program	<ol style="list-style-type: none"> <li>1. Increasing number. of academic faculty &amp; assisting staff members.</li> <li>2. Increasing exchange programs for students and faculty members to regional and international universities.</li> <li>3. Increasing the outreach programs for serving larger scale of community .</li> <li>4. Funding research projects by allocating reasonable budget for faculty research to increase research capacity.</li> <li>5. Forming a research review board for faculty research.</li> </ol>
<b>6. Quality and improvement administration:</b>	
a. Follow up system of the deficiencies	<p><input checked="" type="checkbox"/> Effective    <input type="checkbox"/> To some extent <input type="checkbox"/> Not effective Why?</p>



<p>b. Implementation of faculty and university laws and regulations</p>	<p><input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent</p> <p><input type="checkbox"/> appropriate Why?</p> <ul style="list-style-type: none"><li>-Faculty and university laws and regulations are followed to the most possible extent and are supervised by the Dean, Vice Dean for students affairs as well as the academic departments</li><li>- The submission of course reports to the Quality Assurance Unit after final exam results</li><li>-Students feedback questionnaires are distributed annually by administration</li><li>- Faculty Self-assessment reports are submitted annually</li><li>-All university continual professional development courses are attended regularly by staff members &amp; assisting staff</li></ul>
<p>c. Effectiveness of the internal evaluation system in the program's development</p>	<p>Active involvement of internal audit committee throughout regular review of courses' Specs ,reports, &amp; course files.</p>
<p>d. External evaluator's comments concerning the program's outcomes and assessment standards</p>	<p><b>Positive comments of the external evaluators include the following:</b></p> <ol style="list-style-type: none"><li>1. The NARS parameters are applied in all specialities.</li><li>2. The internal and external auditing are available and active.</li><li>3. New teaching and assessment methods have been used (seminars, small group discission, case study, simulation, role playing, and problem solving)</li><li>4. On the departmental level text books are available</li><li>5. Dividing students in lectures into groups.</li><li>6. There is an applied and documented field training program for the interns.</li></ol> <p><b>Regarding the assessment standard the</b></p>





	<p><b>following positive comments were reported:</b></p> <ol style="list-style-type: none"><li>1. There is archiving system for treated patients files which include the treatment plans and signature for each treatment step.</li><li>2. There is archiving system for all exams papers</li><li>3. There is a committee for final year exams' evaluation.</li><li>4. There is a standardized design for all written exams</li><li>5. There is a Check-List for all clinical exams for objectivity.</li><li>6. There is approved and documented copies of the exams' results.</li><li>7. Results of exams are available through officially announced copies.</li><li>8. For standardization, evaluation forms for the external examiners are used.</li><li>9. There is a mechanism for reviewing the students' complaints regarding the exam results.</li><li>10. Report of the exam results, success rates and students ranking order are endorsed by the faculty board.</li></ol> <p><b>Points to be addressed by the external evaluator include the following:</b></p> <ul style="list-style-type: none"><li>- The archiving system is not digitalized</li></ul>
<p>12. Proposals for program development:</p>	
<p>e. Program structure and facilities</p>	<ol style="list-style-type: none"><li>1. Improving Students Assessment Methods by providing training workshops to staff members.</li><li>2. Improving the provision of exams through preparing exams Blueprint for better distribution of questions over course items &amp; Informing the students about the distribution of marks (continuous assessment, oral and written exams) prior to each</li></ol>



	<p>course.</p> <ol style="list-style-type: none"><li>3. Arranging pre- scheduled final revisions at the end of the academic year.</li><li>4. Providing further training for staff members on the problem solving approach assessment method.</li><li>5. Improving &amp; updating the website of faculty</li></ol>
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Program coordinator: Prof. Dr. Yehia Ashour

Date of signature: September, 2016

نائب المدير التنفيذي لوحدة الجودة

المدير التنفيذي لوحدة الجودة

د/ نيفين محمود

د / سهي باشا

عميد كلية طب الأسنان

قائم بإعمال وكيل الكلية لشئون التعليم و الطلاب

الأستاذ الدكتور / أحمد يحيى عاشور

الأستاذ الدكتور / فايزة الدالي