Program Report (Pharm-D)

2024/2025

اعتماد مجلس وحدة:١٣ أغسطس ٢٠٢٥

اعتماد مجلس كلية : ١٤ أغسطس٢٠٢٥

PHAROS UNIVERSITY IN ALEXANDRIA

Faculty of Pharmacy

P . U . A
Pharos University in Alexandria

جـــامعـــــة فــاروس بالإســـكندريــــة

كليــة الصيـــــدلة

Program Report
(2025)

Academic Year	**2024/2025**

1.   Basic Information

Program Title (according to the graduation transcript for this academic year):		Bachelor's Degree in Pharmacy Pharm-D
Total number of credit hours/points of the program:	175 Crs + 6 university requirements = 181 credit hours Total	
Total Number of Courses:	71 main courses + 7 Elective courses + 3 courses University Requirements	
Number of academic years/levels (duration required to obtain the qualification):		Five years + 1 academic year (9 months) internship
Department (s) (if any) that participated in teaching the program:	Department of Pharmaceutical Chemistry (PC). Department of Pharmacognosy & Natural Products (PG). Department of Pharmacology and Therapeutics (PL). Department of Microbiology and Immunology (PM). Department of Clinical Pharmacy & Pharmacy Practice (PN). Department of Pharmaceutics & Pharmaceutical Technology (PP).	
Faculty/Institute:	Pharmacy	
University/Academy:	Pharos University in Alexandria	
Program majors/divisions/tracks/specialties in the final year (if any):		Not applicable
Partnerships with other parties and the nature of each (if any):	**Partnerships for Internship Training** • Pharmaceutical companies including:) El-Amreya وPharco, Saif, El-Pharaonia, Ghoneim, Medizen, and Alexandria Company for Pharmaceuticals and Chemical Industries) • Sales and marketing companies including (Medical Union Pharmaceuticals (MUP), Rameda, Pharaonia Pharmaceuticals, MultiCare, SEDICO (South Egypt Drug Industries Company, Orchidia Pharmaceutical Industries, Mash Premiere for Pharmaceutical Industries, Egyptian International Pharmaceutical Industries Company (EPICO), EVA Pharma • Egyptian Drug Authority • Ministry of health Hospitals, and Alexandria University hospitals including 1- El-Miry Hospital - Nutrition Department, Critical Care, Infectious Diseases Department, Surgery Department, Gastroenterology Department, Day Services Center. 2- El-Shatby Hospital - Obstetrics and Gynecology Department, Pediatrics Department. 3- Smouha Hospital - Pediatrics, Main and Branch Stores, Emergency Department.	

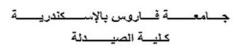| Name of Program Coordinator:	**Associate Professor. Marwa Atef**
Date of review and approval of program and courses' reports by the Quality Assurance Unit:	13th August 2025
Council responsible for Program Report Approval (Attach the Decision / Minutes):	14th August 2025
Program Report Approval Date:	14th August 2025

2. Data and Statistics

أعضاء هيئة التدريس والهيئة المعاونة القائمين علي تدريس لائحة فارم دي للعام ٢٠٢٤-٢٠٢٥			
Number of Staff members		Number of Teaching assistants	
66 (47+19)		69 (58+11)	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time least 4 working days)	Part-time (1 or 2 days)
47	19	58	11
Ratio to number of students		Ratio to number of students	
1: 7.7		1: 6.9	
Brief comment on the comparison with the numbers and ratios of the previous academic year: Based on NORMS 2023 the total staff members and teaching assistance numbers were 61.75 and 52 respectively, and by comparing with 2024-2025 the staff members reduced to 56.5 and increased for teaching assistants to 63.5 with a current ratio 1:7.7 for staff members, and 1: 6.9 for teaching assistants.			

Students							
Total number of students enrolled in all levels/years of the program in the reporting academic year:							435
Number of students enrolled/accepted in the first level of the program in the reporting academic year							109
Number of students (graduates) who completed the program for the reporting academic year:							110
Distribution of program graduates' grades (depending on the total cumulative) *							
Grade	A+	A	A-	B+	B	C+	C	D
Number of students	0	6	14	46	24	17	3	0
Percentage	0%	5.45%	12.73%	41.82%	21.82%	15.45%	2.73%	0%
* In case that the grade distribution model differs from program bylaws, it should be replaced by the actual distribution as in bylaws								

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Brief comment on the procedures and places of field training in which students were trained during the reporting academic year (if any):

Field visits were conducted across four courses, with students visiting the Toxicology Department and the Central Laboratory in the Clinical Pathology Department at the Faculty of Medicine, Alexandria University, Children's Cancer Hospital in New Borg El Arab City, German Saudi Hospital

Student feedback indicated that student will achieve greater benefit from completing summer internships after the fourth-year Community Pharmacy course rather than third year. Accordingly, the PharmD program's summer internship schedule was adjusted for the 2024-2025 academic year to be after fourth year. The internship was completed only by two students who had not finished it the previous year. Their training took place in community pharmacies of their choice.

3. Program Quality Assessment

Key performance indicators

No	Key Performance Indicator	Measurement Methods	Measurement Timing	Target Level (Last year)	Achieved Level (for the current year)	New Target Level (for the next year)
1-	Enrolment rate	Number of students in first year	September 2024	67	109	120
2-	Graduate rate	Newly enrollment in internship program	July 2025	110	110	120
3-	Program Effectiveness	Passing Professional Practice Exam	28th May 2025	.	110	120
4-	Curriculum and educational development	Addition of simulation program in courses	Academic year 2024-2025	12 courses	5 courses	8 courses
5-		Simulation program available		10 programs	9 programs	10 Programs
6-		Filed visits		2 visits	3 visits	4 visits
7-		Integration of AI application in teaching		--	11 AI Application	12 AI Application
8-		Community based project		1 course	4 courses one of them	

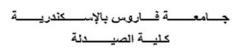|						
					Got the 4th level among university community projects	
9-	Internationalization	Online / on campus international lectures	Academic year 2024-2025	7 courses	4 courses	5 courses
10-		International workshops	Academic year 2024-2025	1 workshops	2 workshops	2 workshops
11-	Engagement with labor market community	Recruitment of external Expert	Academic year 2024-2025	13 staff members	19 staff members	----
12-		Expert teaching from labor market community		1	1	------
13-	Graduation projects		Academic year 2024-2025	0	18 graduation projects	19 graduation projects
14-	Students' achievements	Special activities	Academic year 2024-2025	---	Participation of 3 students in Entrepreneurship fair	-------
15-				---	Participation of 11 students in Innovation week	----------
16-	Students support facilities	Academic advisors	Academic year 2024-2025	32	21	16
17-		Meeting with program coordinator		0	4 meetings	2 meetings
18-		Recognition for outstanding students		0	109	120

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Stakeholder evaluation

Category*	Timing	Number of Participants	Means of Evaluation	Strengths	Points that need improvement
Final Year Students	9.2.2025 13.4.2025	95 90	90% 92%	-Curriculum effectiveness -No repetition in course contents	No comment
Teaching Staff	29.5.2025	15	95%	-Focusing on practical aspects in factories and pharmaceutical companies. -Providing broader opportunities for graduates in the job market. -Developing research and thinking skills.	-The need for practical training capabilities to train students in preparing pharmaceutical formulations, particularly from natural materials. -The limited employment opportunities in the pharmaceutical industry in Egypt.
Fresh Graduates	1.7.2025	19	91.83%	– English, IT, and communications , problem solving, commitment, team work, and time management, skills for graduate – Field visits are enough – Well trained on patients' consultation, durg-drug interactions. – Legislation and professional ethics – Scientific background, and research skills	Reading medical prescriptions Students were not trained on the trade names of medicines in the market And need more marketing skills Drug manufacturing Writing reports

Labor market representatives (Employers)	2024-2025	27	96.3	-Program outcomes are aligned with labor market needs -Graduation projects address problems related to the profession -Summer training contributes to skill development , decision-making and preparing them for the labor market	-General skills related to dealing with different life situations and the ability to assume responsibility requires improvement . -Skills required in innovative problem-solving, self-learning, collaborative learning, teamwork, advanced thinking, and time management needs development.

* Attach the report of the analysis of the questionnaire or any other means used, and the points evaluated by each category

Comment on the overall evaluation of the quality of the program and the proposed recommendations (based on the results of the previous table):

The quality of the program is satisfying, as indicated by the high evaluation scores. The feedback from the final year students is very positive, with 90% and 92% satisfaction rates, and they specifically noted the curriculum's effectiveness and a lack of repetition in course content. This suggests that the academic structure is solid and well-organized.

The evaluation from the teaching staff and labor market representatives (employers) is also high, at 95% and 96.3% respectively. Stake holders, in particular, highlighted several program strengths, including the alignment of program outcomes with labor market needs, the practical nature of graduation projects, and the value of summer training in preparing students for their careers. This shows that the program is, in many ways, meeting the expectations of the professional world.

Program Enhancement

Comment on incomplete corrective/improvement actions from last year's plan (if any):

Not applicable, this is the first program report for the first graduated group from this program

Comment on the points that need improvement addressed in the course report plans:
Based on the course report plans you provided, here is a summary of the key areas identified for improvement, broken down by category.

1. Course Content and Delivery

- **Updating and Relevance**: Many courses, such as General Microbiology (PMD 201), Cosmetic Preparations (PPD E01), and Biotechnology (PMD 501), plan to update their content with recent developments. This includes adding new topics and updating references.
- **Enhanced Student Engagement**: Several courses aim to improve student participation and learning. Applied and Forensic Pharmacognosy (PGD 401) will increase e-learning resources and practical applications, while Pharmaceutics IV (PPD 303) and Scientific Writing (PND 506) plan to use more graded, interactive assessments.
- **Use of Technology and Field Visits**: The plans for General Microbiology (PMD 201) and Biotechnology (PMD 501) mention using more computer applications and software. Medicinal Plants (PGD 102) and Instrumental Analysis (PCD 203) will implement scientific field visits to provide real-world context.

2. Assessment and Evaluation

- **Improving Exam Questions**: A major theme across many courses is the need to improve the quality of exam questions.
  - o Higher-Level Cognitive Questions: Courses like Hospital Pharmacy (PND 404), Clinical Pharmacy II & Pharmacotherapeutics (PND 503), and Toxicology & Forensic Chemistry (PLD 403) specifically mention integrating more higher-level cognitive questions to better differentiate student abilities.
  - o Question Diversity: Analytical QC of Pharmaceuticals (PCD 501) and Electroanalytical Methods (PCD 204) note the need for more diversity and a gradual increase in difficulty to achieve a normal distribution in results, rather than a curve skewed toward high grades.
- **Assessment Tools**: Pharmacology II (PLD 303) and Toxicology & Forensic Chemistry (PLD 403) suggest introducing easier, simplified assignments and alternative assessments like guided worksheets and low-stakes quizzes to support students with weaker academic backgrounds.
  - o Exam paper design: Font Size and Spacing: Pharmacology II (PLD 303), Toxicology & Forensic Chemistry (PLD 403), and Physiology and pathophysiology (PLD 201) all identify the need to increase the font size on final exams to 14, although some acknowledge this might exceed the maximum page count.
  - o Timely Announcements: Medical Terminology (PPD 102) plans to announce coursework grades before the withdrawal deadline to help students make informed decisions.
  - o Formative Exams: Human Rights and fighting corruption (PGD 101), Anatomy and histology (PLD 102) and others noted the need to align the number and timing of formative exams with the academic calendar.

3. Course Structure and Documentation

- **Updating Course Specifications**: revise and update the course specification and Competency-Based Course Matrix.
- **Adding Learning Outcomes**: Cell biology (PLD 101) and Pharmaceutics I (PPD 201) plan to add general skills and specific competencies (e.g., communication skills) to their learning outcomes to ensure they are properly assessed.
- **Textbooks and Resources:** Courses like Drug Information (PND 401) and Pharmacology II (PLD 303) require updating their textbooks and references to ensure they are current.

Program action plan for the next academic year (considering the results of program quality assessment and the course reports improvement plans)

No	Priorities of Development	Corrective/ improvement Actions	Methods of implementation	Responsibility
1.	Enhance General and Soft Skills	Integrate the development of general skills (e.g., problem-solving, self-learning, teamwork, time management) into the curriculum, as highlighted by labor market representatives.	Curriculum Review Committee to identify relevant courses. Course Instructors to revise learning outcomes, key elements, and assessments to include general skills. Training sessions for faculty on how to teach and assess these skills.	Education development center Course Instructors
2.	Improve Student Assessment Methods	Increase the use of higher-level cognitive questions and diversify question difficulty levels in exams to better differentiate student abilities.	Faculty workshops on designing questions for critical thinking and analysis. Course Instructors to review and revise exam papers before they are finalized. Implement formative exams and varied assessment tools (e.g., case studies, essay questions) as outlined in course reports.	Course Instructors

3.	Update Course Content	Ensure all course content is up-to-date with recent developments in the field and is engaging for students.	Course Instructors to continuously review and update lecture materials and references. Procurement Department to purchase new textbooks. IT Department to provide necessary software and fixed data show projectors for labs.	Course Instructors, Procurement Department, and IT Department
4.	Exam paper Design	Standardize and improve administrative processes, particularly regarding exam paper formatting and grade announcements.	According to Administration rules establishing font size (e.g., 14) and spacing on all exam papers, while accommodating for page limits. Course Instructors to ensure coursework grades are announced to students before the withdrawal deadline.	Course Instructors
5.	Promote Practical and Experimential Learning	Increase opportunities for hands-on learning through practical sessions, field visits, and enhanced e-learning resources.	Course Instructors to plan and organize field visits to relevant sites (e.g., factories, hospital departments, labs). IT Department to support the development and maintenance of e-learning platforms and resources. Procurement Department to increase the number of necessary lab equipment (e.g., microscopes, water baths).	Course Instructors, IT Department, and Procurement Department

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