



# Program Report (Pharm D - Clinical)

2024 - 2025



اعتماد مجلس وحدة: ١٣ أغسطس ٢٠٢٥  
اعتماد مجلس كلية : ١٤ أغسطس ٢٠٢٥



## Program Report (2025)

Academic Year

٢٠٢٤ - ٢٠٢٥

### 1. Basic Information

<b>Program Title</b> (according to the graduation transcript for this academic year):		Bachelor's Degree in Pharmacy Pharm-D (Clinical Pharmacy)
<b>Total number of credit hours/points of the program:</b>	١٧٧ Crs + 6 university requirements = 183 credit hours Total	
<b>Total Number of Courses:</b>	72 main courses + 8 Elective courses + 3 courses University Requirements	
<b>Number of academic years/levels</b> (duration required to obtain the qualification):	Five years + 1 academic year (9 months) internship	
<b>Department (s) (if any) that participated in teaching the program:</b>	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).	
<b>Faculty/Institute:</b>	Pharmacy	
<b>University/Academy:</b>	Pharos University in Alexandria	
<b>Program majors/divisions/tracks/specialties in the final year (if any):</b>	Not applicable	
<b>Partnerships with other parties and the nature of each (if any):</b>	<ul style="list-style-type: none"> <li>• Egyptian Drug Authority (<b>Internship Training</b>)</li> <li>• Ministry of health Hospitals, and Alexandria University hospitals including               <ol style="list-style-type: none"> <li>1- El-Miry Hospital - Nutrition Department, Critical Care, Infectious Diseases Department, Surgery Department, Gastroenterology Department, Day Services Center.</li> <li>2- El-Shatby Hospital - Obstetrics and Gynecology Department, Pediatrics Department.</li> <li>3- Smouha Hospital - Pediatrics, Main and Branch Stores, Emergency Department.</li> </ol> </li> </ul>	
<b>Name of Program Coordinator:</b>	Assoc. Prof. Noha El-Salamouni	
<b>Date of review and approval of program and courses' reports by the Quality Assurance Unit:</b>	1 <sup>st</sup> August 2025	
<b>Council responsible for Program Report Approval (Attach the Decision / Minutes):</b>	1 <sup>st</sup> August 2025	
<b>Program Report Approval Date:</b>	14 <sup>th</sup> August 2025	



## 2. Data and Statistics

أعضاء هيئة التدريس والهيئة المعاونة القائمين علي تدريس لائحة فارم دي كمينكال للعام ٢٠٢٤-٢٠٢٥

Number of Staff members		Number of Teaching assistants	
84 (51+33)		70 (59+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)
51	33	59	11
Ratio to number of students		Ratio to number of students	
1: 18.4		1: 19.3	

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 both staff members and teaching assistants increased to 67.5 and to 64.5 respectively; with a current ratio 1: 18.4 for staff members, and 1:19.3 for teaching assistants.

Students								
Total number of students enrolled in all levels/years of the program in the reporting academic year:							1243	
Number of students enrolled/accepted in the first level of the program in the reporting academic year							437	
Number of students (graduates) who completed the program for the reporting academic year:							112	
Distribution of program graduates' grades (depending on the total cumulative) *								
Grade	A+	A	A-	B+	B	C+	C	D
Number of students	0	14	18	36	24	18	2	0
Percentage	0%	12.5%	16.07%	32.14%	21.43%	16.07%	1.79%	0%

\* In case that the grade distribution model differs from program bylaws, it should be replaced by the actual distribution as in bylaws

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, and German Saudi Hospital



Following student feedback that indicated greater benefit from completing summer internships after the fourth-year Community Pharmacy course, the PharmD program's summer internship schedule was adjusted. For the 2024-2025 academic year, the internship was completed by three students who had not finished it the previous year. Their training took place in community pharmacies of their choice.

### 3. Program Quality Assessment

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	133	437	500
2-	Graduate rate	Newly enrollment in internship program	July 2025	106	112	120
3-	Program Effectiveness	Passing Professional Practice Exam	28 <sup>th</sup> May 2025	.	١٠٦	١١2
4-	Curriculum & educational development	Addition of simulation program in new courses	Academic year 2024 - 2025	19 courses	٦ courses	8 courses
5-		Simulation program available		10 programs	9 programs	10 programs
6-		Field visits		2 visits	4 visits	4 visits
7-		Integration of AI application in teaching		--	11 AI application	11 AI application
8-		Community based project		.	1 course	
9-	Internationalization	Online \ on campus international lectures	Academic year 2024-2025	4 courses	2 courses	4 courses
10-		International workshops		1 workshop	2 workshops	2 workshops



11-	Engagement with labor market community	Recruitment of external Expert	Academic year 2024-2025	31 staff members	۳۲ staff members	33 staff members
12-		Expert teaching from labor market community		0	1	-
13-	Graduation projects	Graduation project discussion	Academic year 2024-2025	0	22 graduation projects	24 graduation projects
14-	Students' achievements	Rewards	Academic year 2024-2025	-	Hult price competition	-
15-		Special activities		-	Participation of 3 students in Entrepreneurship fair	-
16-				---	Participation of 2 students in Innovation week	-
17-	Students support facilities	Academic advisors	Academic year 2024 -2025	48	48	48
18-		Meeting with program coordinator		0	2 meetings	2 meetings
19-		Recognition for outstanding students		0	125	125

• Stakeholder evaluation

Category*	Timing	Number of Participants	Means of Evaluation	Strengths	Points that need improvement
Final Year Students	10.12.2024 25.2.2025	9 53	90% 100%	- Curriculum effectiveness and validity in labour market - No repetition in course contents	No comment



<b>Teaching Staff</b>	29.5.2025	22	95%	-Provide students with professional and general skills needed for clinical pharmacist	-The need for practical training capabilities to train students in direct communication with patients and preparing pharmaceutical -extra training on data analysis and scientific research skills and using AI in health care
<b>Fresh Graduates</b>	1.7.2025	14	95.01%	The student's proficiency in English, scientific terminology, and computer skills qualifies him for practicing the profession. The study provided sufficient field training, the ability to read prescriptions, sufficient knowledge of drug trade names, drug interactions, and sufficient information to provide patient advice and minimize side effects.	Ability to prepare medical formulations, and sufficient knowledge to design and implement scientific research  More marketing skills training



Labor market representatives (Employers)	2024 - 2025	27	96.3	<ul style="list-style-type: none"> <li>- Program outcomes are aligned with labor market needs</li> <li>- Graduation projects address problems related to the profession</li> <li>- Summer training contributes to skill development, decision-making and preparing them for the labor market</li> </ul>	<ul style="list-style-type: none"> <li>- General skills related to dealing with different life situations and the ability to assume responsibility requires improvement.</li> <li>- Skills required in innovative problem-solving, self-learning, collaborative learning, teamwork, advanced thinking, and time management needs development.</li> </ul>
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**\* 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):**

Based on the stakeholder evaluations, the program is generally effective, but there are clear areas for improvement. The overall evaluation shows a high level of satisfaction from most stakeholders, with strengths noted in practical skills and market relevance.

- Final Year Students: With 90% and 100% satisfaction rates, students commend the curriculum's effectiveness and relevance to the labor market. They also noted that there is no repetition in course content, indicating a well-structured academic plan.
- Teaching Staff: A significant majority (95%) of the teaching staff evaluated the program positively. They highlighted the program's focus on practical aspects, its ability to broaden job market opportunities for graduates, and its role in developing professional skills.
- Fresh Graduates: The evaluation percentage (95%), they acknowledged that the program provided them with strong practical skills, including reading prescriptions, knowledge of drug names and interactions, and the ability to advise patients. They also stated that their proficiency in English, scientific terminology, and computer skills qualified them for the profession.
- Labor Market Representatives (Employers): This group provides a 96.3% positive evaluation, specifically praising the program for its alignment with market needs. They highlight that graduation projects address professional problems and summer training effectively develops skills and prepares students for work.

#### Proposed Recommendations

The evaluations also pointed out specific areas for development, which can be seen as proposed recommendations for improving the program's quality.

**Practical Training and Skills:** Teaching staff recommended improving practical training capabilities, specifically in preparing pharmaceutical formulations from natural materials. Fresh graduates also identified the ability to prepare medical formulations and the knowledge to design and implement scientific research as areas that need improvement.

**Soft Skills and General Competencies:** Employers highlighted the need to improve general skills related to dealing with different life situations and the ability to take on responsibility. They also recommended developing skills in innovative problem-solving, self-learning, collaborative learning, teamwork, advanced thinking, and time management.

**Career Opportunities:** The teaching staff noted that limited employment opportunities in the pharmaceutical industry in Egypt were an area of concern. This suggests a need for the program to address or prepare students for a broader range of career paths or to collaborate with the industry to increase opportunities.

## 4. 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:

##### Low Student Performance

- **Weak Foundational Skills:** some reports, specially first-year courses as: PCC 101, PCC 102, PCC 105, and PLC 102, cite students' weak English language proficiency and poor academic background as major reasons for low grades.
- **Re-opened Courses:** Courses that are re-opened for students who failed them previously, such as PCC 101, PCC 102, and PNC 501, consistently show a low-grade distribution, suggesting that a history of academic difficulty and lack of engagement contribute to poor performance.
- **Assessment and Curriculum Design:** PCC 105 report mentions the absence of an introductory chemistry course in the new curriculum as a potential reason for student struggles. PCC 202 report pointed out that the new exam format, which includes more written and essay questions, negatively impacted student scores because students prefer multiple-choice questions.

##### High Student Performance

- **Lack of Differentiation:** in some courses as PCC E05, PMC 501, and PGC 302, the grade distribution is skewed toward high marks. The reports attribute this to effective teaching methods and extensive practice with quizzes and formative exams, which prepare students well for the



assessments. However, this raises a concern that the exams might not be challenging enough to distinguish between outstanding and average students.

- **Assessment Weighting:** PPC 303 report suggests that high grades are a result of high marks in coursework, indicating that the current assessment method for coursework may not be effective in differentiating students.
- **Effective Pedagogy:** PPC 202, PNC 504, and PLC 502 courses had high student performance, which was attributed to clear course objectives, varied and progressively difficult questions, and diverse assessment methods throughout the semester.

#### Lack of Accountability

- A significant number of course reports were listed as "not fulfilled by the course instructor" with no data to analyse for courses as: PCC 403, PNC 201, PNC 506, PNC 507, PNC 509, PNC 505, PNC 404, PNC 405, and PNC 403.

#### 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	Maintain Program Strengths	Continue to align the curriculum with labor market needs & ensure graduation projects & summer training are effective.	Maintain a well-structured curriculum that avoids content repetition & actively seek feedback from employers & students.	Faculty administration  Quality assurance unit
2	Address Low Student Performance (Foundational Skills)	Implement a mandatory support program to strengthen students' English language & academic backgrounds	Offer remedial courses or workshops in English.  Make special extra class for Students showing low Performance specially in the first year	Academic Advisors,  Course Instructors
3	Improve Performance in Re-opened courses	Provide targeted academic support & encourage consistent engagement for students re-registering a course	Schedule mandatory extra tutorial sessions & structured revision classes for re-registered students (e.g., in PCC 101, PNC 501).	Academic Advisors,  Course Instructors



4	Enhance Assessment Variety & Difficulty	Diversify assessment methods & grade difficulty to improve student performance & reduce dependency on a single question type.	Train course instructors to design exams with a progressive difficulty level. Increase the use of written & essay questions in assessments & provide more in-class practice.	Faculty administration,  Course Instructors
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**Program Coordinator**  
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Assoc. Prof. Sherihan Salah Eldin

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