

جامعة كفر الشيخ - كلية الطب البشري وحدة ضمان الجودة



(7) المعايير الأكاديمية والبرامج التعليمية

المعيار

المؤشر

للمؤسسة تقارير سنوية للمقررات الدراسية والبرامج التعليمية بما يؤكد الالتزام بالتوصيف المعلن للمقررات الدراسية، ويطلع عليها المعنيون، وتستفيد المؤسسة منها في وضع خطط التحسين والتطوير

(6/7)

الوثيقة	كود الوثيقة
تقرير برامج المرحلة الجامعية	
الاولى	(1/6/7)
(لائحة 2005)	

المحتويات:

- تقرير البرنامج الأكاديمي (لائحة 2005) (الدورة الدراسية 2014/2013 –2019-2009)
 - خطة التحسين البرنامج في ضوء التقرير السنوي
 - موافقة عميد الكلية بتاريخ 2020/10/12 على الاعتماد.
 - اجراءات الكلية للأعلان ورقياً والكترونياً بتاريخ 2020/10/14

رسالة الكلية

تلتزم كلية الطب جامعة كفر الشيخ بإعداد كوادر طبية متميزة ملمة بالأسس العلمية والمعرفية والمهارات التقنية وفقًا للمعايير القومية الأكاديمية المرجعية لقطاع العلوم الطبية، وقادرة على تشخيص وعلاج الأمراض المختلفة وإجراء الأبحاث العلمية التطبيقية، وتقديم المشورة العلمية والطبية التي تسهم في تنمية البيئة وخدمة المجتمع المحلي

رؤبة الكلية

أن تكون كلية الطب جامعة كفر الشيخ مركزًا للتميز في التعليم الطبي والبحث العلمي وخدمة المجتمع، وشريكًا فعالًا في الارتقاء بالخدمات الصحية محليًا وإقليميًا و



جامعة كفرالشيخ – كلية الطب البشري وحدة ضمان الجودة



(تقرير البرنامج الأكاديمي (لائحة 2002)

(الدورة الدراسية 2012/4102 –4102 –1019 (الدورة الدراسية

خطة التحسين البرنامج في ضوء التقرير السنوي)





وحدة ضمان الجودة



رؤية الكلية: أن تكون كلية الطب جامعة كفرالشيخ مركزًا للتميز في التعليم الطبي والبحث العلمي وخدمة المجتمع، وشريعًا فعالًا في الارتقاء بالخدمات الصحية محليًا وإقليميًا.

Program report

(Academic year 2018-2019)

University/ Academy: Kafrelsheikh University

Faculty: Faculty of Medicine

A. Basic information

1. Program name	Bachelor of Medicine and Surgery (M.B.B.
	Ch)
2. Specification	Medicine and Surgery
3. Number of academic years	6 years
4. Number of teaching hours/	Theoretical (2190)
courses	Practical (2484)
5. Basics of forming the committee of	The experiences and certifications
examinees	
6. External exam evaluators	Available

B. Specific informations

7. statistics



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Total students' number	225
Percentage of success	% 99.5
Direction to enroll in the	√□ Increased
program.	□Decreased
	□Stationary
Final exam results	Passed the exam % 99.5
	Excellent: 110
	Very good: 95
Distribution of success ratings	Good:19
	Accepted:0
	Failed:1
8- Academicstandard:	a) The national academic reference
	standards (NARS) for medicine
	(January 2009): This program, adopts
	the National Academic Reference
	Standards (NARS) for Medicine, issued
	by the National Authority for Quality
	Assurance and Accreditation in Education
	(NAQAAE), Annex 2.
	b) Comparison of program aims and ILOs
	to the national academic reference



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aims and ILOs of the program cover the
national academic reference standards in
medicine (NARS), (January 2009).
NO bench mark
06).
LOS):
By the end of the program the graduate
should be able to:
a.1. <i>Describe</i> normal structure and function of
human body at molecular, biochemical
and cellular levels (including the
principles of genetics), to maintain the
body homeostasis.
a.2. Discuss normal growth and development
and behavior of human body (at all
stages, intrauterine, infancy, childhood,
adolescence, adults & geriatrics) & their
impact on individuals & families.
a.3. Recognize the altered development,
growth, structure, behavior and function
of the body that will be associated with
common clinical conditions, likely to be



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seen by a new graduate.

- a.4. *Identify* the risk factors (including the role of genetics, immunological and *infectious* factors in disease predisposition), pathogenesis, the clinical manifestations, necessary investigations and differential diagnosis of common diseases. As well as complications the life threatening conditions (at all stages of life).
- **a.5.** *know* the indications, the relative advantages and disadvantages of various therapeutic *modalities* (Pharmacological and non-pharmacological) for common and life threatening illnesses.
- **a.6.** *Illustrate* the basics of pre- and postoperative care and methods of pain relief and palliative *care*.
- a.7. *Give examPles of* proper methods of intervention for common and life threatening illnesses (whether noninvasive and/ or, invasive) including



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common toxicological cases.

- **a.8.** *List* the basic determinants of health, principles of disease prevention of common community *health* problems and organization of the Egyptian health care system.
- a.9. *Understand* the principles of the epidemiological methods (research methodology, *demography*) and morbidity (diseases) & mortality (deaths) biostatistics and the importance of Population-based approaches to health care services to improve medical practice.
- a.10. Retell the principles of medical ethics, medical malpractice, the scope and impact of human rights law on persons and groups and the medico-legal aspect of the common problems in the field of forensic medicine that facing the new graduate.
- **a.11**. *Explain* the basic issues for health & safety for the patients & themselves



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	T
	during <i>undergraduate</i> training and post-
	graduate practice.
	a.12. Report the basic principles of
	formulating specific clinical sheets, the
	principles of clinical audit and the
	importance of using the results of clinical
	audit to <i>improve</i> medical practice.
	a.13. Express English language as needed for
	learning
B. Practical and clinical skills	By the end of the program the graduate
	should be able to:
	b. 1. <i>Implement</i> the basic <i>sciences</i> practical
	b. 1. <i>Implement</i> the basic <i>sciences</i> practical skills for further practice ofmedicine.
	skills for further practice ofmedicine.
	skills for further practice ofmedicine. b.2. <i>Assess</i> the major <i>health</i> needs and
	skills for further practice ofmedicine. b.2. <i>Assess</i> the major <i>health</i> needs and problems of the community through
	skills for further practice ofmedicine. b.2. <i>Assess</i> the major <i>health</i> needs and problems of the community through conducting field studies.
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history.
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history. b.4. Write specific clinical sheets suitable to
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history. b.4. Write specific clinical sheets suitable to record medical problems - met in clinical



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> of patients with common acute and chronic clinical conditions appropriate to the age, gender, while being culturally sensitive.

b.6. *Apply* rational *management* strategies for common conditions met with in clinical practice.

b.7. *Prescribe* safe prescriptions of different types of drugs including different modalities for pain relief, based on patient's weight, age and health condition.

b.8. *Manage* life-*threatening*, injured and serious conditions with instituting appropriate initial therapy (first aid measures).

Procedures and technical skills under appropriate supervision during undergraduate and house officer training:

b.9. *Insert* intravenous line and a cannula into to peripheral veins to collect blood samples & give medications.

b.10. *Administer* compulsory childhood



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	•	
vacci	ines.	

- **b.11.** *Give* intramuscular, *subcutaneous*, intradermal and intravenous injections.
- **b.12.** *Suture* superficial wounds.
- **b.13.** *Demonstrate competency* in cardiopulmonary resuscitation and basic life-support.
- **b.14**. *Perform* and *interpret* basic bedside laboratory tests.
- **b.15.** *Show* how to perform and interpret ECG.
- **b.16.** *Practice* and interpret basic respiratory function tests.
- **b.17.** *Administer* basic *oxygen* therapy.
- **b.18.** *Use* a nebulizer for administration of inhalation therapy.
- **b.19.** *Illustrate* how to insert a nasogastric tube.
- **b.20.** *Fix* catheters into bladder
- **b.21.** *Carry-out* the Steps of normal labor (in the skill lab for under-graduate).
- **b.22.** *Apply* the principles *of* sterile techniques



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	and principles of infection control
C. Professional Attitude and	By the end of the program the graduate
Behavioral skills	should be able to:
	c.1. Respect patients' rights and involve them
	and /or their caretakers in management
	decisions, irrespective of their
	socioeconomic levels, culture or religious
	beliefs using appropriate language to
	establish a good patient-physician
	relationship in an empathic and holistic
	approach.
	c.2 . <i>Recognize</i> the different cultural beliefs
	and values in the community they serve.
	c.3. <i>Realize</i> the role and the contributions of
	other health care professionals regardless
	their degrees or rank (top management,
	subordinate or colleague).
	c.4. <i>Complies</i> with the requirements of the
	national code of ethics issued by the
	Egyptian Medical Syndicate.
	c.5. <i>Reflect</i> critically on their own
	performance and that of others, to refer



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> patients to appropriate health facility at the appropriate stage.

House Officers should be able, under appropriate supervision, to:

- **c.6.** *Respect* the patient's dignity, privacy and information confidentiality with delivering care after patient's consent.
- **c.7.** *Show* non-prejudice in their approach to others to treat all patients equally regardless of believes, culture, and behaviors.
- **c.8.** *Demonstrate* respect and Work effectively as a member or a leader of an interdisciplinary team.
- **c.9.** *Establish* good relations with colleagues to share all types of inter-professional activities including shared.
- **c.10.** *Select* the most appropriate and cost effective to & therapeutic procedures for each problem.
- **c.11.** *Notify/report* about any physical or mental conditions related to himself,



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	colleagues or any other person that might
	jeopardize patient's safety.
D. Communication skills:	By the end of the program the graduate
	should be able to:
	d.1. <i>Communicate</i> clearly, sensitively and
	effectively with patients and their
	relatives, and colleagues from a variety
	of health and social care professions.
	d.2. <i>Explain</i> to the patient or the patients'
	relatives the nature of illness, the
	diagnostic plan, the treatment options
	and the possible complications in such a
	way that is easily understood to provide
	appropriate basic health education.
	d.3. <i>Deal</i> effectively with individuals
	regardless of their social, cultural, ethnic
	backgrounds, or their disabilities.
	d.4. <i>Cope up</i> with difficult situations as
	breaking news.
	d.5. <i>Show</i> sympathy to the patients and their
	relatives in situations of stress and grief.
	d.6. <i>Respect</i> patients and their relatives,



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	superiors, colleagues and all members of the
	health profession.
Intellectual Skills: .E	By the end of the program the graduate
	should be able to:
	e.1. <i>Integrate</i> the facts of the basic sciences
	with clinical data.
	e.2. <i>Interpret</i> patient symptoms and physical
	findings in terms of their anatomic,
	pathologic and functional diagnostic
	significances.
	e.3. Analyze the results of history, physical
	and laboratory test findings into a
	meaningful diagnostic formulation.
	e.4. Construct appropriate management
	strategies for patients with common
	diseases, both acute and chronic,
	including medical, psychiatric, and
	surgical conditions.
	e.5. <i>Combine</i> the clinical and investigational
	database to be proficient in clinical
	problem solving.
	e.6. <i>Prioritize</i> the medical problems and their



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differential diagnoses.

- e.7. Establish lifelong learning in order to be able to retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem on evidence based medicine (EBM).
- **e.8.** *Generate* a list of initial diagnostic hypotheses (differential diagnosis) for each problem.
- **e.9.** *Evaluate* uncertain situation through proper counseling, consultation and referral.
- **e.10.** *Formulate* research hypothesis & questions.
- **e.11.** *Select* the suitable statistical method for collecting, presenting, analyzing and interpreting medical data precisely.
- **e.12.** *Classify* factors that place individuals at risk for disease or injury, to determine strategies for appropriate response.



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	e.13. Design an initial course of management
	for stabilization of patients with serious
	illnesses.
F. General and Transferable	By the end of the program the graduate will
Skills:	be able to:
	f.1. Establish life-long self-learning required
	for continuous professional development.
	f.2. <i>Use</i> the sources of biomedical information
	and communication technology to remain
	current with advances in knowledge and
	practice.
	f.3. Retrieve, manage, and manipulate
	information by all means, including
	electronic means.
	f.4. <i>Present</i> information clearly in written,
	electronic and oral forms.
	2.f.5. <i>Work</i> effectively as a member or a
	leader of an interdisciplinary team.
	f.6. <i>Apply</i> the principles of statistical methods
	for collection, presentation & analysis of
	all types of data.
	House Officers should be able to:



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- **f.7.** *Establish* Evidence Based Medicine in management decisions.
- **f.8.** *Set priorities*, to manage time and resources effectively.
- **f.9.** *Work* efficiently within the health care team and as an effective team leader.
- **f.10.** *Solve* problems related to patients, work management, and among colleagues.
- **f.11.** *Respond* to changes in work environment.
- **f.12.** *Apply* infection control principals and safety measures during clinical practice.
- **f.13.** *Evaluate* his performance and that of others through construction feedback.

9- Quality Assurance Systems



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Program periodic review system	□Available√
	□Not available
	□Yearly
	□More than year√
The extent to which the academic	The academic structure of the program is
structure of the program is	compatible with the educational goals.
compatible with the goal of	
education	
Administrative and organizational	At the start of the program, there was a
obstacle	shortage of staff members, besides the
	management system instability due to change
	of the dean and vicedeans.
Students' evaluation to measure the extent of the target's acquisition of	
education:	
Asessment tools:	
Written exams.	
Oral exams.	
Clinical and practical exams (OSPE ANDOSCE)	
Students' activities	



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External evaluator comments (if	
present)	
The effect of internal evaluation in	Highly effective in taking corrective
program development	actions
10- Educational facilities	



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Percentage of staff members/	About 1 %
students	
The suitability of the	Suitable□
specializations of the faculty	To some extent√□
members and the distribution of	Not suitable□
burdens on them according to the	
needs of the program.	
Library	There is a large, upgraded library in the
	faculty.
	• Working hours in the library is from 9 am to
	3 pm daily.
	• It's Catalogues: Cards, printed and
	electronic are available for all users.
laboratories	Suitable□
	To some extent√□
	□Not suitable
	Each basic science department has its practical
	labs with adequate spacing, lighting,
	ventilation and air conditioning.
	Practical class facilities are mostly
	adequate, needing some updated equipment.



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Computer labs	Suitable□
	To some extent√□
	□ Not suitable□
	The faculty contains one computer lab with 50
	computers.
	Besides, all teaching halls are equipped with
	essential audiovisual aids and computers.
The extent of cooperation with	Some workshops were held to train students
business entities in providing	on suturing, how to deal with covid crisis,
training opportunities for students	research methodologies, how to cope with
	psychological stresses and cadiac disease.



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11- Any program needs

None

12- program developmentsuggessions

- 1. Enhancement of student self-learning
- 2. Enhancement of case-based learning.
- 3. Improvement of clinical skill
- 4. Enhancement of student research activities
- 5. Improvement of E-learning activities
- 6. Introductory week at start of the academic year for all students.
- 7. Revision of the courses
- 8. Increasing the skill assessment in the program
- 9. Improvement of MCQ and short essay questions quality
- 10. Increase the formative assessment in the program.
- 11. Upgrade infrastructure lecture halls of the faculty
- 12. Enhancement of financial and pastoral support for students
- 13.Implementation of a system to receive students' complaints through the website and paper complaints and giving attention to their suggestions.
- 14. Improvement of communication with graduates
- 15. Involvement of graduates in program development



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Program Structure (Courses/Hours)	
.New course	Research course.
Training	Skill lab construction
Business sector proposals to develop the	Skill lab construction
program	More workshops training.
	The faculty updated its learning and
	assessment strategy which encourages
	self, interactive and collaborative
	learning. This strategy has been
	approved by the medical education
	department and faculty council.
	Participation of students in community
	activities in collaboration with vice
	dean of community service and
	environmental development
Responcibility for implementation	Dr/ Hany Hussein
Time of implementaion	Through 2 years



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Program report

(Academic year 2019-2020)

University/ Academy: Kafrelsheikh University

Faculty: Faculty of Medicine

A. Basic information

1. Program name	Bachelor of Medicine and Surgery
	(M.B.B.Ch)
2. Specification	Medicine and Surgery
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5. Basics of forming the committee of	The experiences and certifications
examinees	
6. External exam evaluators	Available

Specific informations.B

7. statistics



رؤية الكلية: أن تكون كلية الطب جامعة كفرالشيخ مركزًا للتميز في التعليم الطبي والبحث العلمي وخدمة المجتمع، وشريكًا فعالًا في الارتقاء بالخدمات الصحية محليًا وإقليميًا.

Total students number	304
Percentage of success	99.6%
Direction to enroll in the program	√□ Increased
	□Decreased
	□Stationary
Final exam results	Passed the exam 99.6%
	Excellent: 165
Distribution of success ratings	Very good: 111
Distribution of success ratings	Good:27
	Failed:1
8- Academicstandard:	a) The national academic reference
	standards (NARS) for medicine
	(January 2009): This program, adopts
	the National Academic Reference
	Standards (NARS) for Medicine, issued
	by the National Authority for Quality
	Assurance and Accreditation in Education
	(NAQAAE), Annex 2.
	b) Comparison of program aims and ILOs
	to the national academic reference
	standards (NARS) for medicine: The
	aims and ILOs of the program cover the



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	national academic reference standards in
	medicine (NARS), (January 2009).
9- Reference standard:	no reference standard
10- intended learning outcom	nes (ILOS):
A. Knowledge and	By the end of the program the graduate
understanding:	should be able to:
	a.1. <i>Describe</i> normal structure and function of
	human body at molecular, biochemical
	and cellular levels (including the
	principles of genetics), to maintain the
	body homeostasis.
	a.2. Discuss normal growth and development
	and behavior of human body (at all
	stages, intrauterine, infancy, childhood,
	adolescence, adults & geriatrics) & their
	impact on individuals & families.
	a.3. Recognize the altered development,
	growth, structure, behavior and function
	of the body that will be associated with
	common clinical conditions, likely to be
	seen by a new graduate.



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- a.4. *Identify* the risk factors (including the role of genetics, immunological and *infectious* factors in disease predisposition), pathogenesis, the clinical manifestations, necessary investigations and differential diagnosis of common diseases. As well as complications the life threatening conditions (at all stages of life).
- **a.5.** *know* the indications, the relative advantages and disadvantages of various therapeutic *modalities* (Pharmacological and non-pharmacological) for common and life threatening illnesses.
- **a.6.** *Illustrate* the basics of pre- and postoperative care and methods of pain relief and palliative *care*.
- a.7. *Give examPles of* proper methods of intervention for common and life threatening illnesses (whether noninvasive and/ or, invasive) including common *toxicological* cases.



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- **a.8.** *List* the basic determinants of health, principles of disease prevention of common community *health* problems and organization of the Egyptian health care system.
- a.9. Understand the principles of the epidemiological methods (research methodology, demography) and morbidity (diseases) & mortality (deaths) biostatistics and the importance of Population-based approaches to health care services to improve medical practice.

 a.10. Retell the principles of medical ethics, medical malpractice, the scope and impact of human rights law on persons

a.11. *Explain* the basic issues for health & safety for the patients & themselves during *undergraduate* training and post-

and groups and the medico-legal aspect of

the common problems in the field of

forensic medicine that facing the new

graduate.



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	graduate practice.
	a.12. Report the basic principles of
	formulating specific clinical sheets, the
	principles of clinical audit and the
	importance of using the results of clinical
	audit to <i>improve</i> medical practice.
	a.13. <i>Express</i> English <i>language</i> as needed for
	learning
B. Practical and clinical skills	By the end of the program the graduate
	should be able to:
	b. 1. <i>Implement</i> the basic <i>sciences</i> practical
	1
	skills for further practice ofmedicine.
	skills for further practice ofmedicine.
	skills for further practice ofmedicine. b.2. <i>Assess</i> the major <i>health</i> needs and
	skills for further practice ofmedicine. b.2. <i>Assess</i> the major <i>health</i> needs and problems of the community through
	skills for further practice ofmedicine. b.2. <i>Assess</i> the major <i>health</i> needs and problems of the community through conducting field studies.
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history.
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history. b.4. Write specific clinical sheets suitable to
	skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history. b.4. Write specific clinical sheets suitable to record medical problems - met in clinical



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> of patients with common acute and chronic clinical conditions appropriate to the age, gender, while being culturally sensitive.

b.6. *Apply* rational *management* strategies for common conditions met with in clinical practice.

b.7. *Prescribe* safe prescriptions of different types of drugs including different modalities for pain relief, based on patient's weight, age and health condition.

b.8. *Manage* life-*threatening*, injured and serious conditions with instituting appropriate initial therapy (first aid measures).

Procedures and technical skills under appropriate supervision during undergraduate and house officer training:

b.9. *Insert* intravenous line and a cannula into to peripheral veins to collect blood samples & give medications.

b.10. *Administer* compulsory childhood



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	•
vacci	mes.

- **b.11.** *Give* intramuscular, *subcutaneous*, intradermal and intravenous injections.
- **b.12.** *Suture* superficial wounds.
- **b.13.** *Demonstrate competency* in cardiopulmonary resuscitation and basic life-support.
- **b.14**. *Perform* and *interpret* basic bedside laboratory tests.
- **b.15.** *Show* how to perform and interpret ECG.
- **b.16.** *Practice* and interpret basic respiratory function tests.
- **b.17.** *Administer* basic *oxygen* therapy.
- **b.18.** *Use* a nebulizer for administration of inhalation therapy.
- **b.19.** *Illustrate* how to insert a nasogastric tube.
- **b.20.** *Fix* catheters into bladder
- **b.21.** *Carry-out* the Steps of normal labor (in the skill lab for under-graduate).
- **b.22.** *Apply* the principles *of* sterile techniques



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	and principles of infection control
C. Professional Attitude and	By the end of the program the graduate
Behavioral skills	should be able to:
	c.1. <i>Respect</i> patients' rights and involve them
	and /or their caretakers in management
	decisions, irrespective of their
	socioeconomic levels, culture or religious
	beliefs using appropriate language to
	establish a good patient-physician
	relationship in an empathic and holistic
	approach.
	c.2 . <i>Recognize</i> the different cultural beliefs
	and values in the community they serve.
	c.3. <i>Realize</i> the role and the contributions of
	other health care professionals regardless
	their degrees or rank (top management,
	subordinate or colleague).
	c.4. <i>Complies</i> with the requirements of the
	national code of ethics issued by the
	Egyptian Medical Syndicate.
	c.5. <i>Reflect</i> critically on their own
	performance and that of others, to refer



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> patients to appropriate health facility at the appropriate stage.

House Officers should be able, under appropriate supervision, to:

- **c.6.** *Respect* the patient's dignity, privacy and information confidentiality with delivering care after patient's consent.
- **c.7.** *Show* non-prejudice in their approach to others to treat all patients equally regardless of believes, culture, and behaviors.
- **c.8.** *Demonstrate* respect and Work effectively as a member or a leader of an interdisciplinary team.
- **c.9.** *Establish* good relations with colleagues to share all types of inter-professional activities including shared.
- **c.10.** *Select* the most appropriate and cost effective to & therapeutic procedures for each problem.
- **c.11.** *Notify/report* about any physical or mental conditions related to himself,



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	colleagues or any other person that might
	jeopardize patient's safety.
D. Communication skills:	By the end of the program the graduate
	should be able to:
	d.1. <i>Communicate</i> clearly, sensitively and
	effectively with patients and their
	relatives, and colleagues from a variety
	of health and social care professions.
	d.2. <i>Explain</i> to the patient or the patients'
	relatives the nature of illness, the
	diagnostic plan, the treatment options
	and the possible complications in such a
	way that is easily understood to provide
	appropriate basic health education.
	d.3. <i>Deal</i> effectively with individuals
	regardless of their social, cultural, ethnic
	backgrounds, or their disabilities.
	d.4. <i>Cope up</i> with difficult situations as
	breaking news.
	d.5. <i>Show</i> sympathy to the patients and their
	relatives in situations of stress and grief.
	d.6. <i>Respect</i> patients and their relatives,



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	superiors, colleagues and all members of the
	health profession.
Intellectual Skills: .E	By the end of the program the graduate
	should be able to:
	e.1. <i>Integrate</i> the facts of the basic sciences
	with clinical data.
	e.2. <i>Interpret</i> patient symptoms and physical
	findings in terms of their anatomic,
	pathologic and functional diagnostic
	significances.
	e.3. Analyze the results of history, physical
	and laboratory test findings into a
	meaningful diagnostic formulation.
	e.4. Construct appropriate management
	strategies for patients with common
	diseases, both acute and chronic,
	including medical, psychiatric, and
	surgical conditions.
	e.5. <i>Combine</i> the clinical and investigational
	database to be proficient in clinical
	problem solving.
	e.6. <i>Prioritize</i> the medical problems and their



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differential diagnoses.

- e.7. Establish lifelong learning in order to be able to retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem on evidence based medicine (EBM).
- **e.8.** *Generate* a list of initial diagnostic hypotheses (differential diagnosis) for each problem.
- **e.9.** *Evaluate* uncertain situation through proper counseling, consultation and referral.
- **e.10.** *Formulate* research hypothesis & questions.
- **e.11.** *Select* the suitable statistical method for collecting, presenting, analyzing and interpreting medical data precisely.
- **e.12.** *Classify* factors that place individuals at risk for disease or injury, to determine strategies for appropriate response.



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	e.13. Design an initial course of management
	for stabilization of patients with serious
	illnesses.
General and Transferable .F	By the end of the program the graduate will
Skills:	be able to:
	f.1. <i>Establish</i> life-long self-learning required
	for continuous professional development.
	f.2. <i>Use</i> the sources of biomedical information
	and communication technology to remain
	current with advances in knowledge and
	practice.
	f.3. <i>Retrieve</i> , manage, and manipulate
	information by all means, including
	electronic means.
	f.4. <i>Present</i> information clearly in written,
	electronic and oral forms.
	2.f.5. <i>Work</i> effectively as a member or a
	leader of an interdisciplinary team.
	f.6. <i>Apply</i> the principles of statistical methods
	for collection, presentation & analysis of
	all types of data.
	House Officers should be able to:



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- **f.7.** *Establish* Evidence Based Medicine in management decisions.
- **f.8.** *Set priorities*, to manage time and resources effectively.
- **f.9.** *Work* efficiently within the health care team and as an effective team leader.
- **f.10.** *Solve* problems related to patients, work management, and among colleagues.
- **f.11.** *Respond* to changes in work environment.
- **f.12.** *Apply* infection control principals and safety measures during clinical practice.
- **f.13.** *Evaluate* his performance and that of others through construction feedback.

9- Quality Assurance Systems



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Program periodic review system	□Available√
	□Not available
	□Yearly√
	□More than year
The extent to which the academic	The academic structure of the program is
structure of the program is	compatible with the educational goals.
compatible with the goal of	
education	
Administrative and organizational	At the start of the program, there was a
obstacle	shortage of staff members, besides the
	management system instability due to change
	of the dean and vicedeans.
Students' evaluation to measure	the extent of the target's acquisition of
education:	
Asessment tools:	
Written exams.	
Oral exams.	
Clinical and practical exams (OSPE ANDOSCE)	
Students activities	



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External evaluator comments (if	
present)	
The effect of internal evaluation in	Highly effective in taking corrective
program development	actions
10- Educational facilities	



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Percentage of staff members/	About 1 %
students	
The suitability of the	Suitable□
specializations of the faculty	To some extent√□
members and the distribution of	Not suitable□
burdens on them according to the	
needs of the program.	
Library	There is a large, upgraded library in the
	faculty.
	• Working hours in the library is from 9 am to
	3 pm daily.
	• It's Catalogues: Cards, printed and
	electronic are available for all users.
laboratories	□Suitable√
	□To some extent
	□Not suitable
	Each basic science department has its practical
	labs with adequate spacing, lighting,
	ventilation and air conditioning.
	Practical class facilities are mostly
	adequate, needing some updated equipment.



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Computer labs	Suitable□√
	To some extent□
	□Not suitable
	The faculty contains one computer lab with 50
	computers.
	Besides, all teaching halls are equipped with
	essential audiovisual aids and computers.
The extent of cooperation with	Some workshops were held to train students
business entities in providing	on suturing, how to deal with covid crisis,
training opportunities for students	research methodologies, how to cope with
	psychological stresses and cadiac disease.



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11- Any program needs

None

12- program developmentsuggessions

- 1. Enhancement of student self-learning
- 2. Enhancement of case-based learning.
- 3. Improvement of clinical skill
- 4. Enhancement of student research activities
- 5. Improvement of E-learning activities
- 6. Introductory week at start of the academic year for all students.
- 7. Revision of the courses
- 8. Increasing the skill assessment in the program
- 9. Improvement of MCQ and short essay questions quality
- 10. Increase the formative assessment in the program.
- 11. Upgrade infrastructure lecture halls of the faculty
- 12. Enhancement of financial and pastoral support for students
- 13.Implementation of a system to receive students' complaints through the website and paper complaints and giving attention to their suggestions.
- 14. Improvement of communication with graduates
- 15. Involvement of graduates in program development



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Program Structure (Courses/Hours)	
.New course	Research courses
Training	Skill lab construction
Business sector proposals to develop the	Skill lab construction
program	More workshops training
Responcibility for implementation	Dr/ Hany Hussein
Time of implementaion	Through 2 years



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Program report

(Academic year 2020-2021)

University/ Academy: Kafrelsheikh University

Faculty: Faculty of Medicine

A. Basic information

1. Program name	Bachelor of Medicine and Surgery
	(M.B.B.Ch)
2. Specification	Medicine and Surgery
3. Number of academic years	6 years
4. Number of teaching hours/	Theoretical (2190)
courses	Practical (2484)
5. Basics of forming the committee of	The experiences and certifications
examinees	
6. External exam evaluators	Available

Specific informations.B

7. statistics



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Total students number	378
Percentage of success	94.9%
Direction to enroll in the program	√□ Increased
	□Decreased
	□Stationary
Final exam results	Passed the exam 99.4%
	Excellent: 177
	Very good: 137
Distribution of success ratings	Good:60
Distribution of success ratings	Accepted:2
	Failed :2
8- Academicstandard:	a) The national academic reference
	standards (NARS) for medicine
	(January 2009): This program, adopts
	the National Academic Reference
	Standards (NARS) for Medicine, issued
	by the National Authority for Quality
	Assurance and Accreditation in Education
	(NAQAAE), Annex 2.
	b) Comparison of program aims and ILOs
	to the national academic reference



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	standards (NARS) for medicine: The
	aims and ILOs of the program cover the
	national academic reference standards in
	medicine (NARS), (January 2009).
9- Reference standard:	no reference standard
10- intended learning outcom	es (ILOS):
A. Knowledge and	By the end of the program the graduate
understanding:	should be able to:
	a.1. Describe normal structure and function of
	human body at molecular, biochemical
	and cellular levels (including the
	principles of genetics), to maintain the
	body homeostasis.
	a.2. Discuss normal growth and development
	and behavior of human body (at all
	stages, intrauterine, infancy, childhood,
	adolescence, adults & geriatrics) & their
	impact on individuals & families.
	a.3. Recognize the altered development,
	growth, structure, behavior and function
	of the body that will be associated with



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common clinical conditions, likely to be seen by a new graduate.

- a.4. *Identify* the risk factors (including the role of genetics, immunological and *infectious* factors in disease predisposition), pathogenesis, the clinical manifestations, necessary investigations and differential diagnosis of common diseases. As well as complications the life threatening conditions (at all stages of life).
- **a.5.** *know* the indications, the relative advantages and disadvantages of various therapeutic *modalities* (Pharmacological and non-pharmacological) for common and life threatening illnesses.
- **a.6.** *Illustrate* the basics of pre- and postoperative care and methods of pain relief and palliative *care*.
- **a.7.** *Give examPles of* proper methods of intervention for common and life threatening illnesses (whether



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noninvasive and/ or, invasive) including common *toxicological* cases.

- **a.8.** *List* the basic determinants of health, principles of disease prevention of common community *health* problems and organization of the Egyptian health care system.
- a.9. Understand the principles of the epidemiological methods (research methodology, demography) and morbidity (diseases) & mortality (deaths) biostatistics and the importance of Population-based approaches to health care services to improve medical practice.
- **a.10.** *Retell* the principles of medical ethics, medical malpractice, the scope and impact of human rights law on persons and groups and the medico-legal aspect of the common problems in the field of forensic medicine that facing the new graduate.
- **a.11**. *Explain* the basic issues for health &



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	safety for the patients & themselves
	during undergraduate training and post-
	graduate practice.
	a.12. Report the basic principles of
	formulating specific clinical sheets, the
	principles of clinical audit and the
	importance of using the results of clinical
	audit to <i>improve</i> medical practice.
	a.13. Express English language as needed for
	learning
B. Practical and clinical skills	By the end of the program the graduate
B. Practical and clinical skills	By the end of the program the graduate should be able to:
B. Practical and clinical skills	
B. Practical and clinical skills	should be able to:
B. Practical and clinical skills	should be able to:b. 1. Implement the basic sciences practical
B. Practical and clinical skills	should be able to:b. 1. Implement the basic sciences practical skills for further practice ofmedicine.
B. Practical and clinical skills	 should be able to: b. 1. Implement the basic sciences practical skills for further practice ofmedicine. b.2. Assess the major health needs and
B. Practical and clinical skills	 should be able to: b. 1. Implement the basic sciences practical skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through
B. Practical and clinical skills	 should be able to: b. 1. Implement the basic sciences practical skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies.
B. Practical and clinical skills	 should be able to: b. 1. Implement the basic sciences practical skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical
B. Practical and clinical skills	 should be able to: b. 1. Implement the basic sciences practical skills for further practice ofmedicine. b.2. Assess the major health needs and problems of the community through conducting field studies. b.3. Obtain a complete & a focused medical history.



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practice.

b.5. *Perform* complete *physical* examination of patients with common acute and chronic clinical conditions appropriate to the age, gender, while being culturally sensitive.

b.6. *Apply* rational *management* strategies for common conditions met with in clinical practice.

b.7. *Prescribe* safe prescriptions of different types of drugs including different modalities for pain relief, based on patient's weight, age and health condition.

b.8. *Manage* life-*threatening*, injured and serious conditions with instituting appropriate initial therapy (first aid measures).

Procedures and technical skills under appropriate supervision during undergraduate and house officer training:

b.9. *Insert* intravenous line and a cannula into to peripheral veins to collect blood



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samples & give medications.

b.10. *Administer* compulsory childhood vaccines.

b.11. *Give* intramuscular, *subcutaneous*, intradermal and intravenous injections.

b.12. *Suture* superficial wounds.

b.13. *Demonstrate competency* in cardiopulmonary resuscitation and basic life-support.

b.14. *Perform* and *interpret* basic bedside laboratory tests.

b.15. *Show* how to perform and interpret ECG.

b.16. *Practice* and interpret basic respiratory function tests.

b.17. *Administer* basic *oxygen* therapy.

b.18. *Use* a nebulizer for administration of inhalation therapy.

b.19. *Illustrate* how to insert a nasogastric tube.

b.20. Fix catheters into bladder

b.21. *Carry-out* the Steps of normal labor (in



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	the skill lab for under-graduate).
	b.22. <i>Apply</i> the principles <i>of</i> sterile techniques
	and principles of infection control
C. Professional Attitude and	By the end of the program the graduate
Behavioral skills	should be able to:
	c.1. <i>Respect</i> patients' rights and involve them
	and /or their caretakers in management
	decisions, irrespective of their
	socioeconomic levels, culture or religious
	beliefs using appropriate language to
	establish a good patient-physician
	relationship in an empathic and holistic
	approach.
	c.2. <i>Recognize</i> the different cultural beliefs
	and values in the community they serve.
	c.3. <i>Realize</i> the role and the contributions of
	other health care professionals regardless
	their degrees or rank (top management,
	subordinate or colleague).
	c.4. <i>Complies</i> with the requirements of the
	national code of ethics issued by the
	Egyptian Medical Syndicate.



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c.5. *Reflect* critically on their own performance and that of others, to refer patients to appropriate health facility at the appropriate stage.

House Officers should be able, under appropriate supervision, to:

- **c.6.** *Respect* the patient's dignity, privacy and information confidentiality with delivering care after patient's consent.
- **c.7.** *Show* non-prejudice in their approach to others to treat all patients equally regardless of believes, culture, and behaviors.
- **c.8.** *Demonstrate* respect and Work effectively as a member or a leader of an interdisciplinary team.
- **c.9.** *Establish* good relations with colleagues to share all types of inter-professional activities including shared.
- **c.10.** *Select* the most appropriate and cost effective to & therapeutic procedures for each problem.



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	c.11. <i>Notify/report</i> about any physical or
	mental conditions related to himself,
	colleagues or any other person that might
	jeopardize patient's safety.
D. Communication skills:	By the end of the program the graduate
	should be able to:
	d.1. <i>Communicate</i> clearly, sensitively and
	effectively with patients and their
	relatives, and colleagues from a variety
	of health and social care professions.
	d.2. <i>Explain</i> to the patient or the patients'
	relatives the nature of illness, the
	diagnostic plan, the treatment options
	and the possible complications in such a
	way that is easily understood to provide
	appropriate basic health education.
	d.3. <i>Deal</i> effectively with individuals
	regardless of their social, cultural, ethnic
	backgrounds, or their disabilities.
	d.4. <i>Cope up</i> with difficult situations as
	breaking news.
	d.5. <i>Show</i> sympathy to the patients and their



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	relatives in situations of stress and grief.	
	d.6. <i>Respect</i> patients and their relatives,	
	superiors, colleagues and all members of the	
	health profession.	
Intellectual Skills: .E	By the end of the program the graduate	
	should be able to:	
	e.1. Integrate the facts of the basic sciences	
	with clinical data.	
	e.2. Interpret patient symptoms and physical	
	findings in terms of their anatomic,	
	pathologic and functional diagnostic	
	significances.	
	e.3. Analyze the results of history, physical	
	and laboratory test findings into a	
	meaningful diagnostic formulation.	
	e.4. Construct appropriate management	
	strategies for patients with common	
	diseases, both acute and chronic,	
	including medical, psychiatric, and	
	surgical conditions.	
	e.5. <i>Combine</i> the clinical and investigational	
	database to be proficient in clinical	



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problem solving.

- **e.6.** *Prioritize* the medical problems and their differential diagnoses.
- e.7. Establish lifelong learning in order to be able to retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem on evidence based medicine (EBM).
- **e.8.** *Generate* a list of initial diagnostic hypotheses (differential diagnosis) for each problem.
- **e.9.** *Evaluate* uncertain situation through proper counseling, consultation and referral.
- **e.10.** *Formulate* research hypothesis & questions.
- **e.11.** *Select* the suitable statistical method for collecting, presenting, analyzing and interpreting medical data precisely.
- **e.12.** *Classify* factors that place individuals at



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	risk for disease or injury, to determine	
	, ,	
	strategies for appropriate response.	
	e.13. Design an initial course of management	
	for stabilization of patients with serious	
	illnesses.	
General and Transferable .F	By the end of the program the graduate will	
Skills:	be able to:	
	f.1. <i>Establish</i> life-long self-learning required	
	for continuous professional development.	
	f.2. <i>Use</i> the sources of biomedical information	
	and communication technology to remain	
	current with advances in knowledge and	
	practice.	
	f.3. <i>Retrieve</i> , manage, and manipulate	
	information by all means, including	
	electronic means.	
	f.4. <i>Present</i> information clearly in written,	
	electronic and oral forms.	
	2.f.5. <i>Work</i> effectively as a member or a	
	leader of an interdisciplinary team.	
	f.6. <i>Apply</i> the principles of statistical methods	
	for collection, presentation & analysis of	



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all types of data.
House Officers should be able to:
f.7. Establish Evidence Based Medicine in
management decisions.
f.8. Set priorities, to manage time and
resources effectively.
f.9. <i>Work</i> efficiently within the health care
team and as an effective team leader.
f.10. <i>Solve</i> problems related to patients, work
management, and among colleagues.
f.11. <i>Respond</i> to changes in work
environment.
f.12. <i>Apply</i> infection control principals and
safety measures during clinical practice.
f.13. <i>Evaluate</i> his performance and that of
others through construction feedback.

9- Quality Assurance Systems



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Program periodic review system	□Available√	
	□Not available	
	□Yearly√	
	□More than year	
The extent to which the academic	The academic structure of the program is	
structure of the program is	compatible with the educational goals.	
compatible with the goal of		
education		
Administrative and organizational	At the start of the program, there was a	
obstacle	shortage of staff members, besides the	
	management system instability due to change	
	of the dean and vicedeans.	
Students' evaluation to measure the extent of the target's acquisition of		
education:		
Asessment tools:		
Written exams.		
Oral exams.		
Clinical and practical exams (OSPE ANDOSCE)		
Students activities		



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External evaluator comments (if	
present)	
The effect of internal evaluation in	Highly effective in taking corrective
program development	actions
10- Educational facilities	



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The suitability of the	Suitable□√	
specializations of the faculty	To some extent□	
members and the distribution of	Not suitable□	
burdens on them according to the		
needs of the program.		
Library	Contain textbooks of different specialities	
	with continuous improvents	
	Working hours in the library is from 9 am to 3	
	pm daily.	
	It's Catalogues: Cards, printed and electronic	
	are available for all users.	
laboratories	Suitable□√	
	To some extent□	
	□Not suitable	
	Each basic science department has its practical	
	labs with adequate spacing, lighting,	
	ventilation and air conditioning.	
	Practical class facilities are mostly	
	adequate, needing some updated equipment.	
Computer labs	Suitable□√	
	To some extent□	
	The faculty contains one computer lab with 50	



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	computers.	
Besides, all teaching halls are equipped		
	essential audiovisual aids and computers.	
	□ Not suitable□	
The extent of cooperation with	Some workshops were held to train students	
business entities in providing	on suturing, how to deal with covid crisis,	
training opportunities for students	research methodologies, how to cope with	
	psychological stresses and cadiac disease.	



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11- Any program needs

None

12- program developmentsuggessions

- 1. Enhancement of student self-learning
- 2. Enhancement of case-based learning.
- 3. Improvement of clinical skill
- 4. Enhancement of student research activities
- 5. Improvement of E-learning activities
- 6. Introductory week at start of the academic year for all students.
- 7. Revision of the courses
- 8. Increasing the skill assessment in the program
- 9. Improvement of MCQ and short essay questions quality
- 10. Increase the formative assessment in the program.
- 11. Upgrade infrastructure lecture halls of the faculty
- 12. Enhancement of financial and pastoral support for students
- 13.Implementation of a system to receive students' complaints through the website and paper complaints and giving attention to their suggestions.
- 14. Improvement of communication with graduates
- 15. Involvement of graduates in program development



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Program Structure (Courses/Hours)	
.New course	Medical education, quality
Training	Skill lab construction
Business sector proposals to develop the	Skill lab construction
program	More workshops training
Responcibility for implementation	Dr/ Hany Hussein
Time of implementaion	Through 2 years

منسق البرنامج: أ.د / اسامة العجمي

تاريخ اعتماد التقرير من المجلس المختص: / /

Program 2018-2019 action plan

Objectives	Activity
Enhancement of student self- learning	 Students self-directed learning is applied in all semesters
2. Enhancement of case-based learning.	 Training of staff training for better CBL performance
3. Improvement of clinical skill	 Application of NARS skills all over the courses
4. Enhancement of student research activities	 Participation of students in research activities
5. Enhancement of student self-learning	 Students self-directed learning is applied in all semesters
6. Enhancement of case-based learning.	Training of staff training for betterCBL performance
7. Improvement of clinical skill	 Application of NARS skills all over the courses
8. Enhancement of student research activities	 Participation of students in research activities
9. Improvement of E-learning activities	Use of Incision academy

10.Revision of the courses	 Holding meeting with all course coordinators to remove any redundancy in the courses and decrease the student workload 		
11.Increasing the skill assessment in the program	 Skills assessment through OSCE and OSPE exams 		
12.Improvement of MCQ and short essay questions quality	 Training of staff on writing MCG and short assays Increase the formative assessment in the program 		
13.Upgrade infrastructure lecture halls of the faculty	Construction of skill lab		
14.Implementation of a system to receive students' complaints through the website and paper complaints and giving attention to their suggestions.	 Taking action as regard student complaint Meeting with students at the beginning of academic year to aware them about methods of expressing their complaints 		
15.Involvement of graduates in program developmen	 Enrolling the students and house officers in community activities 		

Program 2019-2020 report

Objectives	Activity	Achievements
16.Enhancement of student self-learning	 Students self-directed learning is applied in all semesters 	 Completed: First five semesters have identified SDL topics
17.Enhancement of case- based learning.	 Training of staff training for better CBL performance 	Writing cases in some clinical courses
18.Improvement of clinical skill	 Application of NARS skills all over the courses 	 All NARS skills had been applied
19.Enhancement of student research activities	Participation of students in research activities	Begging of research campaign
20.Enhancement of student self-learning	 Students self-directed learning is applied in all semesters 	courses haveidentified SDLtopics
21.Enhancement of casebased learning.	 Training of staff training for better CBL performance 	CBL scattered through the courses in clinical courses only
22.Improvement of clinical skill	 Application of NARS skills all over the courses 	 NARS skills were delivered through the program

23.Enhancement of student	 Participation of 	Training of the
research activities	students in research	students in research
research activities		
	activities	courses
		 Adding research
		activities through
		courses
24.Improvement of E-	 Use of Incision 	 Applied in
learning activities	academy	Gynecology course
		only
25.Revision of the courses	 Holding meeting with 	Regular meeting
	all course coordinators	was conducted with
	to remove any	the staff from all
	redundancy in the	department with
	courses and decrease	course coordinators
	the student workload	and any
		redundancy, any
		non-essential
		student workload
		and any duplication
		was removed with
		focusing on
		increasing the
		students practical
		and clinical skill

26.Increasing the skill	 Skills assessment 	Assessment of	
assessment in the	through OSCE and	clinical skills	
program	OSPE exams	through the	
		program	
27.Improvement of MCQ	■ Training of staff on	■ The staff prepared	
and short essay questions	writing MCQ and short	questions to	
quality	assays	complete question	
	Increase the formative	bank but waiting for	
	assessment in the	system soft wear	
	program		
28.Upgrade infrastructure	 Construction of skill 	Construction of	
lecture halls of the	lab	Medical education	
faculty		center and started	
		suppling it with	
		manikins,	
		more lecture hall and	
		OSCE lab	

29.Implementation of a Taking action as regard Direct complaints system to receive student complaint from students to students' complaints Meeting with students Vice Dean for through the website and at the beginning of Education and paper complaints and academic year to aware Student Affairs or giving attention to their Director of Quality them about methods of expressing their suggestions. **Assurance Unit** Complaints from complaints exam results have its official pathways as mentioned in the bylaws of the faculty Enrolling the students Students shared in 30.Involvement of graduates in program and house officers in many community developmen community activities activities in the schools and health education in hosp

Program 2020-2021

Objectives	Activity	Achievements
31.Enhancement of student self-learning	 Students self-directed learning is applied in all semesters 	 Completed: all courses have identified SDL topics
32.Enhancement of casebased learning.	Training of staff training for better CBL performance	 Writing cases in all academic and clinical courses
33.Improvement of clinical skill	 Application of NARS skills all over the courses 	 All NARS skills had been applied
34.Enhancement of student research activities	 Participation of students in research activities 	 Begging of research campaign Students published their research activities
35.Enhancement of student self-learning	 Students self-directed learning is applied in all semesters 	courses haveidentified SDLtopics
36.Enhancement of casebased learning.	 Training of staff training for better CBL performance 	CBL in all the courses not only clinical courses
37.Improvement of clinical skill	 Application of NARS skills all over the courses 	 NARS skills were delivered through the program

38.Enhancement of student	 Participation of 	Training of the
research activities	students in research	students in research
	activities	courses
		 Adding research
		activities through
		courses
20 Improvement of E	Use of Incision	■ Applied in all
39.Improvement of E-		7 Applied III dil
learning activities	academy	course
40.Revision of the courses	 Holding meeting with 	 Regular meeting
	all course coordinators	was conducted with
	to remove any	the staff from all
	redundancy in the	department with
	courses and decrease	course coordinators
	the student workload	and any
		redundancy, any
		non-essential
		student workload
		and any duplication
		was removed with
		focusing on
		increasing the
		students practical
		and clinical skill

41.Increasing the skill	Skills assessment	Assessment of
assessment in the	through OSCE and	clinical skills
program	OSPE exams	through the
		program
42.Improvement of MCQ	■ Training of staff on	■ The staff prepared
and short essay questions	writing MCQ and short	questions to
quality	assays	complete question
	Increase the formative	bank but waiting for
	assessment in the	system soft wear.
	program	Formative
		assessment was
		done and E-exams
		as well
43.Upgrade infrastructure	Construction of skill	Construction of
lecture halls of the	lab	Medical education
faculty		center and started
		suppling it with
		manikins, more
		lecture hall and
		OSCE lab

44.Implementation of a Taking action as regard Direct complaints system to receive student complaint from students to Meeting with students Vice Dean for students' complaints at the beginning of through the website and Education and paper complaints and academic year to aware Student Affairs or Director of Quality them about methods of giving attention to their expressing their suggestions. **Assurance Unit** Complaints from complaints exam results have its official pathways as mentioned in the bylaws of the faculty Enrolling the students Students shared in 45.Involvement of graduates in program and house officers in many community development community activities activities in the schools and health education programs. **Students** participates in faculty and university conferences



جامعة كفر الشيخ – كلية الطب البشري وحدة ضمان الجودة



طلب نشر وثيقة على الموقع الإلكتروني للكلية - تقرير البرنامج الأكليمي لاتحة 2005

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	لبة للنشر	طة الجهة الطا	الجزء الاول: يستوفى بواسا
قرير البرنامج الأكاليمي لائحة 2005	i _		اسم الوثيقة:
2020/10/14			تاريخ الإعتماد:
تقرير البرنامج الأكلايمي لائحة 2005	- **		المرفقات:
وحدة ضمان الجودة			اسم الجهة الطالبة للنشر:
6	وة محمد مغلاب	- الاسم: من	اسم وتوقيع الجهة:
المعاييل الاكاديمية والبرامج	سوول معيار	ا الوصف:	
		- التوقيع:	
2020/10/14	101		تاريخ الطلب:
		ة إدارة الموقع:	لجزء الثاني: يستوفى بواسطا
		قة:	 التأكد من صلاحية الوثيا
 مبررات القرار: الوثيقة تتوافق مع سياسة النشر 	П -	ن تعديل:	 الوثيقة صالحة للنشر دو
3		:	 الوثيقة تحتاج إلى تعديل
		ىر:	 الوثيقة غير صالحة للنشا
2020/10/14		لصلاحية):	تاريخ النشر (في حالة تاكد ا
- الاسم: مهندسة/ سهام صبحي صابر	مرح		اسم وتوقيع المسئول عن الذ
- الوصف: مسئول ti - التوقيع:	Ŭ		
	فقة.	المواذ	قرار مسئول it
- التوقيع:		** **	الاسم: أ.د/ محمد عبد



جامعة كفر الشيخ - كلية الطب البشري وحدة ضمان الجودة



- تقرير البرنامج الأكليمي لائحة 2005

تقرير البرنامج الأكليمي لاتحة 2005		
أعضاء هيئة التدريس والهيئة المعاونة	2020/10/1 الفئات المستهدفة:	- التاريخ: 4

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الاعتماد:

مسؤول معيار المعايير الاكاديمية والبرامج

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وحدة ضمان الجودة (نموذج النشر الورقي للوثائق)