

# PROGRAM REPORT



**The special Program (MMSP)**



University			Menoufia						
Faculty			Medicine						
A. Basic Information									
Program title:			M.M.B.Ch Credit hours (5+2) Program						
Program type:			Single						
Department:			All faculty departments						
Coordinator:			Prof. Dr. Zeinab Kasemy						
External evaluator:			Prof. Dr. Mona Ghaly						
Academic year			2022-2023						
B- Statistical Information									
No. of students Starting the program.			29						
Ratio of students attending the program this year to those of last year			Not applicable						
No. and percentage of students passing in each level:	Level	Excellent		Very good		Good		Pass	
		No	%	No	%	No	%	No	%
	First	11	38%	4	14%	6	21%	0	0%
	Second	6	50%	3	25%	1	17%	0	0%
	Third	4	57%	0	0%	1	14%	0	0%
	Fourth	4	80%	0	0%	0	0%	0	0%
No. of students completing the program and as a percentage of those who started	Fifth	4	80%	0	0%	1	20%	0	0%
	No	5							
	%	17.2%							
Grading of successful students:	Grade	Excellent		Very good		Good		Pass	
	No	3		1		1		0	
	%	60%		20%		20%		0	
5C- Professional Information									
1 –Academic standards		National Academic Reference Standards 2017							
Achievement of program Objectives	Module			Key Competencies/Objectives					
	Foundation 1			4.1, 4.3, 4.5, 4.6, 4.8					
	Foundation 2			4.1, 4.2, 4.5, 5.6,5.8					
	Foundation 3			4.5, 4.7, 4.8					
	Foundation 4			4.5, 4.8					
	Vertical Integration 1			1.8, 1.9, 1.10, 2.1, 5.1, 5.2					
	Musculoskeletal 1			4.1, 4.2, 4.5, 4.6, 4.8					
	Musculoskeletal 2			4.1, 4.5, 4.6, 4.7, 4.8					
	Blood and Lymphatics			4.1, 4.2, 4.5, 4.6, 4.7, 4.8					
	Medical Professionalism and Communication skills			3.1, 3.3, 3.7, 3.8, 3.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 5.12					

	Vertical Integration 2	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Cardiovascular System	4.1, 4.2, 4.5, 4.6, 4.7, 4.8
	Respiratory System	4.1, 4.2, 4.5, 4.6, 4.7, 4.8
	Nutrition	2.3, 4.2, 4.7, 4.8
	EBM, Basics of medical research and biostatistics	1.9, 6.8, 6.9, 6.10
	Vertical Integration 3	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Gastrointestinal System	4.1, 4.2, 4.5, 4.6, 4.7, 4.8
	Renal and Urinary System	4.1, 4.2, 4.5, 4.6, 4.7, 4.8
	Reproductive System and Breast	4.1, 4.5, 4.6, 4.7, 4.8
	Vertical Integration 4	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Endocrine	4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8
	CNS & Special senses (1)	4.1, 4.5, 4.7, 4.8
	CNS & Special senses (2)	4.1, 4.2, 4.5, 4.6, 4.8
	Basic Life support	1.15
	Vertical Integration 5	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Basic clinical examination	1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Dermatology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Community medicine	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
	Primary health care and elderly care	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.7, 4.3, 4.5
	Child health	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Investigations	1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Oncology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16
	Clinical psychology	1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.13
	Vertical Integration 6	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Heart and chest diseases	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Endocrinology and Breast	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Hematology and lymphatics	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Gynecology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Patient safety and infection control	1.12, 2.9
	Vertical Integration 7	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Renal and Urinary diseases and andrology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Obstetrics and Family Medicine	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15

	Gastroenterology, Hepatology, and infectious diseases	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Vertical Integration 8	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Psychiatry and neurology	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Ear, Nose, and Throat	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Pediatric and Plastic surgery	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Ophthalmology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Ethical and legal issues in medical practice	3.2, 3.5, 3.6, 3.8
	Vertical Integration 9	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
	Emergency and critical care	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Vascular surgery	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Orthopedics and rheumatology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Forensic Medicine and toxicology	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
	Vertical Integration 10	1.8, 1.9, 1.10, 2.1, 5.1, 5.2
<b>Commentary</b>	The program learning outcomes are clearly stated, appropriately coded, derived from the program aims, adequately fulfilled by the program courses, covering the minimum requirements in accordance to the competency areas of the NARS- Medicine competency framework, and coping with recent advances in the field of specialty	
<b>2. Achievement of program aims</b>	<ul style="list-style-type: none"> <li>The modules of the program in the preclinical phase achieve the aims of the program by providing the students with the basic sciences needed for the profession of general practitioner.</li> <li>The modules of the program in the clinical phase achieve the program aims by supplying the students with the basic knowledge, skills and attitude needed for an efficient general practitioner.</li> <li>The modules in which community medicine and family medicine share offer the field training that reinforces the principles of community service among the graduates.</li> <li>There modules providing the graduate with communication, research skills with principles of basic life support, infection control, patient safety, ethical and legal issues.</li> </ul>	
<b>3. Assessment methods</b>	<ul style="list-style-type: none"> <li>No marks allocated for oral exam, which alleviate the subjective character of the exam.</li> <li>Student evaluation is done all through the year in different ways as quizzes and assignments.</li> <li>Extended use of OSPE and OSCE examination to offer more objective assessment in many departments.</li> </ul>	

	<ul style="list-style-type: none"> <li>Improvement of the announcement of the results of periodical exams sufficient time before the exam</li> <li>The increasing use of single best answered questions making the assessment more objective. Also, there is increased focus on testing applied knowledge rather than recall in written examinations.</li> <li>The presence of a blueprint for each module to guide the preparation of the exam.</li> </ul>
<b>4. Student achievement</b>	<ul style="list-style-type: none"> <li>The range of success in all levels of the program is fair &amp; adequate (more than 90%) indicating good student achievement especially in the clinical years.</li> <li>Modules of high achievement were in the clinical phase that could be due to students' maturity helping them to understand what is required from them and they became well trained to the methods of assessment which are compatible with the method of teaching.</li> </ul>
<b>Quality of Learning Opportunities</b>	
<b><u>5. Quality of teaching and learning</u></b>	<p>A good percentage of students concluded that the teaching program helped them.</p> <p><b><u>Points of Strength:</u></b></p> <ul style="list-style-type: none"> <li>The presence of well-balanced timetables for lectures and practical or clinical sessions.</li> <li>Small numbers of students allow better illustrations and communications with the staff, also better demonstration in the practical and clinical sessions.</li> <li>The presence of self-learning in different courses.</li> <li>Focusing on communication skills and health systems</li> <li>The introduction of tutorial in the teaching methods</li> <li>Continuous training of staff members on teaching and assessment methods by the center of medical education</li> </ul> <p><b><u>Points of Weakness:</u></b></p> <ul style="list-style-type: none"> <li>Repetition of some topics among different courses</li> <li>Lack of International partnerships and limited cooperation protocols with third parties.</li> </ul>
<b>6. Effectiveness of student support systems</b>	<p><b><u>A. Financial Support:</u></b></p> <p>A student with financial problems can divide the total amount of the tuition expenses into installments throughout the year, provided that all expenses are paid by the end of the year.</p> <p><b><u>B. Academic support:</u></b></p> <p>At the beginning of every academic year, the faculty makes a student meeting awareness for the new student in the form of orientation course for one week, through which the dean, vice deans, staff members and the old student in the faculty offer pastoral support to the new students and a guide student handbook has been given to them.</p> <p>The students were divided into small groups under supervision of staff members for academic support.</p> <p><b><u>C. Support for outstanding students:</u></b></p> <p>Achievement awards for outstanding students in various domains including academic, athletic, and social achievements.</p>

The department handbooks of different modules were provided freely for outstanding students to enhance their academic achievement.

**D. Support for at risk students**

There is a policy for early detection and helping the students who are at risk or failure by using the academic support system.

**E. Facilities and Services for disabled student:**

As the faculty of medicine is a practical faculty the opportunities to the disabled student to entrance it is very small, so there is no clear policy to those types of students.

**F. Student Activities, accommodations and health Services:**

Many activities in the faculty of Medicine such as sports, culture arts and social events are shared by many students. Students getting grades at least good and those who live out of Shebin El-Kom city are only permitted to get a place in the Menoufia University Student Hostel.

Medical Support to students is available at the Student Hospital, which located in the east of the same city & also student's clinic for medical, social & psychological support.

**Points of weakness**

Transfer of students from the special program to the general program It had been approved during the Corona period so that there is no financial burden on families, especially with the weak financial situation during this period.

**7. Learning resources**

<b>a. No. and ratio of department members and their assistants to students.</b>	<p>No. of staff in 2022/2023= 110</p> <p>No. of assistants = 110</p> <p>No. of staff and assistant =220</p> <p>No. of students= 144</p> <p>Ratio of Staff /students= 0.76:1</p> <p>Ratio of staff and assistant / students = 1.5:1</p>
<b>b. Matching of faculty members' specialization to program needs.</b>	<p>The faculty member's specialization and program needs are properly matched. The staff of preclinical stage represent 49.5% of the total staff members although they are responsible for about 50.5% of teaching hours.</p>
<b>c. Availability and adequacy of program handbook</b>	<p>The Youth Care and Welfare Office provides the faculty handbook for the new students. It contains all essential information of the departments, programs (admission, progression, completion), student activities and the enabled facilities &amp; another quality handbook prepared by the quality assurance unit.</p>
<b>d. Adequacy of library facilities.</b>	<p>There is a large library the faculty which serves staff, postgraduate and undergraduate students. The library is located on the 4th floor in the faculty of medicine with an area of 350 m<sup>2</sup>.</p> <p>The library has 2 halls for the belongings of the library including references, periodical, theses, The library has 15 (fifteen) tables, 150 (one hundred and fifty) seats for interior reading. There is a treasure unit on the left of the entrance of the library where personal belongings are saved with a photocopy center for everything in the library.</p>

	All content of the library is current, sufficient for all students and suitable for the program requirements except the periodicals. Work in the library is from 9 a.m. to 2 p.m. The library staff are adequate in number and efficient. The rules of the library are flexible and appropriate of for facilitating borrowing.																		
<b>e. Adequacy of laboratories</b>	There are different equipment & laboratories which are used for practical training with a central lab available at the 7 <sup>th</sup> floor where the experimental work is performed. There are twenty qualified technicians. The laboratories are not available to students for self-learning.																		
<b>f. Adequacy of computer facilities</b>	There are no computer labs available for student use for digital activities and internet access. However, there is a large assessment and measurement hall at the fourth floor containing 270 computer devices connected to a server at the fifth floor. This hall is frequently used for electronic exams.																		
<b>g. Adequacy of field/practical training resources</b>	Provided by two departments which are community medicine and family medicine in some modules. The achieved field study is matched to the program specifications.																		
<b>h. Adequacy of any other program needs:</b>	<p>The faculty contains 5 museums for self-learning in the following specialties: anatomy, pathology, parasitology &amp; forensic medicine, but the number of the specimen in them are not sufficient.</p> <p style="text-align: center;"><b><u>Description of different facilities in the Faculty of Medicine:</u></b></p> <table border="1"> <thead> <tr> <th>Facilities</th><th>Number of unites</th></tr> </thead> <tbody> <tr> <td>Small Lecture halls</td><td>5</td></tr> <tr> <td>Conference Halls</td><td>1</td></tr> <tr> <td>Student Laboratories</td><td>14</td></tr> <tr> <td>Research Laboratories</td><td>10</td></tr> <tr> <td>Dissecting room</td><td>1</td></tr> <tr> <td>Central Computer Laboratory</td><td>2</td></tr> <tr> <td>Museum</td><td>5</td></tr> <tr> <td>Skill Lab</td><td>1</td></tr> </tbody> </table>	Facilities	Number of unites	Small Lecture halls	5	Conference Halls	1	Student Laboratories	14	Research Laboratories	10	Dissecting room	1	Central Computer Laboratory	2	Museum	5	Skill Lab	1
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<b>8. Quality management</b>																			
<b>a. Availability of regular evaluation and revision system for the program</b>	The faculty council specified a list of standards for selection of internal end external evaluation of the program with selection of Prof. Dr. Wafaa Zahran as an internal evaluator and Prof. Dr. Mona Ghaly as an external evaluator for the program																		



b. Effectiveness of the system	The reports of the internal and external evaluator are discussed in the quality assurance unit council, faculty council and corrective actions are made based on these reports regarding the program.		
c. Effectiveness of Faculty and University laws and regulations for progression and completion	The university and faculty laws and regulations are satisfactory regarding progression and completion.		
d. Effectiveness of program external evaluation system:	i- External evaluators	The report of the external evaluator will be discussed in the faculty council to make corrective actions	
	ii- Students	Questionnaires for the students are made to assess their opinions about the program and its courses and are analyzed to make corrective actions.	
	iii. Other stakeholders:	Meeting with stakeholders including directors of governmental and private hospitals and representatives of ministry of health and syndicate of doctors are made on regular bases to assess their opinion regarding the program and the graduates.	
e. Department response to student and external evaluations	The faculty has responded to the comments of the students and external evaluations by attempts to increase the clinical training and improve the communication skills		
9. Proposals for program development			
a. Program structure (credit-hours)	Updating for the undergraduate 5+2 program specification was approved by the council of the faculty 8/2023		
b. Courses, deletions and additions and modifications	Rearrangement of the preclinical and clinical modules to match the updated bylaws of the faculty.		
c. Staff development requirements	The staff needs regular training on teaching and assessment methods		
10. Progress of previous year’s action plan	Action Identified	Person Responsible	Progress of action, state if completed and any reasons for non-completion
	Not Applicable	Not Applicable	Not Applicable
11. Action plan	Actions required	Person responsible	Completion date
	Modification of the program Bylaws to meet the requirements of the students and staff members.	Vice dean for Student Affairs.	July 2023
	Modification of the program specifications to meet the new Bylaws.	Faculty Departments under supervision of the quality assurance Unit.	September 2023
			July 2024



	<p>Application of actual practical training decreasing the dependance on data show</p> <p>Introduction of Student Portfolio in different modules</p> <p>Specification of field training</p> <p>The transfer to the general program has been suspended since the current year</p>	<p>Faculty Departments under supervision of vice dean for student affairs</p> <p>Program Coordinator</p> <p>Community and family Medicine Department</p> <p>Vice dean for Student Affairs.</p>	<p>July 2024</p> <p>July 2024</p>
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