Analysis of Self Study of The Faculty For academic year 2005-2006

Performed 2006-2007 including SWOT analysis
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Analysis of Self Study of The Faculty
For academic year 2005-2006
Performed 2006-2007 including SWOT analysis

Introduction
The global standards for undergraduate medical education of the world federation (WFME) were approved within the programme specification as the benchmark. WFME published global standards for undergraduate, postgraduate, and continuing professional development in Copenhagen in 2003. Each standard includes basic standards and standards for quality improvement. The Quality unit of Assiut medical school agreed to consider the basic part of the standards to be our benchmark.

Aims of the study
The goals of conducting this self evaluation study of the faculty of medicine are to:
1. Design and excite an awareness atmosphere for the faculty members, stakeholders and students about the quality assurance of medical education.
2. Identify the points of strength and the points of weakness in the process of medical education in the faculty.
3. Plan for reformatory and corrective actions.
4. Prepare for annual self evaluation report so that the faculty can be ready for an external side visit which is a step for accreditation nationally and internationally.

Methodology of the study:
Data were collected through documents, questionnaires, and focus group discussions:

A. Questionnaires:
Different questionnaires were designed for
1. Faculty staff, academic leadership, stakeholders and Alumni about all areas of the self evaluation report.
2. Students about:
   3) their feedback on different courses
   4) their evaluation on pastoral support
3. Alumni about academic support in the faculty.
4. Staff members in Faculty of Medicine about student performance and their performance in the three areas of mission.

B. Focus Group discussion:
Focus group discussion were conducted with the aim of obtaining information about current policies and practices (strength and weak points), as well as obtaining the opinions and suggestions of the key persons, for each item in the annual self evaluation report. The following meetings were held between the members of QAU and
2. Stake holders as syndicates, directors of hospitals in the Ministry of Health, directors of University hospitals, administrative authorities of the faculty, department chairpersons.
3. Senior students and Alimini
4. Academic and non-academic staff including top management.
Documents of relevant data were given to the attendants and their comments were collected and reported in the SWOT analysis.
Analysis of the questionnaires for sample from faculty staff, academic leadership, stakeholders and Alumni (Covering the areas of self evaluation report)

Do you know that the faculty has a written mission

- no 4.2%
- yes 95.8%

Have you read the mission

- no 25.0%
- yes 75.0%
Is mission inclusive, expressing the aims of the faculty

- Do not know: 12.5%
- Adequate: 41.7%
- Moderate: 45.8%

Are objectives of faculty clear

- Do not know: 4.2%
- Inadequate: 4.2%
- Moderate: 37.5%
- Adequate: 54.2%
Are objectives of faculty applicable

- Adequate: 50.0%
- Moderate: 33.3%
- Inadequate: 8.3%
- Do not know: 8.3%

Is the method of appointment of senior management (dean, vice dean) adequate?

- Adequate: 33.3%
- Moderate: 45.8%
- Inadequate: 20.8%
Are the criteria for appointment of senior Management and the period adequate

- Do not know: 4.2%
- Inadequate: 20.8%
- Adequate: 29.2%
- Moderate: 45.8%

Are duties and responsibilities Of senior management clear and suitable

- Inadequate: 16.7%
- Adequate: 41.7%
- Moderate: 41.7%
Are policies for improvement and enhancement adequate

- inadequate: 12.5%
- moderate: 66.7%
- adequate: 20.8%

Is the administrative system effective to achieve the intended goals adequate

- inadequate: 8.3%
- moderate: 54.2%
- adequate: 37.5%
Is the administrative system effective to deal with students problems

- Inadequate: 29.2%
- Moderate: 37.5%
- Adequate: 33.3%

Response of the top management to changes

- Inadequate: 41.7%
- Moderate: 37.5%
- Adequate: 20.8%
Are types of recent quality improvement activities adequate to achieve

- Inadequate: 16.7%
- Moderate: 50.0%
- Adequate: 33.3%

Adequacy of numbers and profiles of staff members to achieve the mission

- Inadequate: 4.2%
- Moderate: 33.3%
- Adequate: 62.5%
Adequacy of numbers and profiles of staff members to achieve the mission

- Inadequate: 25.0%
- Moderate: 45.8%
- Adequate: 29.2%
Adequacy of the policies and training for developing the capabilities of faculty

- Inadequate: 20.8%
- Adequate: 20.8%
- Moderate: 58.3%

Adequacy of the policies and training programmes for developing the staff capabilities

- Do not know: 4.2%
- Adequate: 8.3%
- Inadequate: 45.8%
- Moderate: 41.7%
Are percentages of courses forming the different components of the academic structure adequate

Basic science

- inadequate: 4.2%
- moderate: 16.7%
- adequate: 79.2%

Social sciences and humanities

- do not know: 4.2%
- inadequate: 16.7%
- moderate: 25.0%
- adequate: 54.2%
Are percentages of courses forming the different components of the academic structure adequate

- Inadequate: 4.2%
- Moderate: 29.2%
- Adequate: 66.7%

Clinical sciences

Are percentages of courses forming the different components of the academic structure adequate

- Do not know: 4.2%
- Inadequate: 45.8%
- Moderate: 4.2%
- Adequate: 45.8%

Computer sciences
Are percentages of courses forming the different components of the academic structure adequate

- Inadequate: 8.3%
- Moderate: 29.2%
- Adequate: 62.5%

To what extent is the programme current to recent academic developments

- Do not know: 4.2%
- Inadequate: 4.2%
- Moderate: 50.0%
- Adequate: 41.7%
To what extent do you think the main competencies listed in general aims adequate

- Adequate: 16.7%
- Inadequate: 12.5%
- Moderate: 70.8%

Are program aims Related to the existing and emergent needs of the society

- Adequate: 12.5%
- Inadequate: 12.5%
- Moderate: 75.0%
Are these aims of the programme applicable to be achieved

- **No**: 13.6%
- **Yes**: 86.4%

Can the programme intended learning outcomes be achieved

- **No**: 8.7%
- **Yes**: 91.3%
To what extent teaching in the basic courses helped the student to achieve knowledge

- Moderate: 45.8%
- Adequate: 54.2%

To what extent teaching in the basic courses helped the student to achieve practical skills

- Inadequate: 25.0%
- Moderate: 58.3%
- Adequate: 16.7%
To what extent teaching in the basic courses helped the student to achieve problem solving

- don't know: 4.2%
- inadequate: 25.0%
- adequate: 16.7%
- moderate: 54.2%

To what extent teaching in the basic courses helped the student to achieve communication to others

- inadequate: 25.0%
- adequate: 16.7%
- moderate: 58.3%
To what extent teaching in the basic courses helped the student to achieve computer skills

do not know 4.2%
inadequate 37.5%
adequate 20.8%
moderate 37.5%

To what extent teaching in the basic courses helped the student to achieve self learning

inadequate 29.2%
adequate 25.0%
moderate 45.8%
To what extent teaching in the clinical courses helped the student to achieve knowledge

- Do not know: 4.2%
- Inadequate: 4.2%
- Moderate: 33.3%
- Adequate: 58.3%

To what extent teaching in the clinical courses helped the student to achieve clinical skills

- Do not know: 4.2%
- Inadequate: 29.2%
- Moderate: 50.0%
- Adequate: 16.7%
To what extent teaching in the clinical courses helped the student to achieve problem solving

- do not know: 4.2%
- inadequate: 33.3%
- adequate: 12.5%
- moderate: 50.0%

To what extent teaching in the clinical courses helped the student to achieve communication to others

- do not know: 4.2%
- inadequate: 20.8%
- adequate: 12.5%
- moderate: 62.5%
To what extent teaching in the clinical courses helped the student to achieve self learning

- do not know: 8.3%
- inadequate: 25.0%
- adequate: 25.0%
- moderate: 41.7%

Are different type of assessment used in order to assess students performance

- no: 45.8%
- yes: 54.2%
Are their rates in the faculty suitable to the standards, students retention and progression

- Do not know: 4.2%
- Inadequate: 8.3%
- Moderate: 45.8%
- Adequate: 41.7%

Are their rates in the faculty suitable to the standards, students achievement

- Do not know: 4.2%
- Moderate: 62.5%
- Adequate: 33.3%
Are programme contents adequate for new needs in job market

- Inadequate: 12.5%
- Adequate: 29.2%
- Moderate: 58.3%

Is the faculty producing graduates in specialism in excess of the job market

- No: 8.3%
- Yes: 91.7%
Are current methods of assessment effective in evaluation of the achievement of outcomes

- inadequate: 16.7%
- moderate: 12.5%
- adequate: 70.8%

basic courses, knowledge

---

are current methods of assessment effective in evaluation of the achievement of outcomes

- inadequate: 29.2%
- moderate: 37.5%
- adequate: 33.3%

basic courses, practical or clinical skills
are current methods of assessment effective in evaluation of the achievement of outcomes

- Problem solving:
  - Inadequate: 37.5%
  - Adequate: 8.3%
  - Moderate: 54.2%

- Communication to others:
  - Inadequate: 29.2%
  - Adequate: 8.3%
  - Moderate: 62.5%
are current methods of assessment effective in evaluation of the achievement of outcomes

do not know
4.2%
inadequate
20.8%
moderate
12.5%
adequate
62.5%

clinical courses

are current methods of assessment effective in evaluation of the achievement of outcomes

do not know
4.2%
inadequate
25.0%
adequate
25.0%
moderate
45.8%

practical skills
are current methods of assessment effective in evaluation of the achievement outcomes

problem solving

- do not know: 4.2%
- inadequate: 45.8%
- adequate: 8.3%
- moderate: 41.7%

communication to others

- do not know: 4.2%
- inadequate: 29.2%
- adequate: 8.3%
- moderate: 58.3%
are methods used to help students to achieve
the intended learning outcomes adequate

- inadequate: 16.7%
- adequate: 25.0%
- moderate: 58.3%

are methods for helping students independent learn
and self evaluation adequate

- inadequate: 45.8%
- adequate: 4.2%
- moderate: 50.0%
does the tutorial system provide adequate pastoral support

- inadequate: 62.5%
- moderate: 29.2%
- adequate: 8.3%

are awards given by the faculty in the current academic year adequate, doctorates

- do not know: 37.5%
- moderate: 8.3%
- adequate: 54.2%
adequacy of sources and amount of research funds

- Adequate: 12.5%
- Moderate: 12.5%
- Inadequate: 75.0%

are published research in conferences adequate

- Do not know: 4.2%
- Inadequate: 16.7%
- Adequate: 12.5%
- Moderate: 66.7%
number of publications in research periodicals
(national/ international)

- do not know: 4.2%
- inadequate: 37.5%
- adequate: 4.2%
- moderate: 54.2%

adequacy of contribution of faculty members in seminars and conferences

- inadequate: 37.5%
- adequate: 8.3%
- moderate: 54.2%
can we propose an action for the coming year, with clearly stated responsibilities and timescales

no
8.3%

yes
91.7%

adequacy of community services at national level, training programmes

inadequate
20.8%

adequate
29.2%

moderate
50.0%
adequacy of community services at national level, workshops and seminars

- Inadequate: 20.8%
- Moderate: 54.2%
- Adequate: 25.0%

adequacy of community services at national level, conferences

- Inadequate: 12.5%
- Moderate: 50.0%
- Adequate: 37.5%
adequacy of community services at national level, technical services

inadequate: 29.2%
adequate: 20.8%
moderate: 50.0%

adequacy of community services at national level, direct patient care

inadequate: 16.7%
adequate: 41.7%
moderate: 41.7%
is the evaluation mechanism of the faculty for the impact of community services adequate

- do not know: 12.5%
- inadequate: 33.3%
- adequate: 8.3%
- moderate: 45.8%

Are the mechanisms that the faculty uses to assess the real community needs adequate

- do not know: 4.2%
- inadequate: 25.0%
- adequate: 20.8%
- moderate: 50.0%
Are the mechanisms applied to measure the opinion of end users on the impact of faculty community adequate?

- inadequate: 50.0%
- moderate: 50.0%

Can we put an action plan for community development for the coming year?

- no: 8.3%
- yes: 91.7%
Analysis of the questionnaires for sample from Students about:
a. their feedback on different courses
b. their evaluation on pastoral support
Anatomy I

Presentation of scientific materials during teaching

- Missing: 13.1%
- Inadequate: 27.8%
- Adequate: 21.2%
- Moderate: 37.9%

Ability to ask questions to staff in lecturers

- Missing: 14.1%
- Inadequate: 16.7%
- Adequate: 31.8%
- Moderate: 37.4%
Adequacy of course notes

- Missing: 14.1%
- Inadequate: 35.9%
- Adequate: 16.7%
- Moderate: 33.3%

Adequacy of available references in library

- Missing: 17.7%
- Inadequate: 8.1%
- Adequate: 54.0%
- Moderate: 20.2%

Presentation course aims at the beginning of course

- Missing: 15.7%
- Inadequate: 36.4%
- Adequate: 26.3%
- Moderate: 21.7%
Linkage between course contents and the practica

- Missing: 14.6%
- Inadequate: 15.7%
- Moderate: 23.7%
- Adequate: 46.0%

Adequacy of practical hours

- Missing: 14.1%
- Inadequate: 25.3%
- Moderate: 27.8%
- Adequate: 32.8%

Availability of research assignment

- Missing: 23.2%
- Inadequate: 58.1%
- Moderate: 12.1%
- Adequate: 6.6%
Adequacy of audio/visual aids

- Missing: 22.2%
- Inadequate: 16.2%
- Moderate: 20.7%
- Adequate: 40.9%

Assessment of teaching performance of staff

- Missing: 6.1%
- Inadequate: 11.6%
- Moderate: 25.3%
- Adequate: 57.1%

Anatomy II

Presentation of scientific materials during teaching

- Missing: 18.2%
- Inadequate: 12.1%
- Moderate: 36.4%
- Adequate: 33.3%
Ability to ask questions to staff in lectures

- Missing: 19.2%
- Inadequate: 12.6%
- Moderate: 33.3%
- Adequate: 34.8%

Adequacy of course notes

- Missing: 19.7%
- Inadequate: 24.2%
- Moderate: 37.4%
- Adequate: 18.7%

Adequacy of available references in library

- Missing: 20.7%
- Inadequate: 8.6%
- Moderate: 19.7%
- Adequate: 51.0%
Presentation course aims at the beginning of course

- Missing: 19.7%
- Moderate: 22.7%
- Adequate: 18.2%
- Inadequate: 39.4%

Linkage between course contents and the practical

- Missing: 19.2%
- Moderate: 28.8%
- Adequate: 35.9%
- Inadequate: 16.2%

Adequacy of practical hours

- Missing: 21.2%
- Moderate: 21.7%
- Adequate: 38.9%
- Inadequate: 18.2%
Availability of research assignment

- Missing: 21.2%
- Adequate: 10.6%
- Moderate: 9.6%
- Inadequate: 58.6%

Adequacy of audio/visual aids

- Missing: 17.7%
- Inadequate: 14.6%
- Moderate: 24.2%
- Adequate: 43.4%

Adequacy of lab and experimental equipment

- Missing: 18.7%
- Inadequate: 21.7%
- Moderate: 31.8%
- Adequate: 27.8%
Biochemistry I

Presentation of scientific material during teaching

First Year Biochemistry Department

Availability to ask question to staff during teaching
Adequacy of course notes

- Missing: 14.1%
- Inadequate: 35.9%
- Moderate: 33.3%
- Adequate: 16.7%

Adequacy of available references in library

- Missing: 17.7%
- Inadequate: 8.1%
- Moderate: 20.2%
- Adequate: 54.0%
Course aims at beginning of course was clear

- Missing: 15.7%
- Inadequate: 36.4%
- Moderate: 21.7%
- Adequate: 26.3%

Linkage between course contents and practice

- Missing: 14.6%
- Inadequate: 15.7%
- Moderate: 23.7%
- Adequate: 46.0%
Adequacy of practical or clinical hours

- Adequate: 32.8%
- Moderate: 27.8%
- Inadequate: 25.3%
- Missing: 14.1%

Availability of research assignments

- Inadequate: 58.1%
- Moderate: 12.1%
- Adequate: 6.6%
- Missing: 23.2%
Adequacy of audio/visual aids

- Missing: 22.2%
- Inadequate: 16.2%
- Moderate: 20.7%
- Adequate: 40.9%

Adequacy of lab. and experimental equipements

- Missing: 22.7%
- Inadequate: 20.2%
- Moderate: 29.8%
- Adequate: 27.3%
Assessment of teaching performance of staff

- Missing: 25.8%
- Inadequate: 11.6%
- Moderate: 24.2%
- Adequate: 38.4%
Biochemistry II

Presentation of scientific materials during teaching

- Missing: 15.2%
- Inadequate: 32.8%
- Adequate: 21.7%
- Moderate: 30.3%

Ability to ask questions to staff in lecturers

- Missing: 15.7%
- Inadequate: 18.2%
- Adequate: 28.3%
- Moderate: 37.9%

Adequacy of course notes

- Missing: 15.7%
- Inadequate: 38.4%
- Adequate: 16.2%
- Moderate: 29.8%
Adequacy of available references in library

- Missing: 22.2%
- Inadequate: 11.1%
- Moderate: 29.3%
- Adequate: 37.4%

Presentation course aims at the beginning of course

- Missing: 19.2%
- Inadequate: 49.5%
- Moderate: 20.7%
- Adequate: 10.6%
Adequacy of practical hours

- Adequate: 34.8%
- Moderate: 22.2%
- Inadequate: 26.8%
- Missing: 16.2%

Availability of research assignment

- Adequate: 57.1%
- Moderate: 11.1%
- Inadequate: 8.1%
- Missing: 23.7%

Adequacy of audio/visual aids

- Adequate: 35.4%
- Moderate: 20.2%
- Inadequate: 22.2%
- Missing: 22.2%
Adequacy of lab and experimental equipment:
- Missing: 20.7%
- Inadequate: 11.1%
- Moderate: 30.8%
- Adequate: 37.4%

Assessment of teaching performance of staff:
- Missing: 22.7%
- Inadequate: 14.1%
- Moderate: 33.3%
- Adequate: 29.8%

Linkage between course contents and the practical:
- Missing: 17.2%
- Inadequate: 32.3%
- Moderate: 33.8%
- Adequate: 16.7%
Physiology I

Presentation of scientific material during teaching

- Missing: 9.1%
- inadequate: 3.0%
- moderate: 26.4%
- adequate: 61.4%

Availability to ask questions to staff in lecturers

- Missing: 9.1%
- inadequate: 5.1%
- moderate: 20.3%
- adequate: 65.5%
Adequacy of course notes

- Missing: 9.1%
- Inadequate: 10.2%
- Moderate: 35.5%
- Adequate: 45.2%

Adequacy of available references in library

- Missing: 15.2%
- Inadequate: 7.1%
- Moderate: 29.4%
- Adequate: 48.2%
Presentation of aims at beginning of course

- Missing: 12.2%
- Inadequate: 27.4%
- Moderate: 28.9%
- Adequate: 31.5%

Linkage between course contents and practice

- Missing: 9.6%
- Inadequate: 9.1%
- Moderate: 24.4%
- Adequate: 56.9%
Adequacy of audio/visual aids

- Adequate: 49.2%
- Moderate: 19.8%
- Inadequate: 14.2%
- Missing: 16.8%

Adequacy of lab and experimental equipments

- Adequate: 46.7%
- Moderate: 24.9%
- Inadequate: 11.2%
- Missing: 17.3%
Assessment of teaching performance of staff

- Missing: 19.8%
- Moderate: 3.0%
- Adequate: 77.2%
Physiology II

Presentation of scientific materials during teaching

- Missing: 10.6%
- Inadequate: 8.1%
- Moderate: 51.0%
- Adequate: 30.3%

Ability to ask questions to staff in lecturers

- Missing: 11.1%
- Inadequate: 13.6%
- Moderate: 25.8%
- Adequate: 49.9%
Adequacy of course notes

- Missing: 11.1%
- Inadequate: 25.8%
- Adequate: 25.3%
- Moderate: 37.9%

Adequacy of available references in library

- Missing: 14.6%
- Inadequate: 5.1%
- Moderate: 21.7%
- Adequate: 58.6%
Presentation course aims at the beginning of course

- Missing: 11.6%
- Adequate: 18.7%
- Inadequate: 43.9%
- Moderate: 25.8%

Linkage between course contents and the practical

- Missing: 11.1%
- Inadequate: 22.7%
- Adequate: 28.3%
- Moderate: 37.9%
Adequacy of audio/visual aids

- Missing: 19.2%
- Adequate: 44.9%
- Inadequate: 13.6%
- Moderate: 22.2%

Adequacy of lab and experimental equipment

- Missing: 18.2%
- Adequate: 24.2%
- Inadequate: 16.7%
- Moderate: 40.9%
Assessment of teaching performance of staff

- Missing: 21.2%
- Inadequate: 8.6%
- Moderate: 20.7%
- Adequate: 49.5%
Histology I

Presentation of scientific material during teaching

- Missing: 5.0%
- Inadequate: 14.5%
- Moderate: 50.5%
- Adequate: 30.0%

Ability to ask questions to staff in lecturers

- Missing: 5.5%
- Inadequate: 8.0%
- Moderate: 31.5%
- Adequate: 55.0%

Adequacy of course notes

- Missing: 5.0%
- Inadequate: 23.5%
- Moderate: 38.0%
- Adequate: 33.5%
Adequacy of available references in library

- Missing: 12.0%
- Inadequate: 7.0%
- Adequate: 50.5%
- Moderate: 30.5%
- Present

Presentation of course aims at beginning of course

- Missing: 8.5%
- Inadequate: 36.5%
- Adequate: 38.0%
- Moderate: 17.0%
- Present
Linkage between course contents and practice

- Missing: 6.5%
- Inadequate: 24.5%
- Adequate: 25.5%
- Moderate: 43.5%

Adequacy of practical hours

- Missing: 7.5%
- Inadequate: 23.5%
- Adequate: 40.5%
- Moderate: 28.5%
Adequacy of lab and experimental equipment:

- Missing: 13.0%
- Inadequate: 13.0%
- Moderate: 29.5%
- Adequate: 44.5%

Assessment of teaching performance of staff:

- Missing: 13.5%
- Inadequate: 8.0%
- Moderate: 16.0%
- Adequate: 62.5%
Histology II

Presentation of scientific materials during teaching

- Missing: 18.2%
- Inadequate: 10.8%
- Moderate: 26.8%
- Adequate: 44.4%

Ability to ask questions to staff in lecturers

- Missing: 19.2%
- Inadequate: 10.1%
- Moderate: 32.8%
- Adequate: 37.9%
Adequacy of course notes

- Adequate: 44.4%
- Moderate: 25.8%
- Inadequate: 11.1%
- Missing: 18.7%

Adequacy of available references in library

- Adequate: 33.3%
- Moderate: 29.8%
- Inadequate: 11.1%
- Missing: 25.8%

Adequacy of practical hours

- Adequate: 38.4%
- Moderate: 25.3%
- Inadequate: 16.7%
- Missing: 19.7%
Availability of research assignment

- Missing: 26.3%
- Adequate: 7.6%
- Moderate: 7.6%
- Inadequate: 58.6%

Adequacy of audio/visual aids

- Missing: 23.7%
- Inadequate: 6.1%
- Moderate: 22.2%
- Adequate: 48.0%
Adequacy of lab and experimental equipment:

- Adequate: 44.4%
- Moderate: 23.2%
- Inadequate: 9.6%
- Missing: 22.7%

Assessment of teaching performance of staff:

- Adequate: 51.0%
- Moderate: 17.7%
- Inadequate: 6.6%
- Missing: 24.7%
Presentation course aims at the beginning of course:

- Missing: 21.2%
- Adequate: 19.7%
- Moderate: 24.2%
- Inadequate: 34.8%

Linkage between course contents and the practical:

- Missing: 19.2%
- Adequate: 19.2%
- Moderate: 26.8%
- Inadequate: 34.8%
Presentation of scientific materials during teaching

- Inadequate: 23.7%
- Adequate: 21.1%
- Moderate: 55.3%

Ability to ask questions to staff in lecturers

- Inadequate: 20.2%
- Adequate: 42.1%
- Moderate: 37.7%
Adequacy of course notes

- Inadequate: 36.6%
- Adequate: 27.7%
- Moderate: 35.7%

Adequacy of available references in library

- Inadequate: 10.7%
- Moderate: 34.0%
- Adequate: 55.3%
Presentation course aims at the beginning of course:

- Inadequate: 48.2%
- Adequate: 33.6%
- Moderate: 18.2%

Linkage between course contents and the practical:

- Inadequate: 36.3%
- Adequate: 31.0%
- Moderate: 32.7%
Adequacy of practical hours

- Inadequate: 38.2%
- Moderate: 23.6%
- Adequate: 38.2%

Availability of research assignment

- Inadequate: 80.6%
- Moderate: 12.2%
- Adequate: 7.1%
Adequacy of audio/visual aids

- Inadequate: 10.7%
- Moderate: 37.9%
- Adequate: 51.5%

Adequacy of lab and experimental equipment

- Inadequate: 52.9%
- Moderate: 23.1%
- Adequate: 24.0%
Assessment of teaching performance of staff

- Inadequate: 16.7%
- Moderate: 17.7%
- Adequate: 65.6%
Bacteriology

Presentation of scientific materials during teaching

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>32.3%</td>
</tr>
<tr>
<td>Adequate</td>
<td>31.3%</td>
</tr>
<tr>
<td>Moderate</td>
<td>36.5%</td>
</tr>
</tbody>
</table>

Ability to ask questions to staff in lecturers

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>22.3%</td>
</tr>
<tr>
<td>Adequate</td>
<td>31.9%</td>
</tr>
<tr>
<td>Moderate</td>
<td>45.7%</td>
</tr>
</tbody>
</table>
Adequacy of course notes

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>inadequate</td>
<td>48.4%</td>
</tr>
<tr>
<td>adequate</td>
<td>19.4%</td>
</tr>
<tr>
<td>moderate</td>
<td>32.3%</td>
</tr>
</tbody>
</table>

Adequacy of available references in library

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>inadequate</td>
<td>16.5%</td>
</tr>
<tr>
<td>adequate</td>
<td>40.0%</td>
</tr>
<tr>
<td>moderate</td>
<td>43.5%</td>
</tr>
</tbody>
</table>

Presentation course aims at the beginning of course

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>inadequate</td>
<td>41.9%</td>
</tr>
<tr>
<td>adequate</td>
<td>35.5%</td>
</tr>
<tr>
<td>moderate</td>
<td>22.6%</td>
</tr>
</tbody>
</table>
Linkage between course contents and the practical

- Inadequate: 31.6%
- Moderate: 38.9%
- Adequate: 29.5%

Adequacy of practical hours

- Inadequate: 39.4%
- Moderate: 16.0%
- Adequate: 44.7%
Availability of research assignment

- Inadequate: 72.8%
- Moderate: 17.4%
- Adequate: 9.8%

Adequacy of audio/visual aids

- Inadequate: 21.0%
- Moderate: 38.0%
- Adequate: 41.0%

Adequacy of lab and experimental equipment

- Inadequate: 28.0%
- Moderate: 35.0%
- Adequate: 37.0%
Assessment of teaching performance of staff

- Inadequate: 18.3%
- Moderate: 32.3%
- Adequate: 49.5%
Parasitology

Presentation of scientific materials during teaching

- Inadequate: 25.5%
- Adequate: 24.5%
- Moderate: 50.0%

Ability to ask questions to staff in lectures

- Inadequate: 28.0%
- Adequate: 28.0%
- Moderate: 43.9%

Adequacy of course notes

- Inadequate: 35.2%
- Adequate: 30.5%
- Moderate: 34.3%
Adequacy of available references in library

- Inadequate: 23.7%
- Moderate: 36.6%
- Adequate: 39.8%

Presentation course aims at the beginning of course

- Inadequate: 27.9%
- Moderate: 15.4%
- Adequate: 56.7%
Linkage between course contents and the practical

- inadequate: 25.5%
- moderate: 38.7%
- adequate: 35.8%

Adequacy of practical hours

- inadequate: 41.0%
- moderate: 21.9%
- adequate: 37.1%
Availability of research assignment

- Inadequate: 80.4%
- Moderate: 13.0%
- Adequate: 6.5%

Adequacy of audio/visual aids

- Inadequate: 21.4%
- Moderate: 31.6%
- Adequate: 46.9%
Adequacy of lab and experimental equipment:

- Inadequate: 44.7%
- Adequate: 29.8%
- Moderate: 25.5%

Assessment of teaching performance of staff:

- Inadequate: 9.5%
- Moderate: 22.1%
- Adequate: 68.4%
Pathology

Presentation of scientific materials during teaching

- inadequate: 12.9%
- moderate: 34.7%
- adequate: 52.5%

Ability to ask questions to staff in lectures

- inadequate: 18.0%
- moderate: 33.0%
- adequate: 49.0%

Adequacy of course notes

- inadequate: 28.3%
- moderate: 30.3%
- adequate: 41.4%
Adequacy of available references in library

- Inadequate: 14.9%
- Moderate: 33.3%
- Adequate: 51.7%

Presentation course aims at the beginning of course

- Inadequate: 30.9%
- Moderate: 21.6%
- Adequate: 47.4%

Linkage between course contents and the practical

- Inadequate: 24.0%
- Moderate: 29.0%
- Adequate: 47.0%
Adequacy of practical hours

- Inadequate: 44.3%
- Moderate: 27.8%
- Adequate: 27.8%

Availability of research assignment

- Inadequate: 78.4%
- Moderate: 18.2%
- Adequate: 3.4%

Adequacy of audio/visual aids

- Inadequate: 19.8%
- Moderate: 23.1%
- Adequate: 57.1%
Adequacy of lab and experimental equipments

- Inadequate: 27.5%
- Moderate: 34.1%
- Adequate: 38.5%

Assessment of teaching performance of staff

- Inadequate: 5.4%
- Moderate: 17.4%
- Adequate: 77.2%
Forensic Medicine and Clinical Toxicology

Presentation of scientific materials during teaching

- Inadequate: 12.8%
- Moderate: 28.4%
- Adequate: 58.7%

Ability to ask questions to staff in lecturers

- Inadequate: 12.3%
- Moderate: 37.7%
- Adequate: 50.0%
Adequacy of course notes

- Inadequate: 14.8%
- Moderate: 30.6%
- Adequate: 54.6%

Adequacy of available references in library

- Inadequate: 18.6%
- Moderate: 39.2%
- Adequate: 42.3%

Presentation course aims at the beginning of course

- Inadequate: 36.3%
- Moderate: 24.5%
- Adequate: 39.2%
**Linkage between course contents and the practical**

- Inadequate: 21.2%
- Moderate: 29.8%
- Adequate: 49.0%

**Adequacy of practical hours**

- Inadequate: 26.7%
- Moderate: 26.7%
- Adequate: 46.7%

**Availability of research assignment**

- Inadequate: 16.7%
- Moderate: 26.9%
- Adequate: 56.4%
Adequacy of audio/visual aids

- Inadequate: 14.7%
- Moderate: 29.3%
- Adequate: 56.0%

Adequacy of lab and experimental equipments

- Inadequate: 19.7%
- Moderate: 25.0%
- Adequate: 55.3%
Assessment of teaching performance of staff

- Inadequate: 5.9%
- Moderate: 10.3%
- Adequate: 83.8%
E.N.T

Presentation of scientific materials during teaching

- Missing: 2.8%
- Inadequate: 14.8%
- Moderate: 43.0%
- Adequate: 39.4%

Ability to ask questions to staff in lecturers

- Missing: 2.8%
- Inadequate: 17.6%
- Moderate: 35.9%
- Adequate: 43.7%
Adequacy of course notes

- Missing: 9.9%
- Inadequate: 27.5%
- Adequate: 34.5%
- Moderate: 28.2%

Adequacy of available references in library

- Missing: 14.8%
- Inadequate: 12.7%
- Adequate: 42.3%
- Moderate: 30.3%
Presentation course aims at the beginning of course

- Missing: 9.2%
- Adequate: 16.2%
- Moderate: 16.9%
- Inadequate: 57.7%

Linkage between course contents and the practical

- Missing: 8.5%
- Adequate: 19.0%
- Moderate: 39.4%
- Inadequate: 33.1%
Adequacy of practical hours

- Missing: 7.0%
- Inadequate: 58.5%
- Moderate: 22.5%
- Adequate: 12.0%

Availability of research assignment

- Inadequate: 65.7%
- Moderate: 20.6%
- Adequate: 13.7%

Adequacy of audio/visual aids

- Inadequate: 17.0%
- Moderate: 32.0%
- Adequate: 51.0%
Adequacy of lab and experimental equipment

- Inadequate: 55.8%
- Moderate: 22.1%
- Adequate: 22.1%

Assessment of teaching performance of staff

- Inadequate: 8.3%
- Moderate: 14.3%
- Adequate: 77.4%
Ophthalmology

Presentation of scientific materials during teaching

- Inadequate: 19.0%
- Moderate: 34.3%
- Adequate: 46.7%

Ability to ask questions to staff in lecturers

- Inadequate: 23.0%
- Moderate: 44.0%
- Adequate: 33.0%

Adequacy of course notes

- Inadequate: 32.7%
- Adequate: 25.0%
- Moderate: 42.3%
Adequacy of available references in library

- Inadequate: 18.4%
- Moderate: 38.8%
- Adequate: 42.9%

Presentation course aims at the beginning of course

- Inadequate: 48.1%
- Moderate: 25.0%
- Adequate: 26.9%
Linkage between course contents and the practical

Inadequate: 25.0%  
Moderate: 43.3%  
Adequate: 31.7%

Adequacy of practical hours

Inadequate: 35.3%  
Moderate: 23.5%  
Adequate: 41.2%
Availability of research assignment

- Adequate: 16.9%
- Moderate: 32.6%
- Inadequate: 50.6%

Adequacy of audio/visual aids

- Inadequate: 18.4%
- Moderate: 25.3%
- Adequate: 56.3%
Adequacy of lab and experimental equipment

- Inadequate: 36.4%
- Adequate: 22.7%
- Moderate: 40.9%

Assessment of teaching performance of staff

- Inadequate: 8.3%
- Moderate: 26.4%
- Adequate: 65.3%
Community medicine

**Presentation of scientific materials during teaching**

- Missing: 1.1%
- Inadequate: 15.3%
- Adequate: 26.2%
- Moderate: 57.4%

**Ability to ask questions to staff in lecturers**

- Missing: 2.2%
- Inadequate: 6.0%
- Adequate: 50.8%
- Moderate: 41.0%
Adequacy of course notes

- Missing: 2.2%
- Inadequate: 47.5%
- Moderate: 34.4%
- Adequate: 15.8%

Adequacy of available references in library

- Missing: 9.8%
- Inadequate: 15.3%
- Moderate: 33.3%
- Adequate: 41.5%

Presentation course aims at the beginning of course

- Missing: 2.7%
- Inadequate: 40.4%
- Adequate: 39.3%
- Moderate: 17.5%
Linkage between course contents and the practical

- Missing: 2.2%
- Inadequate: 23.5%
- Adequate: 28.4%
- Moderate: 45.9%

Adequacy of practical hours

- Missing: 2.7%
- Inadequate: 22.4%
- Adequate: 43.7%
- Moderate: 31.1%

Availability of research assignment

- Inadequate: 10.2%
- Moderate: 18.1%
- Adequate: 71.7%
Adequacy of audio/visual aids

- Missing: 7.1%
- Inadequate: 4.9%
- Moderate: 26.2%
- Adequate: 61.7%

Adequacy of lab and experimental equipment

- Missing: 14.8%
- Inadequate: 37.7%
- Moderate: 28.4%
- Adequate: 19.1%
Pediatric

Presentation of scientific materials during teaching

- Missing: 4.1%
- Inadequate: 6.5%
- Moderate: 24.7%
- Adequate: 64.7%

Ability to ask questions to staff in lecturers

- Missing: 4.7%
- Inadequate: 4.7%
- Moderate: 19.4%
- Adequate: 71.2%

Adequacy of course notes

- Missing: 4.1%
- Inadequate: 11.8%
- Moderate: 21.2%
- Adequate: 62.9%
Adequacy of available references in library

- Missing: 7.1%
- Inadequate: 8.2%
- Moderate: 25.9%
- Adequate: 58.8%

Presentation course aims at the beginning of course

- Missing: 4.1%
- Inadequate: 20.6%
- Moderate: 24.1%
- Adequate: 51.2%

Linkage between course contents and the practical

- Missing: 4.1%
- Inadequate: 8.8%
- Moderate: 27.6%
- Adequate: 59.4%
Adequacy of practical hours

- Missing: 4.1%
- Inadequate: 20.6%
- Moderate: 21.8%
- Adequate: 53.5%

Availability of research assignment

- Inadequate: 68.0%
- Moderate: 15.3%
- Adequate: 16.7%

Adequacy of audio/visual aids

- Inadequate: 12.2%
- Moderate: 24.4%
- Adequate: 63.5%
Adequacy of lab and experimental equipment:
- Missing: 15.9%
- Inadequate: 25.9%
- Moderate: 28.2%
- Adequate: 30.0%

Assessment of teaching performance of staff:
- Missing: 12.4%
- Inadequate: 1.2%
- Moderate: 6.5%
- Adequate: 80.0%
Obstetric and Gynacology

Presentation of scientific materials during teaching

- Inadequate: 27.6%
- Moderate: 44.7%
- Adequate: 27.6%

Ability to ask questions to staff in lecturers

- Inadequate: 24.7%
- Moderate: 48.2%
- Adequate: 27.1%
Adequacy of course notes

- Missing: 5.3%
- Inadequate: 54.1%
- Moderate: 21.8%
- Adequate: 18.8%

Adequacy of available references in library

- Missing: 5.3%
- Inadequate: 15.3%
- Moderate: 28.8%
- Adequate: 50.6%
Presentation course aims at the beginning of course

- Missing: 2.9%
- Inadequate: 67.6%
- Moderate: 14.7%
- Adequate: 14.7%

Linkage between course contents and the practical

- Missing: 2.9%
- Inadequate: 27.6%
- Moderate: 37.6%
- Adequate: 31.8%
Adequacy of practical hours

- Missing: 3.5%
- Inadequate: 54.7%
- Moderate: 23.5%
- Adequate: 18.2%

Availability of research assignment

- Missing: 11.8%
- Inadequate: 68.8%
- Moderate: 11.2%
- Adequate: 8.2%

Adequacy of audio/visual aids

- Missing: 7.1%
- Inadequate: 12.9%
- Moderate: 31.8%
- Adequate: 48.2%
Adequacy of lab and experimental equipment:

- Missing: 15.3%
- Inadequate: 41.8%
- Moderate: 30.0%
- Adequate: 12.9%

Assessment of teaching performance of staff:

- Missing: 8.2%
- Inadequate: 15.3%
- Moderate: 29.4%
- Adequate: 47.1%
Presentation of scientific materials during teaching

- Missing: 6.7%
- Inadequate: 24.4%
- Adequate: 15.6%
- Moderate: 53.3%

Ability to ask questions to staff in lectures

- Missing: 7.4%
- Inadequate: 8.1%
- Adequate: 40.0%
- Moderate: 44.4%
Adequacy of course notes

- Missing: 10.4%
- Inadequate: 51.9%
- Moderate: 28.1%
- Adequate: 9.6%

Adequacy of available references in library

- Missing: 17.0%
- Inadequate: 5.2%
- Moderate: 25.2%
- Adequate: 52.6%
Presentation course aims at the beginning of course:

- Missing: 8.1%
- Adequate: 17.0%
- Moderate: 13.3%
- Inadequate: 61.5%

Linkage between course contents and the practical:

- Missing: 8.1%
- Inadequate: 32.6%
- Adequate: 17.8%
- Moderate: 41.5%
Adequacy of practical hours

- Missing: 7.4%
- Inadequate: 40.0%
- Moderate: 25.2%
- Adequate: 27.4%

Availability of research assignment

- Missing: 3.7%
- Inadequate: 83.0%
- Moderate: 5.2%

Adequacy of audio/visual aids

- Missing: 5.9%
- Inadequate: 8.1%
- Moderate: 27.4%
- Adequate: 58.5%
Adequacy of lab and experimental equipments

- Missing: 20.0%
- Inadequate: 47.4%
- Moderate: 17.8%
- Adequate: 14.8%

Assessment of teaching performance of staff

- Missing: 7.4%
- Inadequate: 18.5%
- Moderate: 31.9%
- Adequate: 42.2%
Surgery

Presentation of scientific materials during teaching

- Inadequate: 22.4%
- Moderate: 54.4%
- Adequate: 23.2%

Ability to ask questions to staff in lecturers

- Inadequate: 10.5%
- Moderate: 46.0%
- Adequate: 43.5%

Adequacy of course notes

- Inadequate: 69.2%
- Moderate: 23.1%
- Adequate: 7.7%
Adequacy of available references in library

- Inadequate: 6.1%
- Moderate: 32.2%
- Adequate: 61.7%

Presentation course aims at the beginning of course

- Inadequate: 82.9%
- Moderate: 13.0%
- Adequate: 4.1%
Linkage between course contents and the practical

- Inadequate: 43.1%
- Adequate: 21.1%
- Moderate: 35.8%

Adequacy of practical hours

- Inadequate: 32.5%
- Adequate: 35.0%
- Moderate: 32.5%
Availability of research assignment

- inadequate: 91.0%
- moderate: 6.6%
- adequate: 2.5%

Adequacy of audio/visual aids

- inadequate: 8.9%
- moderate: 35.8%
- adequate: 55.3%
Adequacy of lab and experimental equipment:
- Adequate: 19.0%
- Moderate: 20.0%
- Inadequate: 61.0%

Assessment of teaching performance of staff:
- Adequate: 52.5%
- Moderate: 27.0%
- Inadequate: 20.5%
Adequacy of performance of Students Affairs Office

Did you communicate with the student affairs

- Missing: 3.3%
- No: 21.3%
- Yes: 19.7%
- Some times: 55.7%

Is there any difficulties to obtain any paper from them

- Missing: 4.9%
- No: 54.9%
- Some times: 28.7%
- Yes: 11.5%
Did you see the faculty book

- Missing: 4.1%
- No: 46.7%
- Yes: 49.2%

Adequacy of employment performance

- Missing: 1.6%
- Inadequate: 4.1%
- Moderate: 45.9%
- Adequate: 48.4%

Is there any corrections in the work system can be done

- Missing: 4.1%
- No: 12.3%
- May be: 50.8%
- Yes: 32.8%
Adequacy of Youth Care Office

Did you know about the different type of activities in youth care office

- Missing: 6.6%
- Some times: 23.0%
- Yes: 21.3%
- No: 49.2%

Did you participate in the activities of the office

- Missing: 5.7%
- Some times: 8.2%
- Yes: 13.1%
- No: 73.0%
Adequacy of the services of the office

- Adequate: 15.6%
- Inadequate: 23.0%
- Moderate: 50.0%
- Missing: 11.5%
- Total: 100.0%
Analysis of the questionnaires for sample from Alumni
(about academic support in the faculty)

Analysis of the Alumni comments

![Pie chart showing grades at AU up to now]

- Excellent: 16.2%
- Very good: 35.3%
- Good: 32.4%
- With substances: 4.4%
- Missing: 11.8%

![Pie chart showing talking to staff members]

- Often: 2.9%
- Sometimes: 20.6%
- Never: 76.5%
Asking questions in lecturers

- Often: 1.5%
- Sometimes: 5.9%
- Never: 92.6%

Meeting with staff in his office

- Often: 1.5%
- Sometimes: 10.3%
- Regular: 5.9%
- Never: 88.2%

Working with the staff in a research work

- Missing: 4.4%
- Regular: 5.9%
- Often: 11.8%
- Sometimes: 11.8%
- Never: 66.2%
Using the main services in the university

- never: 18.8%
- sometimes: 31.3%
- regular: 50.0%

Using the medical services in the University

- did not know: 54.7%
- use/adequate: 20.3%
- use/not adequate: 3.1%
- not use: 21.9%
Analysis of the questionnaires for sample from the staff members in Faculty of Medicine (about student performance and their performance in the three areas of mission)

Did you know that the faculty has a clear mission

- Missing: 8.8%
- No: 1.5%
- Yes: 89.7%

Did you know that the mission was published

- Missing: 10.3%
- No: 36.8%
- Yes: 52.9%
Adequacy of the curriculum in your department

- Missing: 8.8%
- Inadequate: 4.4%
- Moderate: 45.6%
- Adequate: 41.2%

Balance between the main medical science and the clinical science

- Missing: 8.8%
- Inadequate: 4.4%
- Moderate: 50.0%
- Adequate: 36.8%
Adequacy of knowledge obtained by the students

- Missing: 8.8%
- Inadequate: 5.9%
- Adequate: 33.8%
- Moderate: 51.5%

Adequacy of teaching facilities

- Missing: 10.3%
- Inadequate: 11.8%
- Adequate: 29.4%
- Moderate: 48.5%
Importance of studying medicine based on evidence

- Missing: 19.1%
- No: 7.4%
- May be: 25.0%
- Yes: 48.5%

Evaluation of the staff performance by knowledge

- Missing: 13.2%
- Fair: 1.5%
- Moderate: 30.9%
- Good: 54.4%
Evaluation of the staff performance by scientific skills

- Missing: 20.6%
- Good: 33.8%
- Fair: 7.4%
- Moderate: 38.2%

Evaluation of the staff performance by clinical skills

- Missing: 14.7%
- Fair: 14.7%
- Good: 17.6%
- Moderate: 52.9%
Evaluation of the staff performance by solving problem skills

- Missing: 16.2%
- Fair: 22.1%
- Good: 45.6%

Evaluation of the staff members by communications skills

- Missing: 13.2%
- Fair: 26.5%
- Good: 17.6%
- Moderate: 42.6%
Evaluation of the staff performance by computer skills

- Good: 41.2%
- Moderate: 33.8%
- Fair: 10.3%
- Missing: 14.7%

Evaluation of the staff performance by self education

- Good: 67.6%
- Moderate: 23.5%
- Missing: 8.8%
The adequacy of curriculum objectives

- Missing: 5.9%
- Inadequate: 1.5%
- Moderate: 25.0%
- Adequate: 67.6%

The curriculum documented from the department

- Missing: 13.2%
- No: 1.5%
- May be: 16.2%
- Yes: 69.1%
Adequacy of the teaching hours to the curriculum

- Missing: 9.0%
- Inadequate: 10.4%
- Moderate: 25.4%
- Adequate: 55.2%

Adequacy of the clinical hours to the curriculum

- Missing: 8.8%
- Inadequate: 8.8%
- Moderate: 41.2%
- Adequate: 41.2%
Adequacy of lecturers attendance by students

- Missing: 11.8%
- Inadequate: 5.9%
- Adequate: 35.3%
- Moderate: 47.1%

Adequacy of attendance of clinical teaching by students

- Missing: 14.7%
- Inadequate: 13.2%
- Adequate: 45.6%
- Moderate: 26.5%
Attendance of girls more than boys in lecturers

- Missing: 17.7%
- No: 14.5%
- Yes: 67.7%

The students were highly concentrated in lecturers

- Missing: 14.7%
- No: 10.3%
- To some limits: 26.5%
- Yes: 48.5%
There is increase in students numbers to faculty facilities

- Missing: 10.3%
- No: 14.7%
- May be: 27.9%
- Yes: 47.1%

There is increase in the students to the labor ma

- Missing: 16.2%
- No: 10.3%
- May be: 35.3%
- Yes: 38.2%
Is there fair chances between students in the evaluation

- Missing: 14.7%
- No: 13.2%
- To some limits: 13.2%
- Yes: 58.8%

Is there any fair chances between students in work

- Missing: 13.2%
- No: 19.1%
- To some limits: 19.1%
- Yes: 48.5%
Is there any discrimination between students

- Missing: 17.6%
- No: 2.9%
- To some limits: 5.9%
- Yes: 73.5%

Did you agree in participating students in teaching evaluation

- Missing: 16.2%
- No: 1.5%
- To some limits: 20.6%
- Yes: 61.8%
Did you agree with participating of students in staff evaluation

- Yes: 66.2%
- No: 14.7%
- To some limits: 17.6%
- Missing: 1.5%

Adequacy of office watches

- Adequate: 57.4%
- Inadequate: 7.4%
- Missing: 35.3%
Did you use new methods in teaching

- Missing: 44.1%
- Yes: 32.4%
- No: 23.5%

Did you develop the students evaluation

- Missing: 90.8%
- Yes: 7.7%
- No: 1.5%
Did you publish clinical researches in last five years

- Missing: 33.8%
- No: 55.9%
- Yes: 10.3%

Did you document clinical researches this year

- Missing: 29.4%
- No: 5.9%
- Yes: 64.7%
Did you participate in scientific organization

Did you participate in deployment in scientific magazines

Did you participate in scientific organization

- Missing: 27.9%
- Yes: 50.0%
- No: 22.1%

Did you participate in deployment in scientific magazines

- Missing: 36.8%
- Yes: 11.8%
- No: 51.5%
Summary of Results of focus group discussion in the different areas of self evaluation report (SWOT analysis)
1- Mission and Objectives

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Several (8) meetings for its formulation and revision</td>
<td>1- Few stalk holders involved</td>
<td>1- Involvement of concerned authorities in the ministry of health and medical syndicate for discussion</td>
</tr>
<tr>
<td>2. Discussed and approved by faculty council</td>
<td>2- Week participation from department staff</td>
<td>2- Presenting and discussing mission and objectives in any program organized for newly recruited staff and students</td>
</tr>
<tr>
<td>3. Involvement of some stakeholders</td>
<td>3- Few students involved</td>
<td>3- Policies for More awareness</td>
</tr>
<tr>
<td>4. Comprehensive, well specified and inclusive</td>
<td>4- Deficient awareness (lack of interest)</td>
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<tr>
<td>5. Well published</td>
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</tr>
</tbody>
</table>

II. Governance and Administration

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- the organizational structure of the faculty is Suitable in terms of:</td>
<td>1- Some of the functions of the faculty and department councils are not performed adequately especially in the fields of:</td>
<td>1- the faculty should have a strategic plan approved by the university council</td>
</tr>
<tr>
<td>a- Clear and continuous relationship between the university, the medical sector of the SCU and the Faculty which enhances the administrative function of the faculty.</td>
<td>a- research planning</td>
<td>2- a strategic plan for each department should be made by following the strategic plan of the faculty and university,</td>
</tr>
<tr>
<td>b- Continuous representation of the dean and vise deans in the university council and committees ensure that decisions affecting the faculty mission and policies are considered in concert.</td>
<td>b- staff development</td>
<td>3- Each strategic plan should cover the three aspects of the mission of the faculty</td>
</tr>
<tr>
<td>c- Clear and strong relationship of the administration of the faculty and administration of university hospitals ensure the development and allocation of clinical resources into the academic program.</td>
<td>c- Evaluation of the teaching and assessment methods and their impact on the quality of the education program (under and post graduate)</td>
<td>4- Reviewing the duties and responsibilities of faculty and department councils to ensure autonomy and effective function</td>
</tr>
<tr>
<td>2- The duties and responsibilities of different levels of administration(faculty, department councils) are Clear and suitable</td>
<td>2- Autonomy of the faculty is not complete</td>
<td></td>
</tr>
<tr>
<td>3- There is clear responsibility of the department and curriculum committee about the medical education program which is important to ensure the autonomy of the faculty</td>
<td>3- There is no Availability of a priority system to respond to change and review policies</td>
<td></td>
</tr>
<tr>
<td>4- Sufficient number and efficacy</td>
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</tbody>
</table>
of administrative staff and committees to cover the important aspects involved in implementing the activities of the faculty based on its role in basic and postgraduate medical education, research and provision of medical services Through its hospitals.

5- there is good effective administrative system to deal with students problems
6- there is strong Response of the top management to enhancement changes
7- starting activities for development of internal quality assurance system

III. Faculty Staff Members

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The total teacher/student ratio is convenient.</td>
<td>1- There is no fixed criteria for reviewing the staff required to deliver each component of the program and other mission functions of the faculty</td>
<td>1- the faculty should have a policy for recruitment of newer staff which addresses a balance of capacity for teaching, research and service functions,</td>
</tr>
<tr>
<td>2- The administration and the staff promotion system positively encourage staff members to improve their Teaching, research skills and their involvement in community services.</td>
<td>2- There is no system to ensure proper balance between staff number and job needs</td>
<td>2- Attending definite training courses for teaching skills, assessment skills and research skills should be considered in staff evaluation, promotion and even in determination of staff who will deliver the related courses</td>
</tr>
<tr>
<td>3- the current FIDP represents a good training program for developing the capabilities of faculty staff members</td>
<td>3- The faculty does not have a strategy for staff development especially in fields of teaching and research skills</td>
<td>3- The administration should take active steps to increase the non-academic staff Skills in computer and management</td>
</tr>
<tr>
<td>4- The department and faculty councils are responsible for assessing the department's need for New staff and this is revised on suitable intervals.</td>
<td>4- The faculty does not have a strategy for administrative staff development especially in fields of secretary and computer management</td>
<td></td>
</tr>
<tr>
<td>5- Ethical, scientific and professional performance is considered in promotion of Staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Sufficient number of non academic supporting staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Administrative staff and units cover the important aspects involved in</td>
<td></td>
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</tbody>
</table>
implementing the activities of the faculty based on its mission

### IV: Educational Programmes/ V: Academic Standards

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Aims and ILOS of the program relate reasonably to competencies needed for future roles (jobs) and further training</td>
<td>● More than necessary theoretical teaching</td>
<td>1-More awareness and training of staff about:</td>
</tr>
<tr>
<td>● ILOS of the program are well defined and clearly related to the delivering courses</td>
<td>● Deficient computer assisted and promotion of life long learning</td>
<td>- ILOS</td>
</tr>
<tr>
<td>● The format of the program is well defined</td>
<td>● Deficient participation of students in medical research</td>
<td>- Correlation between ILOS and various teaching methods</td>
</tr>
<tr>
<td>● ILOS for the courses are well stated, and correlated to the teaching and assessment methods</td>
<td>● Deficient involvement of EBM in clinical courses</td>
<td>- Correlation between ILOS and assessment methods</td>
</tr>
<tr>
<td>● Basic science courses are diverse and cover all aspects of human body and its duration is adequate</td>
<td>● Deficient collaboration between clinical and basic courses</td>
<td>2. The CC should have more authorities in planning and directing curriculum Changes.</td>
</tr>
<tr>
<td>● Behavioral, social sciences and medical ethics are included in the program</td>
<td>● Inadequate exposure of students to emergency cases, outpatients, primary health care cases</td>
<td>3. Any course structure should be revised and approved by the CC prior to faculty council approval.</td>
</tr>
<tr>
<td>● Clinical science courses are diverse and cover all aspects of medical practice and its duration is adequate in combination with the house office</td>
<td>● Lack of semester or block based courses</td>
<td>4-More inclusion of problem based and EBM teaching</td>
</tr>
</tbody>
</table>

5-Horizontal integration between basic science courses to avoid overlap and overload

6-Horizontal integration between clinical science courses to avoid overlap in knowledge

7-Ensure more skill training (Professional, Intellectual skills, transferable skills)

8-More incorporation of EBM, community visits and medical ethics issues in clinical courses

8-Small group clinical teaching

9-More Case studies

10-More time in outpatient and primary care situations

11-Foundation skills training earlier then house office year

12- The QAU should have a system for program/courses evaluation.
<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Inclusion of problem based learning in different courses</td>
</tr>
<tr>
<td>Inclusion of health promotion and disease prevention in clinical courses</td>
</tr>
<tr>
<td>Well defined course schedule in each course with clearly stated learning objectives for each topic</td>
</tr>
<tr>
<td>Program Committee has been approved</td>
</tr>
<tr>
<td>Suggested activities and expected outcomes</td>
</tr>
</tbody>
</table>
### Student assessment

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-The assessment policy formulated by the Medical Sector of the Supreme Council of Universities is followed by the faculty. It is a clear policy responsible for defining the marks allocated to each course, the distribution of marks between formative and summative assessment, defining methods of assessment (written, oral etc……), the distribution of marks between these various forms, and defining the criteria for passing examinations</td>
<td>1-There is no method by which the medical school monitors the reliability and validity of Assessments. 2-There is no definite policy for the school for researching, testing, and introducing new Assessment methods. 3-our written examinations test mainly Factual knowledge. 4-Objectively structured clinical examinations are not used in the faculty. 5-There is no policy to ensure matching between methods of assessment and teaching methods and ILOS</td>
<td>1-development reference guidelines for student assessment with respect to: a- matching assessment methods with and ILOS b- adopting criterion referenced model of different types of assessments including marking and grading c- using a wide range of assessment tools that also support learning d- ensuring transparency, fairness and effectiveness (reliability and validity) 2-Adequate training for all staff involved in assessment. 3-the assessment method(s) suitable for each intended learning Outcome in each course must be specified, and these methods must be strictly followed by examiners. 4-obligatory inclusion and clear definition of the role of external examiners.</td>
</tr>
<tr>
<td>2- The faculty has the right to define policies that do not contradict those defined by the Supreme Council e.g. the type of written examination (MCQ, essay etc……), the type Of oral or clinical examinations (OSCE or otherwise). In our faculty, recently, this is the responsibility of the Curriculum Committee; 3-The majority of our staff believe that our assessment policy needs to be improved 4-All our assessments depend on criterion referenced Judgments. 5-objective types of assessments are increasingly used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength points</td>
<td>Week points</td>
<td>Corrective actions</td>
</tr>
<tr>
<td>-----------------</td>
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<td>--------------------</td>
</tr>
<tr>
<td><strong>Teaching and learning</strong> 1- teaching methods are specified and matched with ILOS in each course 2- Small but increasing efforts to improve teaching methodology by staff</td>
<td><strong>Teaching and learning</strong> 1- lack of a system /policy to ensure effectiveness of teaching methods and their matching with ILOS in each course 2- inadequate efforts to overcome the large number of students especially in clinical/practical teaching</td>
<td><strong>Teaching and learning</strong> 1- Small group teaching should be ensured especially for clinical and other skill training 2- regular revision of effectiveness of teaching methods and their matching with ILOS by QAU</td>
</tr>
<tr>
<td><strong>Student support, academic and pastoral</strong> 1- The availability of many activities inside the faculty. 2- Students exchange program with international universities. 3- specifying a day each year for the students where there feedbacks on educational and other activities are discussed with the dean and departments chairs 4- students are represented in Quality unit. 5- Students' active participation in the decision making policies related to matters of their interests is being achieved. 6- Many opportunities for developing student contribution and discussing matters relevant to the students include students scientific session in the annual conferences, student union activities, and student meetings, during student activities as sports competitions, the youth care office, 3- Learning resources 1- Lecture halls are adequate despite the large number of students and are Equipped with basic facilities. 2. most of departmental laboratories and museums are adequately prepared 3- Availability of large hospitals with a large number and variety of patients. 2. Efforts to introduce simulated and community settings in clinical teaching. 3- Students and staff have average computer skills 4-</td>
<td><strong>Student support, academic and pastoral</strong> 1- Lack of efficient system for academic support. 2- No available program that monitors students' progress or their need for support. <strong>Learning resources</strong> 1- Advanced presentation aids (e.g. data show) less than optimal. 2. Inadequate space and teaching facilities in some departments. 3. Students' library is deficient in up-to-date publications electronic facilities. 4- Actual student-patient contact is suboptimal. 5- inadequate efforts to introduce simulated and community settings in clinical teaching.</td>
<td><strong>Student support, academic and pastoral</strong> 1- Students should be represented in different faculty committees. This Representation should be adequate and effective. 3- Motivating staff to share effectively in academic support of students. 2. Improving communication between students and staff (office hours, which are Organized through different departments, email, etc…). 4- Motivating students to share effectively in activities of student union</td>
</tr>
<tr>
<td><strong>Learning resources</strong> 1- Increasing the actual student-patient interaction should be addressed by the Curriculum committee and departments. Suggestions include extending working hours and dividing students into smaller groups, increasing clinical components at the expense of theoretical presentations with encouragement of self-reading and self learning, increasing stress on common clinical problems at the community level, increasing the use of outpatient clinics, 2- Improving the efficiency of use of the current resources; including 3- Enhancing the faculty budget to increase and improve learning resources</td>
<td><strong>Learning resources</strong></td>
<td><strong>Learning resources</strong></td>
</tr>
</tbody>
</table>
VIII: Research and Other Scholastic Activities

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Adequate availability of potential research materials and human resources.</td>
<td>1- Deficiency in some supporting services such as up-to-date publications, indexing and electronic facilities.</td>
<td>1- Upgrading of libraries and research facilities, 2- Development of faculty and departmental research plans with funding opportunities governed by the postgraduate studies and research committee</td>
</tr>
<tr>
<td>2- Regular conferences in each department</td>
<td>2- Highly deficient funding opportunities.</td>
<td>3- Priority for low cost/community related and local problem solving researches like audits, surveys,</td>
</tr>
<tr>
<td>3- Regular scientific journal publications by staff as a need for promotion</td>
<td>3- Lack of a research plan and lack of interaction between research and Undergraduate/postgraduate educational activities.</td>
<td></td>
</tr>
<tr>
<td>4- Increasing research skills.</td>
<td>4- Lack a policy for needs assessment for prioritization of research points</td>
<td></td>
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<tr>
<td>5- At least one international publication per year in each department in 50% of department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Participation in multicentric international projects by some staff</td>
<td></td>
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</tr>
</tbody>
</table>

IX: Community Involvement

<table>
<thead>
<tr>
<th>Strength points</th>
<th>Week points</th>
<th>Corrective actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The university hospitals introduce a wide range of direct patient care services from primary health care to advanced care not available elsewhere</td>
<td>1- The evaluation mechanism of the faculty for the impact of community services is not adequate?</td>
<td>1- An action plan for community development for the coming year, with clearly stated responsibilities and timescales should be done</td>
</tr>
<tr>
<td>2- Increasing community services other than hospital ones</td>
<td>2- The mechanism(s) that the faculty uses to assess the real community needs are lacking</td>
<td>2-</td>
</tr>
<tr>
<td>3- Many training courses and workshops for physicians in the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- A lot of health problems in the community were and are being addressed in the faculty and department conferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Opportunities

1- The leading role of the faculty in the community (upper Egypt).
2- Favourable change and strong support from administration of university.
3- Developing local community that needs faculty expertise.
4- Quality enhancement projects.
5- Increasing needs to special centres and units that could be expanded into budget sources.
Threats

1. More need of self funding.
2. Competition with other national faculties.
3. Competition with possible private faculties.
4. Community needs of graduate different from the classic ones (family doctors).
5. Accreditation requirements.