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| **Education & Learning Strategy** |
| (2018 – 2020) |
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**Faculty vision:**

The faculty of Pharmacy, Zagazig University vision is to be a regionally and globally accredited educational and research institute with a great contribution to the society.

**Mission:**

The faculty of Pharmacy, Zagazig University aims to provide the local and regional community with highly qualified, multidisciplinary and professional pharmacists with ethical values and able to participate in the development of drug industry and quality assurance as well as contribute to a distinguished health service to the society. This is achieved through developing and upgrading the academic programs, teaching and learning methods, supporting various student activities, developing the abilities of the staff members, their assistants and administrative members, enhancing the oriented applied and scientific research and providing the continuous pharmaceutical education.

**Introduction:**

The practice of pharmacy, pharmaceutical science, and education are undergoing global changes. Extended and new roles for pharmacists, as providers of health care services and as scientists, are increasingly being recognised and valued. Pharmacists are considered as medicines experts who possess a unique and complex body of knowledge and skills.

Since a competent practitioner workforce is an essential pre-requisite for all health care professions, so pharmacy programs must be designed based on competences in addition to knowledge. Pharmacy program must integrate knowledge, skills (critical thinking, problem solving, communication, mathematical skills, and information management) and attitudes & values (professionalism, integrity, caring, responsibility and ethics). It must support a culture of lifelong learning and development in the pharmacy profession. This can be achieved through the use of active teaching and learning methodologies: simulations, laboratories, fieldwork, reading journals, case study and others. Usually, there are some constraints for the effective management of educational programs:

**Our current programs features include:**

* + - Subject based, Teacher centered approach
    - Focused on large contents of “Basic Sciences”
    - No clear competencies, No well-articulated objectives
    - Mostly lecture-based, and passive student learning
    - Minor active learning
    - Course material may not be related to real-life issues, and applications are not included during teaching.
    - Assessment is variable and may not match the intended outcomes.

**Strategic goal:**

Provide our students with well-defined competency-based programs.

**Strategic objectives:**

1. **Identify the present level of skills delivered by the courses and skill gap analysis according to the published NARs for pharmacy education (2017):**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Orient teaching staff members with the published NARs for pharmacy education | Head of quality unit | Sep-2018 | - |
| Undertake a comprehensive curriculum review of both undergraduate programs according to the required 12 competencies for pharmacy education | * Head of quality unit * Heads of departments * Teaching staffs | Sep – Oct (2018) | - |
| Prepare a skill gap matrix demonstrating the distribution of courses along with the required 12 competencies |
| Determine the needs for implementing the competencies key elements in the taught courses | Oct– 2018 | 100,000 |

1. **Induce different active learning strategies as new teaching methods:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Arrange at least one workshop per year about new teaching methods for pharmacy students, active learning strategies, etc… | * Dean * Vice dean for students affairs * Head of quality unit | Oct– 2018  Sep -2019 | 3000/year |
| Mentor teaching staffs during the implementation of active learning in their teaching | Head of quality unit | 2018- 2020 | - |

1. **Ensure that assessment is central to program design, valid and reliably measures the stated competencies:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Arrange at least one workshop per year about designing structured assessments other than written exams that measure different skills e.g. OSPE exam, designing Rubric, etc. | * Dean * Vice dean for students affairs * Head of quality unit | Oct– 2018  Sep -2019 | 3000 |
| Arrange at least one workshop per year about preparation of exam blueprint | 3000 |
| Arrange at least one workshop per year about preparation of ILOs matrix to calculate percentage of students achievement of course outcomes | 3000 |

1. **Contextualize the taught courses with the future career to make them meaningful and useful to the students:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Orient teaching staffs with the mechanism of topic contextualization by providing real-life situations and problems. | * Head of quality unit | Sep-2018 | - |

1. **Ensure that all courses have documented and published learning outcomes and skills:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Arrange at least one workshop per year about proper writing of course specification | * Dean * Vice dean for students affairs * Head of quality unit | Oct– 2018  Sep -2019 | 3000 |
| Prepare course specification | Teaching staffs | Oct– 2018  Sep -2019 | - |
| Revise all courses specifications | * Head of quality unit * Curriculum committee | Nov-2018  Oct-2019 | - |
| Publish courses specification | * Dean * Vice dean for students affairs * Head of quality unit | Dec-2018 | 5000 |

1. **Improve graduation research project to advance students’ research skills and fostering independent thinking:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Establish the required criteria for preparing graduation research project | * Dean * Vice dean for students affairs * Head of quality unit | Sep– 2018 | - |
| Distribute the stated criteria for the heads of departments, teaching staffs and students | Vice dean for students affairs | Oct-2018 | 1000/year |

1. **Implement electronic learning & assessment:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Arrange at least one workshop per year about the use of e-learning as supportive tool to student learning & assessment | * Dean * Vice dean for students affairs * Head of quality unit | Oct– 2018 | - |
| Orient teaching staffs about the use of open resources during learning sessions e.g. case study & problem solving | Head of quality unit | Oct-2018 | - |

1. **Improve the learning environment:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Improve the internet connection in all classes and labs in the faculty of pharmacy | * Dean * Vice dean for community service and development * Manager of faculty of pharmacy | Oct-2018  To  Oct-2019 | 100,000 |
| Equip all classes and labs with audio-visual facilities including: data shows, screens, etc.. |

1. **Improve the quality of the course material prepared by teaching staffs:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Establish a committee chaired by the vice dean for students affairs and composed of representatives from all departments (Course Handout Committee) | * Dean * Vice dean for students affairs | The first two weeks of each semester | - |
| Evaluate all the prepared courses handouts according to a predetermined criteria | Course Handout Committee |
| Inform the heads of departments about the evaluation results for improvement | Vice dean for students affairs | The third week of each semester |  |

1. **Review our Quality Assurance framework in partnership with students, teaching staffs and external examiners, to ensure that the implemented competency-based programs further enhances students’ knowledge and skills:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Measure students satisfaction about courses, teaching staffs, teaching and assessment methods | Quality unit | at the end of each semester | - |
| Measure external examiners satisfaction about the quality of the students |
| Measure external stakeholders satisfaction about the quality of graduates | At the end of each academic year | - |
| Calculate the percentage of satisfaction from different stakeholders | - |
| Calculate the percentage of success compared with the last three years |  |
| Report the results for the management for further improvement | - |

1. **Ensure students have access to academic support through staff office hours:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Distribute work load table to teaching staffs | * Head of quality unit * Heads of departments * Teaching staffs | At the beginning of each semester | - |
| Encourage staff members to announce their office hours and contact information to the students |

1. **Foster an institutional culture that values teaching by recognising and rewarding excellent teaching for further educational enhancement:**

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| **Action** | **Responsibility** | **Duration** | **Budget** |
| Recognise and reward teaching staffs who demonstrate excellence in teaching | * Dean * Vice dean for students affairs * Head of quality unit | At the end of each academic year | 1000 |
| Introduce new Teaching and Learning Awards |

**Publication of the education & leaning strategy:**

* Faculty council
* Distribution to different departments
* Faculty website

**Follow up of the education & leaning strategy:**

* Distribution of surveys to capture students’ opinion about the use of active learning strategies
* Revision of course specifications and reports