Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Respiratory system disorders**
- Module Code:
- Year: **2024\2025**
- Semester: **S7** (**No. of group: 31)**
- Credit hours: **5CH (4 weeks)**
- Module contact hours:
- Module Coordinator: **Dr. Moh. Elsaid Ali Elfeqy**

Contact number	Task	Department	Name of Module management team
0 10 2388500	**E-learning coordination**	Chest	**Dr. Moh. Elfeqy**
01006269609	**Course document coordination**	Radiodiagnosis	**Dr. Ahmed Fekry**
0 10 64645885	**Course timetable &halls distribution preparation**	Community	**Dr. Amani Shawki**
• 0 10 64495522 • 0 12 72603297 • 0 12 04399770	**Students' attendance sheets preparation**	• Paediatrics • Internal medicine • Cardiothoracic	• **Dr. Asmaa Ibrahim** • **Dr. Ah. Ismaeil** • **Dr. Mohamed Ghaly**
0 10 2388500	**Students' assessment coordination**	Chest	**Dr. Moh. Elfeqy**

B- Statistical Information

- No. of students attending the module: **1811 (100 %)**
- No. of students completing the module: **1796 (99.17 %)**
- No. of students attending exam: **1792 (98.95 %).**
- **Results:**

No. of Passed students: **1790**, Percent: **98.89 %**
No. of Failed students: **2** , Percent**: 1.11 %**

- **Grading of successful students:**

Excellent: No: **1407 (78.6 %)**
Very Good: No: **303 (16.9 &)**
Good;NO;, percent: **71 (3.9 %)**
acceptable ;NO, **9 (0.5 %)**

C- Professional Information

1- Module teaching

Week 1

Day	Time	Type session		Group no.	Name of session
Sun. 10/11	9-11	Lecture		ABC	**Bronchial asthma**
	11-1	Lecture		ABC	**Pneumonia**
Mon. 11/11	9-11	Lecture		ABC	**Bronchiolitis and croup**
	11-1	Lecture		ABC	**Pleural diseases**
	Recorded Lecture			ABC	**Suppurative lung diseases**
				ABC	**Chest symptoms & local examination in pediatric patients**
				ABC	**Introduction and approach to interpretation of chest x ray**
Tues. 12/11	9-11	Online SGS		A	**Pneumonia and pleural disease in adult**
		Online SGS		B	**Imaging of focal lung disease**
		Online SGS		C	**Bronchial asthma , suppurative lung disease**
	11-11	Online SGS		A	**Imaging of focal lung disease**
		Online SGS		B	**Bronchial asthma , suppurative lung disease**
		Online SGS		C	**Pneumonia and pleural disease in adult**
	break 1-1:30				
	1:30-3:30	Online SGS		A	**Bronchial asthma , suppurative lung disease**
		Online SGS		B	**Pneumonia and pleural disease in adult**
		Online SGS		C	**Imaging of focal lung disease**
Wed. 13/11	9-11	F2F SGS		ABC	**History taking in adult patient**
	11-1	F2F SGS		ABC	**Chest examination in adult inspection-palpation**
Thurs 14/11	9-11	F2F SGS		ABC	**Examination in adult percussion-auscultation**
	11-1	F2F flipped		ABC	**Mediastinum(flipped)**

Week 2

Day	Time	Type session		Group no.	Name of session
Sun.	9-11	Lecture		ABC	**Bronchial asthma**

17/11	11-1	Lecture		ABC	**COPD**
	1.30-3.30	Lecture		ABC	**TB**
Mon. 18/11	9-11	Lecture		ABC	**Respiratory failure**
	11-1	Lecture		ABC	**Pleural diseases& pneumonia**
	Recorded Lecture			ABC	**TB adult**
				ABC	**Mediastinum**
				ABC	**Imaging of extra pulmonary lesion**
				ABC	**ILD**
Tues. 19/11	9-11	Online SGS		A	**Respiratory tract infection**
		Online SGS		B	**TB adult**
		Online SGS		C	**TB community**
	11-11	Online SGS		A	**TB adult**
		Online SGS		B	**TB community**
		Online SGS		C	**Respiratory tract infection**
	break 1-1:30				
	1:30-3:30	Online SGS		A	**TB community**
		Online SGS		B	**Respiratory tract infection**
		Online SGS		C	**TB adult**
Wed. 20/11	9-11	F2F SGS		**A1-A5**	**Clinical pediatric**
		F2F SGS		B	**COPD**
		F2F SGS		C	**COPD**
	11-1	F2F SGS		**B1-B5**	**Clinical pediatric**
		F2F SGS		A	**COPD**
	break 1-1:30				
	1:30-3:30	F2F SGS		A6-A10	**Clinical pediatric**
Thurs 21/11	9-11	TBL		A-B1-B5	**TBL**
	11-1	TBL		B6-B10-C	**TBL**
	break 1-1:30				
	1:30-3:30	F2F SGS		C11	**Clinical pediatric**

Week 3

Day	Time	Type session		Group no.	Name of session
Sat. 23/11	Recorded Lecture			ABC	Surgical solutions of respiratory disorders
				ABC	Occupational lung disease (community)
				ABC	Lung cancer
	9-11	Online SGS		A-B1-B5	Occupational lung disease (community)
		Online SGS		B6-B10 - C	Lung cancer
	11-1	Online SGS		A-B1-B5	Lung cancer
		Online SGS		B6-B10 - C	Occupational lung disease (community)
Sun. 24/11	9-11	F2F SGS		B5-B10	Clinical pediatric
	11-1	F2F SGS		C1-C5	Clinical pediatric
	1.30-3.30	F2F SGS		C6-C10	Clinical pediatric
Mon. 25/11	9-11	Online SGS		A	ILD
		Online SGS		B	Imaging of diffuse lung disease
		Online SGS		C	Surgical solutions of respiratory disorders
	11-1	Online SGS		A	Imaging of diffuse lung disease
		Online SGS		B	Surgical solutions of respiratory disorders
		Online SGS		C	ILD
	break 1-1:30				
	1:30-3:30	Online SGS		A	Surgical solutions of respiratory disorders
		Online SGS		B	ILD
		Online SGS		C	Imaging of diffuse lung disease

2- Topics taught as a percentage of content specified:
> 90%:100%

Reasons in detail for not teaching any topic:
None

If any topics were taught which are not specified, give reasons in detail
None

3- Teaching and learning methods:

	Methods	Advantages	Challenges
1.	Recorded lectures	-Time saving for students -Can be discussed/applied in SGS -Allows teaching to large groups at the same time	-Large content in a short time
2.	Small group sessions	-Immediate face to face feedback from students	-Some limitations in teaching facilities
3.	Clinical sessions	-Hands teaching of clinical skills	-Availability of patients for all groups at the same time -Inadequate number of manikins
4.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues
5.	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipments - Some students depended on their colleagues
6.	Lectures (face to face)	-Allows teaching to large groups at the same time	- No records of student attendance - Most of students did not attend - Uneven visibility& clarity of the presentation for all students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Method: Throughout the module

  Tools: small group sessions by using case scenario discussions.

- **What went well?**

Sessions went well with active participation of students

- **What could be improved?**

Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 3 pm most of the days), not enough to understand and apply the learned material.

B. Summative assessment

What were the methods and tools?

During the module:

TBL and Flipped

At the end of the module
Mid module quiz

Final module exam
Written question (short essay)
Multiple choice questions (MCQ)
Clinicalskillassesement (OSCE)
Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
……
None……
……
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
……None……
Explain if there were any unusual events or circumstances that might have affected the grade distribution.
……None……

5- Examination committee:

Head: Prof : Hanan Elshahat

Members:
Prof. Ezzat Mostafa
Prof. Sherein Bahgat
Prof. Osama Elsafy
Prof. Alaa AbdElHafiz
Prof. HazemTantawy

Role of external examiner: NA

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: ……No…….
- Adequate to some extent…Yes……
- Inadequate …No…….

List any inadequacies:

Problems with quality/function of data show in some teaching rooms
Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered:

……None……

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication **(√)**
2. Written comments
3. Surveys (*Attach the survey responses*)

List any criticism	Response of MMT
Students complained of need to change teaching room	-E-Learning coordinator immediately communicated /reported the complaint to module coordinator
Students complained of unclear/ faulty data show	-Each MMT communicated/reported the complaint to module coordinator -Staff members were instructed to bring their own laptops and cables for data show -Change the halls sometimes
Difficulties in clinical sessions due to inavilbility of large numbers of patients at the same time	- Calling chronic patients - Moving patients between teaching rooms during the clinical sessions

9- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication**(√)**
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Faculty complained of unclear/ faulty data show (verbal communication)	**Each MMT communicated/reported the complaint**
Faculty complained of absent beds for patient examination in some clinical sessions	**Each MMT communicated/reported the complaint to module coordinator**

10- Comments from external evaluator(s):

Comments	Response of MM team

NA	**NA**

11- Module enhancement: Next year

Progress on actions identified in the previous year's action plan:

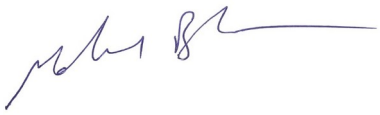
Action	Completed (yes or no)	Reasons for non-completion
	yes	

12- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2025-2026**	**Faculty members and assistants**
Provide adequate places to hold the mid module exam for all students at the same time	**By the academic year 2025-2026**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2025-2026**	**Faculty members and assistants**

Semester coordinator : Moh. Elsaid Ali Elfeqy signature

Date: 22/6/2025



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Musculoskeletal and Integumentary Disorders**
- Module Code: **BMS MI 2-2**
- Year: **2024/2025**
- Semester: **S7**
- Credit hours: **6**
- Module Coordinator: **Module management team**

Name of Module management team	Department	Task	Contact number
Dr. Mahmoud Goda	Plastic Surgery Department	**Students' attendance sheets preparation**	01066144922
Dr. Enas Ibrahim Abdelhady	Rheumatology and Rehabilitation	**Course document coordination**	01282716825
Dr. Mona Elrady	Dermatology Department	**-Course timetable & halls distribution preparation -- Students' assessment coordination**	01067070550
Dr. Amr Abdelhafiz Mohamed	Orthopedic surgery Department	**-E-learning coordination -Students' attendance sheets preparation**	01223117656
Dr. Ramy Adel Elshahat	Internal Medicine Department	**Students' attendance sheets preparation**	01229938911

B- Statistical Information

- No. of students attending the module: 1811 , Percent: 100%
- No. of students completing the module:1802 , Percent: 99.56%
- **Results:**

No. of Passed students: 1790 , Percent:99.33%
No. of Failed students 12 , Percent: 0.67%

- **Grading of successful students:**

Excellent: No: 1386 , Percent: 77.43%
Very Good: No: 307 , Percent: 17.15%
Good;NO; 87 , percent : 4.86%
acceptable ;NO, 10 , Percent: 0.56%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online lecture:** Congenital hip dysplasia **Online SGS:** **Skin lesions, Bacterial and Mycobacterial skin infections** **Plastic surgery: Introduction (Flaps and Grafts)** **Face to face:** **Lectures** Rheumatoid arthritis, Normal variants and skeletal deformities, SLE, skin lesions (bacterial and mycobacterial infections), flaps and grafts seronegative spondyloarthropathy (psoriasis and ankylosing spondylitis) **Clinical** Rheumatoid arthritis **SGS** SLE (history and symptomatology) congenital hip dysplasia Normal variants and skeletal deformities
2nd	**Online SGS:** **Parasitic, viral and fungal skin infections** **Tenosynovitis and Cleft lip** **Face to face** **Lectures** **-Osteomyelitis** **-Osteoarthritis** **-Parasitic, viral and fungal skin infections** **-Tenosynovitis and Cleft lip** **-Skin and subcutaneous lesions** **-Dermatomyositis** **-Talipes** **-Spondyloarthropathy (Enteropathic and reactive arthritis)** **Clinical Clinical Seronegative Spondyloarthropathy** **SGS** **Talipes** **Spondyloarthropathy (Enteropathic and reactive arthritis)** **Skin and subcutaneous lesions** **Osteomyelitis** **Flipped (Systemic Sclerosis)**
3rd	**Online lectures**

	-Juvenile idiopathic arthritis **-Papulosquamous, urticaria and eczema** **-vasculitis** **-Osteoporosis and osteopenia** **-Vitiligo, alopecia, acne, miliaria and cutaneous LE** **Online SGS** **-Vasculitis** **-Papulosquamous, urticaria and eczema** **-Crystal induced arthropathy** **Face to face** **Lectures** **Bone tumors** **Crystal induced arthropathy** **Clinical Clinical (Osteoarthritis)** **SGS** **Bone tumors** **Osteopenia, Osteoporosis and dermatomyositis** **Vitiligo, alopecia, acne, miliaria and cutaneous LE** **TBL**

1- Topics taught as a percentage of content specified: >90%

Reasons in detail for not teaching any topic: None

If any topics were taught which are not specified, give reasons in detail

2- Teaching and learning methods:

	Methods	Advantages	Challenges
1.	Recorded lectures	- Time saving for students - Can be discussed/applied in SGS	- No way to monitor student feedback
2.	Lectures	- Allows teaching to large groups of students	- Not all students attend the lectures - No reliable way to record student attendance - Its time is short not allow for explanation of the information in detail
3.	Team Based Learning (TBL)	- Enhance collaborative learning between students - Stress the role of an individual to a team - Enhance teamwork	- Some halls are very big to put large number of students which makes difficulty in their control - Inadequate number of classes

			- Technical problems, such as computers and data show in some halls
4.	Flipped Learning	- Allow student`s self-learning - Improves presentation skills of students - Enhances group work	Encourage reactivity of student for self-learning and work in a team, but makes some students depend on others
5.	Small Group Sessions	Allow the use of interactive teaching methods e.g discussion, brainstorming etc	Inadequate numbers of faculty members and halls.
6.	Clinical Sessions	Hands on teaching of clinical skills	- Difficulty of providing clinical cases for all groups of students at the same time

3- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning, TBL, and small group sessions. By using case scenarios and multiple-choice best answer.
  - Attending staff provided constructive feedback regularly to improve students learning
- **What went well?**
  - Feedback improved student learning and encouraged their active participation in the sessions
- **What could be improved?**
  - Providing self-assessment for students after each session to maintain student self-learning.
  - To make it easy, we can communicate with each group leader to catch any feedback concerning that group.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]
2- Flipped [Assessment rubrics, checklist]
3- Mid module examination [multiple choice questions]

Final module exam

1- Written examination (short answers, MCQ)
2- Clinical skill assessment (OSCE)/OSPE

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it

No change

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

No change

Explain if there were any unusual events or circumstances that might have affected the grade distribution.
None.

4- Examination committee:
Head: Prof. Dr. Mohamed Khater (head of Dermatology department).
Members:
- Prof. Dr. Heba Abdelwahab Selim (Head of Rheumatology and Rehabilitation Department)
- Prof. Dr. Ezat Mostafa (Head of internal medicine Department)
- Prof. Dr. Hosam Khairy (Head of orthopedic surgery Department)
- Prof. Dr. Alaa Elsadik (Head of plastic surgery Department)
Role of external examiner: no

5- Facilities and teaching materials: (Please tell yes or no)
Totally adequate: No
Adequate to some extent: Yes
Inadequate: No

List any inadequacies:
to ensure all facilities of data show presentation are ready and provide continuous maintenance.

6- Administrative constraints
List any difficulties encountered: none

7- Student evaluation of the module:
Done by (select the used method):
1. Verbal communication √√
2. Written comments √√
3. Surveys

List any criticism	Response of MMT
Students complained about absence of some staff members at their sessions	**Each MMT communicated/reported the complaint**
Students reported some technical problems at Microsoft teams	**Each MMT communicated/reported the complaint and sessions were rescheduled**

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √√

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Faculty asked for clinical booklet	**It was prepared and released to students**

8- Comments from external evaluator(s):

Comments	Response of MM team

9- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion

10- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible

Module coordinator: Module management team

Name	Signature	Heads of the shared departments	Signature
Dr. Mahmoud Goda		**Prof. Dr. Alaa Elsadik (Head of plastic surgery Department)**	
Dr. Enas Ibrahim Abdelhady		**Prof. Dr. Heba Abdelwahab Selim (Head of Rheumatology and Rehabilitation Department)**	

Dr. Mona Elrady		Prof. Dr. Mohamed Khater (head of Dermatology department).	
Dr. Amr Abdelhafiz Mohamed		Prof. Dr. Hosam Khairy (Head of orthopedic surgery Department)	
Dr. Ramy Adel Elshahat		Prof. Dr. Ezat Mostafa (Head of internal medicine Department)	

Semester coordinator: Prof. Dr. Sheren Awad signature

Date: 22/6/2025

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Special sense**
- Module Code: **BMS SS 2-1**
- Year: **2024-2025**
- Semester: **S8**
- Credit hours: **8 hours**
- Module contact hours: **126 hours**
- Module Coordinator: **Dr/ Alaa Saleh**

Contact number	Task	Department	Name of Module management team
01221380204	E-learning coordination	*ENT*	*Dr/ Ashraf Elhusseiny*
01006780358	Course document coordination	*ophthalmology*	*Dr/ Ghada Mahmoud*
01094448454	Course timetable &halls distribution preparation	*ophthalmology*	*Dr/ Alaa Saleh*
01063811924	Students' attendance sheets preparation	*Ophthalmology*	*Dr/ Mohamed Hegab*
01019895366		*ENT*	*Dr/ Heba Mohamed Mahmoud* *Dr/ Mohamed Omar*
0 114 503 0660			
0 10 09270202	Students' assessment coordination	*ENT*	*Dr/ Abdelrahman Magdy Fawzy*

B- Statistical Information

- No. of students attending the module: , Percent: 1811
- No. of students completing the module: , Percent: 1796
- No. of students attending exam: , percent: 1796
- **Results:**

No. of Passed students: , Percent: 1790
No. of Failed students , Percent: 6

- **Grading of successful students:**

Excellent: No: , Percent: 1215
Very Good: No: , Percent: 401
Good;NO; , percent : 149
acceptable ;NO, , Percent:25

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **- Signs of conjunctival diseases** **-cases of conjunctivitis &spring catarrh & trachoma & pterygium** **-Audiological assessment) (Recorded lecture)** **- Uvea** **- Ossicular chain (trauma & otosclerosis)** **Audiological assessment** **Face to face** **Lectures** **- Introduction (ophthalmology)** **-Eyelid** **-Conjunctiva** **-Cornea** **- Epiphora** **-External ear** **- Tympanic membrane** **Clinical** **-Eyelid examination & Signs of Eyelid disease** **-Anatomy(ENT), History taking (ENT), Clinical examination (ENT)** **-History taking (Ophthalmology)** **-Visual acuity examination** **-Color vision** **Practical** **- Visual Field examination , Confrontation test** **SGS** **- Case of eyelid diseases: ptosis, entropion, ectropion, stye, chalazion** **- Auricular diseases** **Flipped** **TBL**
2nd	**Online** **- Inner ear (Recorded)** **- Lens** **- Glaucoma** **Face to face**

	Lectures - Otitis media - Complications of otitis media - Middle ear tumors **Clinical** - External auditory -Tympanic membrane - Examination of cornea - Examination of lacrimal system **Practical** **SGS** - Ossicular chain -Case of epiphora & cases of dry eye - Signs of corneal diseases -Cases of corneal ulcer & keratoconus **Flipped** - Differential diagnosis of Leukocoria (Congenital cataract & Retinoblastoma) - Complicated otitis media **TBL**
3rd	Online - Case of ocular deviation & Diplopia & 3rd, 4th , 6th nerve palsy - Symptoms of ear diseases (Recorded) - Visual pathway, orbital cellulitis (Recorded uploaded lectures) Face to face **Lectures** - Squint - Pupil & leukocoria **Clinical** -Measurement of IOP & ophthalmic investigations - Cases of red eye (painless & painful) - Middle ear tumors &Otosclerosis - Signs of eye with glaucoma -Case of POAG & acute angle closure & congenital & secondary glaucoma **Practical** **SGS** - Complications of otitis media - Facial nerve - Signs of Uveal diseases -Case of uveitis & endophthalmitis & scleritis - EOM examination & Signs of strabismus

	Flipped **TBL** **- External & middle ear**
4th	**Online** **-Cases of refraction error (Myopia, hypermetropia, astigmatism, presbyopia)** **- Signs & Cases of optic nerve disorders** **-Signs & Case of visual pathway disorder** **Face to face** **Lectures** **- Retina** **- Errors of refraction** **- Optic nerve: Papilledema, Papillitis. Optic atrophy** **Clinical** **- Fundus examination (red reflex)** **-Menier's disease** **-Ear examination** **- Pupil examination** **Practical** **SGS** **-Signs of lens disorders, Cases of senile & complicated &congenital cataract** **-Acoustic neuroma** **-Cases of Marcus Gunn Pupil & third nerve palsy** **Flipped** **TBL** **- cornea and conjunctiva**
5th	**Online** **Face to face** **Lectures** **Clinical** **- Cases of vision loss (painful & painless) (Acute & chronic)** **- Signs of Retinal diseases** **Practical** **SGS** **- Cases of orbital diseases**

	-Patient doctor relationship **- Cases of CRVO, CRAO, RD** **-Case study: Night blindness (Nyctalopia) & retinitis pigmentosa** **Flipped** **TBL**

1- Topics taught as a percentage of content specified: (100%)

-Reasons in detail for not teaching any topic: (None)
-If any topics were taught which are not specified, give reasons in detail (None)

2- Teaching and learning methods:

	Methods	Advantages	Challenges
	Lectures (face to face)	Allows teaching to large groups at the same time	- No records of student attendance - Many students did not attend - Uneven visibility& clarity of the presentation for all students -Large topic with uneven briefing
	Lectures (recorded)+ (online)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students	-Large content in a short time
	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups	- Deficient or malfunctioning technical equipments in some teaching rooms
	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipments

			- Some students depended on their colleagues in their teams
	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues
	Clinical/ practical sessions	-Allow acquisition of clinical skills by students	- Inadequate number of clinical cases and their variation between different groups -Inadequate number of equipment for training the large number of students

3- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

- Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**

- Sessions went well with active participation of students

- **What could be improved?**

- Allowing more time between the lecture and the applied SGS session
- Allow more time for teaching the module totally, as the students have condensed course in a very short time, not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

Final module exam

- End module examination in the form of quiz.

- Final examination :Written examination (short essay- short questions- MCQ), Practical exam (OSPE)
  And Clinical exam (OSCE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
(None)

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
(None)

Explain if there were any unusual events or circumstances that might have affected the grade distribution.
(None)

4- Examination committee:

Head: Prof. Dr. Medhat Mohamed Shawky
Members:
Prof. Dr. Tarek Abdelzaher
Prof. Dr. Haitham Younis Al-Nashar
Dr. Alaa Saleh
Dr. Ghada Mahmoud
Dr. Mohaned Hegab
Dr. Mohamed Omar
Dr. Ashraf Elhussiny
Dr. Heba Mohamed Mahmoud

Role of external examiner: (NA)

5- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate:
- Adequate to some extent: Yes
- Inadequate:

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

6- Administrative constraints

List any difficulties encountered: None

7- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments

3. Surveys

List any criticism	Response of MMT
Non-functioning computers and data show at some halls	- Staff members were instructed to bring their own laptops and cables for data show - Use printed material - Change the halls sometimes

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

8- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

9- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion
Provide adequate places to hold the mid module exam for all students at the same time	**Yes**	

10- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible

Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2025-2026**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2025-2026**	**Faculty members and assistants**

Signature	**Heads of the shared departments**	**Signature**	**Name**
			Prof. Dr. Tarek Abdelzaher
			Prof. Dr. Haitham Al-Nashar
			Dr. Alaa Saleh
			Dr. Ghada Mahmoud
			Dr. Mohaned Hegab
			Dr. Mohamed Omar
			Dr. Ashraf Elhussiny

Semester coordinator: **signature**
Prof. Dr.
Medhat Mohamed Shawky

Date: 15/10/2025

Module Report

Academic Year:2024/2025 Semester: S8

1. Basic Information

Module Title (according to the bylaw):	**Endocrine disorder**
Module Code (according to the bylaw):	**BMS EN 2-2**
Department/s that participated in the teaching:	• **Internal Medicine** • **Pediatrics** • **Ophthalmology** • **Family Medicine** • **General Surgery**
Total number of credit points of the module:	**credit points 6**
Module Type:	**Clinical**
The level to which the module was introduced:	**Phase II**
Academic Program:	**4th Academic year**
Faculty:	**Faculty of medicine**
University:	**Zagazig university**
Name of Module Coordinator:	**Dr. Nagwa Samy**
Module Report Approval **(Attach the decision/minutes of the department /committee/council ....)**	
Date of approval of the module report: 15/10/2025	.Click or tap to enter a date

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
249	----------	24	----------
Instructor Name	Department	Academic degree	Specialty
1. Dr. Shereen Bahgat	Family medicine	Professor	Family medicine
2. Nora Nabil	Family medicine	Assistant Professor	Family medicine

3. Dr. Amany Mohammad	Family medicine	Assistant Professor	Family medicine
4. Dr. Rasha Mohammad	Family medicine	Assistant Professor	Family medicine
5. Dr. Yasmeen Elhossiny	Family medicine	Assistant Professor	Family medicine
6. Dr. Noha Othman	Family medicine	Assistant Professor	Family medicine
7. Dr. Eman Mohammad	Family medicine	Lecturer	Family medicine
8. Dr. Nahla Mahmoud	Family medicine	Lecturer	Family medicine
9. Dr. Marwa Abdelhady	Family medicine	Lecturer	Family medicine
10. Dr. Nada Abbass	Family medicine	Lecturer	Family medicine
11. Dr. Samar Ahmed	Family medicine	Lecturer	Family medicine
12. Dr. Maha Mohammed	Family medicine	Lecturer	Family medicine
13. Dr. Aya Mohammad	Family medicine	Lecturer	Family medicine
14. Dr. Esraa Ibrahim	Family medicine	Lecturer	Family medicine
15. Aya Ahmed	Family medicine	Assistant Lecturer	Family medicine
16. Manar Mammdouh	Family medicine	Assistant Lecturer	Family medicine
17. Nancy William	Family medicine	Assistant Lecturer	Family medicine
18. Aya Kamal	Family medicine	Assistant Lecturer	Family medicine
19. Shimaa Mohammad	Family medicine	Assistant Lecturer	Family medicine
20. Alaa Abdelrazik	Family medicine	Demonstrator	Family medicine
21. Mohammad Nagah	Family medicine	Demonstrator	Family medicine
22. Gehan Abdallah	Family medicine	Demonstrator	Family medicine
23. Gehad Attia	Family medicine	Demonstrator	Family medicine
24. Zeinb Mohammad	Family medicine	Demonstrator	Family medicine
25. Mona Mohsen	Family medicine	Demonstrator	Family medicine
26. Dr. Wael Elsayed	General Surgery	Professor	General Surgery

27. Dr. Osama Hassan	**General Surgery**	Professor	**General Surgery**
28. Dr. Abdelrahman Mohammad	**General Surgery**	Professor	**General Surgery**
29. Dr. Wael Ibrahim	**General Surgery**	Professor	**General Surgery**
30. Dr. Salah Mansour	**General Surgery**	Professor	**General Surgery**
31. Dr. Eslam Mohammad	**General Surgery**	Professor	**General Surgery**
32. Dr. Mansour Mohammad	**General Surgery**	Professor	**General Surgery**
33. Dr. Ashraf Gouda	**General Surgery**	Professor	**General Surgery**
34. Dr. Hany Mohammed	**General Surgery**	Professor	**General Surgery**
35. Dr. Amr Abdelbasit	**General Surgery**	Professor	**General Surgery**
36. Dr.Osama Mohammad	**General Surgery**	Professor	**General Surgery**
37. Dr. Morsy Mohammad	**General Surgery**	Professor	**General Surgery**
38. Dr.Hatem Mohammad	**General Surgery**	Professor	**General Surgery**
39. Dr. Wael Salah	**General Surgery**	Professor	**General Surgery**
40. Dr. Osama Abdelazaiz	**General Surgery**	Professor	**General Surgery**
41. Dr. Tamer Elsaed	**General Surgery**	Professor	**General Surgery**
42. Dr. Taha Abdelwahab	**General Surgery**	Professor	**General Surgery**
43. Dr. Mostafa Bayomi	**General Surgery**	Professor	**General Surgery**
44. Dr. Mhammad Mahmoud	**General Surgery**	Professor	**General Surgery**
45. Dr. Gamal Mohammad	**General Surgery**	Professor	**General Surgery**
46. Dr. Ramadan Mahmoud	**General Surgery**	Professor	**General Surgery**
47. Dr. Amr Ahmed Ibrahim	**General Surgery**	Professor	**General Surgery**
48. Dr.Ahmed Raafat	**General Surgery**	Professor	**General Surgery**

49. Dr.Abdelwahab Saleh	**General Surgery**	Professor	**General Surgery**
50. Dr. Waleed Ahmed	**General Surgery**	Professor	**General Surgery**
51. Dr.Mohammad Ali	**General Surgery**	Professor	**General Surgery**
52. Dr.Ahmed Mahmoud	**General Surgery**	Professor	**General Surgery**
53. Dr. Mostafa Mohammad	**General Surgery**	Professor	**General Surgery**
54. Dr.Waleed Abdelmawla	**General Surgery**	Professor	**General Surgery**
55. Dr.Ahmed Mohammad	**General Surgery**	Professor	**General Surgery**
56. Dr. Tarek Ezzat	**General Surgery**	Professor	**General Surgery**
57. Dr.Ali Helmy	**General Surgery**	Professor	**General Surgery**
58. Dr. Samir Ibrahim	**General Surgery**	Professor	**General Surgery**
59. Dr.Abdelwahab Mohamed	**General Surgery**	Assistant Professor	**General Surgery**
60. Dr. Mostafa Mohamed	**General Surgery**	Assistant Professor	**General Surgery**
61. Dr.Alaa Atif	**General Surgery**	Assistant Professor	**General Surgery**
62. Dr.Tamer Mohamed	**General Surgery**	Assistant Professor	**General Surgery**
63. Dr.Yasser Ali	**General Surgery**	Assistant Professor	**General Surgery**
64. Dr.Loay Mohamed	**General Surgery**	Assistant Professor	**General Surgery**
65. Dr.Joseph Rizk	**General Surgery**	Assistant Professor	**General Surgery**
66. Dr.Mohamed Mahmoud	**General Surgery**	Assistant Professor	**General Surgery**
67. Dr.Ahmed Kamal	**General Surgery**	Assistant Professor	**General Surgery**
68. Dr.Ahmed Mohamed	**General Surgery**	Assistant Professor	**General Surgery**
69. Dr. El Sayed Ibrahim	**General Surgery**	Assistant Professor	**General Surgery**
70. Dr. Ahmed Shafik	**General Surgery**	Assistant Professor	**General Surgery**
71. Dr. Mohamed Nagm	**General Surgery**	Assistant Professor	**General Surgery**

72. Dr. Amr Ahmed Fouad	**General Surgery**	Assistant Professor	**General Surgery**
73. Dr. Saeed Mohamed	**General Surgery**	Assistant Professor	**General Surgery**
74. Dr. Ehab Shehata	**General Surgery**	Assistant Professor	**General Surgery**
75. Dr. Adel Mahmoud	**General Surgery**	Assistant Professor	**General Surgery**
76. Dr. Rasha Shaaban	**General Surgery**	Assistant Professor	**General Surgery**
77. Dr. Ashraf El Gharabawy	**General Surgery**	Lecturer	**General Surgery**
78. Dr. Mohamed Abu Zeid	**General Surgery**	Lecturer	**General Surgery**
79. Dr. Islam Abuzeid	**General Surgery**	Lecturer	**General Surgery**
80. Dr. Mohamed Adel	**General Surgery**	Lecturer	**General Surgery**
81. Dr. Karim Fathy	**General Surgery**	Lecturer	**General Surgery**
82. Dr.Ahmed Kamal	**General Surgery**	Lecturer	**General Surgery**
83. Dr. Ahmed Mosbah	**General Surgery**	Lecturer	**General Surgery**
84. Dr. Abdelbasit Mohammad	**General Surgery**	Lecturer	**General Surgery**
85. Dr. Abdelfattah Hassan	**General Surgery**	Lecturer	**General Surgery**
86. Dr. Youssef Ahmed	**General Surgery**	Lecturer	**General Surgery**
87. Dr. Ahmed Khaled	**General Surgery**	Lecturer	**General Surgery**
88. Dr. Alaa Ahmed	**General Surgery**	Lecturer	**General Surgery**
89. Dr. Mohammad Hassan	**General Surgery**	Lecturer	**General Surgery**
90. Dr. Reham Zakria	**General Surgery**	Lecturer	**General Surgery**
91. Dr. Saad Nagi	**General Surgery**	Lecturer	**General Surgery**
92. Dr. Mohammad Tharwat	**General Surgery**	Lecturer	**General Surgery**
93. Dr. Mohammad Elsayed	**General Surgery**	Lecturer	**General Surgery**
94. Dr. Bola Nagi	**General Surgery**	Lecturer	**General Surgery**

95. Dr. Adel Abdelhamid	**General Surgery**	Lecturer	**General Surgery**
96. Dr. Hisham Abdelazim	**General Surgery**	Lecturer	**General Surgery**
97. Dr. Ahmed Attia	**General Surgery**	Lecturer	**General Surgery**
98. Dr, Ahmed Magdy	**General Surgery**	Lecturer	**General Surgery**
99. Dr. Manar Atif	**Ophthalmology**	Assistant Professor	**Ophthalmology**
100. Dr. Hala Kamal	**Ophthalmology**	Assistant Professor	**Ophthalmology**
101. Dr. Hany Abdelhafiz	**Ophthalmology**	Assistant Professor	**Ophthalmology**
102. Dr. Mohammad Elsaed	**Ophthalmology**	Assistant Professor	**Ophthalmology**
103. Dr. Tamer Gamal	**Ophthalmology**	Assistant Professor	**Ophthalmology**
104. Dr. Ahmed Bahgat	**Ophthalmology**	Assistant Professor	**Ophthalmology**
105. Dr. Mostafa Abdallah	**Ophthalmology**	Assistant Professor	**Ophthalmology**
106. Dr. Amed Saed	**Ophthalmology**	Assistant Professor	**Ophthalmology**
107. Dr. Yasser Elsayed	**Ophthalmology**	Assistant Professor	**Ophthalmology**
108. Dr. Ahmed Mahmoud	**Ophthalmology**	Lecturer	**Ophthalmology**
109. Dr. Mahmoud Aboelkhair	**Ophthalmology**	Lecturer	**Ophthalmology**
110. Dr. Mahmoud Magdy	**Ophthalmology**	Lecturer	**Ophthalmology**
111. Dr. Mahmoud waliallahb	**Ophthalmology**	Lecturer	**Ophthalmology**
112. Dr.Yasmeen Ahmed	**Ophthalmology**	Lecturer	**Ophthalmology**
113. Dr. Essam Gomaa	**Ophthalmology**	Lecturer	**Ophthalmology**

114. Dr. Karim Samir	**Ophthalmology**	Lecturer	**Ophthalmology**
115. Dr. Abd allah Nassar	**Ophthalmology**	Lecturer	**Ophthalmology**
116. Dr. Shereef Mohammed	**Ophthalmology**	Lecturer	**Ophthalmology**
117. Dr. Marwa Khairy	**Ophthalmology**	Lecturer	**Ophthalmology**
118. Dr. Ghada Tawfiq	**Ophthalmology**	Lecturer	**Ophthalmology**
119. Dr. Arafa Khadr	**Ophthalmology**	Lecturer	**Ophthalmology**
120. Dr. Ahmed Ragab	**Ophthalmology**	Lecturer	**Ophthalmology**
121. Amr Akmal	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
122. Hossam Zein	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
123. Ahmed Yehia	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
124. Ahmed lkayal	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
125. Sara Fawzy	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
126. Donia Diaa	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
127. Nora Mohammed	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
128. Mohamm ed Eldamasi	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
129. Ahmed Elsayed	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
130. Mostafa Elashri	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
131. Mohamm ad Anas	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
132. Lamiaa ALaidy	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
133. Abdelhali m Atif	**Ophthalmology**	Assistant Lecturer	**Ophthalmology**
134. Dr. Hany Elsadik	**Internal medicine**	Professor	**Internal medicine**

135. Dr. Mohammad Hassan	**Internal medicine**	Professor	**Internal medicine**
136. Dr. Amr Shabaan	**Internal medicine**	Professor	**Internal medicine**
137. Dr. Nafesa	**Internal medicine**	Professor	**Internal medicine**
138. Dr. Ehab Fawzy	**Internal medicine**	Professor	**Internal medicine**
139. Dr. Hoda Abdelaziz	**Internal medicine**	Professor	**Internal medicine**
140. Dr. Hatem Salem	**Internal medicine**	Professor	**Internal medicine**
141. Dr. Hazem Elashmawy	**Internal medicine**	Professor	**Internal medicine**
142. Dr. Gehan Said	**Internal medicine**	Professor	**Internal medicine**
143. Dr. Ahmed Elagrody	**Internal medicine**	Professor	**Internal medicine**
144. Dr. Khaled Elbana	**Internal medicine**	Professor	**Internal medicine**
145. Dr. Alaa Farag	**Internal medicine**	Professor	**Internal medicine**
146. Dr. Amira Ahmed	**Internal medicine**	Professor	**Internal medicine**
147. Dr. Mohammad Awad	**Internal medicine**	Professor	**Internal medicine**
148. Dr. Mayada Mousa	**Internal medicine**	Professor	**Internal medicine**
149. Dr. Mohammad Salam	**Internal medicine**	Professor	**Internal medicine**
150. Dr. Yasser Elnajar	**Internal medicine**	Professor	**Internal medicine**
151. Dr. Hesham Attia	**Internal medicine**	Professor	**Internal medicine**
152. Dr. Aymen Ramadan	**Internal medicine**	Professor	**Internal medicine**
153. Dr. Fayrouz Othman	**Internal medicine**	Professor	**Internal medicine**

154. Nagwa Samy	**Internal medicine**	Professor	**Internal medicine**
155. Dr. Khaled Elhefnawy	**Internal medicine**	Professor	**Internal medicine**
156. Dr. Hoda Gouda	**Internal medicine**	Professor	**Internal medicine**
157. Dr. Maged Mahrous	**Internal medicine**	Professor	**Internal medicine**
158. Dr. Nermeen Rashad	**Internal medicine**	Professor	**Internal medicine**
159. Dr. Mahmoud Ashour	**Internal medicine**	Professor	**Internal medicine**
160. Dr. Nahla Abdelkarim	**Internal medicine**	Professor	**Internal medicine**
161. Dr. Ahmed Fathy	**Internal medicine**	Professor	**Internal medicine**
162. Dr. Ashraf Khalifa	**Internal medicine**	Professor	**Internal medicine**
163. Dr. Ghada Samir	**Internal medicine**	Professor	**Internal medicine**
164. Dr. Abdallah Noara	**Internal medicine**	Professor	**Internal medicine**
165. Dr. Amany Ibrahim	**Internal medicine**	Professor	**Internal medicine**
166. Dr. Osama Basha	**Internal medicine**	Professor	**Internal medicine**
167. Dr. Khaled Hadhood	**Internal medicine**	Professor	**Internal medicine**
168. Dr. Mabrook Esmail	**Internal medicine**	Professor	**Internal medicine**
169. Dr. Ehab Salem	**Internal medicine**	Professor	**Internal medicine**
170. Dr. Fady Maher	**Internal medicine**	Professor	**Internal medicine**
171. Dr. Hassan Mahmoud	**Internal medicine**	Professor	**Internal medicine**
172. Dr. Madhat Ibrahim	**Internal medicine**	Professor	**Internal medicine**
173. Dr. Amira Shokry	**Internal medicine**	Professor	**Internal medicine**

174. Dr. Fawzy Elmessallmy	**Internal medicine**	Professor	**Internal medicine**
175. Dr. Yasser Elnajar	**Internal medicine**	Professor	**Internal medicine**
176. Dr. Said Elbrashomy	**Internal medicine**	Professor	**Internal medicine**
177. Dr. Amr Elhawary	**Internal medicine**	Professor	**Internal medicine**
178. Dr. Elsayed Elnahal	**Internal medicine**	Professor	**Internal medicine**
179. Dr. Elshabrawy	**Internal medicine**	Assistant Professor	**Internal medicine**
180. Dr. Ahmed Allam	**Internal medicine**	Assistant Professor	**Internal medicine**
181. Dr. Aymen Riyad	**Internal medicine**	Assistant Professor	**Internal medicine**
182. Dr. Heba Shafik	**Internal medicine**	Assistant Professor	**Internal medicine**
183. Dr. Shady Shaker	**Internal medicine**	Assistant Professor	**Internal medicine**
184. Dr. Mohammed Sadky	**Internal medicine**	Assistant Professor	**Internal medicine**
185. Dr. Neveen Fouad	**Internal medicine**	Assistant Professor	**Internal medicine**
186. Dr. Marwan Elgohary	**Internal medicine**	Assistant Professor	**Internal medicine**
187. Dr. Mohammad Gaber	**Internal medicine**	Assistant Professor	**Internal medicine**
188. Dr. Elsayed Anani	**Internal medicine**	Assistant Professor	**Internal medicine**
189. Dr. Mahmoud Amer	**Internal medicine**	Assistant Professor	**Internal medicine**
190. Dr. Aymen Fathi	**Internal medicine**	Assistant Professor	**Internal medicine**
191. Dr. Azza Hassan	**Internal medicine**	Assistant Professor	**Internal medicine**
192. Dr. Said Abdelbaky	**Internal medicine**	Assistant Professor	**Internal medicine**
193. Dr. Tmer Gouda	**Internal medicine**	Assistant Professor	**Internal medicine**

194. Dr. Nermeen Saad	**Internal medicine**	Lecturer	**Internal medicine**
195. Dr. Fatma Eltaher	**Internal medicine**	Lecturer	**Internal medicine**
196. Dr. Ahmed Noamaan	**Internal medicine**	Lecturer	**Internal medicine**
197. Dr. Sara Salem	**Internal medicine**	Lecturer	**Internal medicine**
198. Dr. Shimaa Morsy	**Internal medicine**	Lecturer	**Internal medicine**
199. Dr. Reda Khedry	**Internal medicine**	Lecturer	**Internal medicine**
200. Dr. Mohammad Abdelmaboud	**Internal medicine**	Lecturer	**Internal medicine**
201. Dr. Mohammad Gamal Elshamy	**Internal medicine**	Lecturer	**Internal medicine**
202. Dr. Ramy Adel	**Internal medicine**	Lecturer	**Internal medicine**
203. Dr. Ahmed Mahmoud	**Internal medicine**	Lecturer	**Internal medicine**
204. Dr. Tarek Elasoad	**Internal medicine**	Lecturer	**Internal medicine**
205. Dr. Ahmed Esmail	**Internal medicine**	Lecturer	**Internal medicine**
206. Dr. Mohammed Abdelazim	**Internal medicine**	Lecturer	**Internal medicine**
207. Dr. Mohammad Gamal Khalifa	**Internal medicine**	Lecturer	**Internal medicine**
208. Dr. Ahmed Farag	**Internal medicine**	Lecturer	**Internal medicine**
209. Dr. Waleed Attia	**Internal medicine**	Lecturer	**Internal medicine**
210. Dr. Ahmed Elkolly	**Internal medicine**	Lecturer	**Internal medicine**
211. Dr. Shimaa Abdelmonaem	**Internal medicine**	Lecturer	**Internal medicine**

212. Dr. Maikel	**Internal medicine**	Lecturer	**Internal medicine**
213. Dr. Mohammad Sanad	**Pediatrics**	Professor	**Pediatrics**
214. Dr. Soad Shedeed	**Pediatrics**	Professor	**Pediatrics**
215. Dr. Said Morsy	**Pediatrics**	Professor	**Pediatrics**
216. Dr. Dina Shokry	**Pediatrics**	Professor	**Pediatrics**
217. Dr. Safaa Hamdy	**Pediatrics**	Professor	**Pediatrics**
218. Dr. Hatem Houssein	**Pediatrics**	Professor	**Pediatrics**
219. Dr. Ashgan	**Pediatrics**	Professor	**Pediatrics**
220. Dr. Dina Tawfik	**Pediatrics**	Professor	**Pediatrics**
221. Dr. Hadeel Abdelrahman	**Pediatrics**	Professor	**Pediatrics**
222. Dr. Seham Azzab	**Pediatrics**	Professor	**Pediatrics**
223. Dr. Sahar Sharawy	**Pediatrics**	Professor	**Pediatrics**
224. Dr. Rabab Elbehady	**Pediatrics**	Professor	**Pediatrics**
225. Dr. Sanaa	**Pediatrics**	Professor	**Pediatrics**
226. Dr. Nermeen Abdelmonaem	**Pediatrics**	Professor	**Pediatrics**
227. Dr. Azzat Kamal	**Pediatrics**	Professor	**Pediatrics**
228. Dr. Eman Hendawy	**Pediatrics**	Professor	**Pediatrics**
229. Dr. Mohammad Arafa	**Pediatrics**	Professor	**Pediatrics**
230. Dr. Mohammad Abdelsalam	**Pediatrics**	Professor	**Pediatrics**

231. Dr. Mohammad Abdelraouf	**Pediatrics**	Professor	**Pediatrics**
232. Dr. Merfat Hesham	**Pediatrics**	Professor	**Pediatrics**
233. Dr. Azza Khalil	**Pediatrics**	Professor	**Pediatrics**
234. Dr. Tmer Hassaan	**Pediatrics**	Professor	**Pediatrics**
235. Dr. Mohammad Othman	**Pediatrics**	Professor	**Pediatrics**
236. Dr. Eman Elmoghazy	**Pediatrics**	Professor	**Pediatrics**
237. Dr. Mohammad Hamed	**Pediatrics**	Professor	**Pediatrics**
238. Dr. Ehab Rasheed	**Pediatrics**	Professor	**Pediatrics**
239. Dr. Doaa Youssef	**Pediatrics**	Professor	**Pediatrics**
240. Dr. Nehad Karam	**Pediatrics**	Professor	**Pediatrics**
241. Dr. Amany Ahmed	**Pediatrics**	Professor	**Pediatrics**
242. Dr. Maha Nouh	**Pediatrics**	Professor	**Pediatrics**
243. Dr. Dalia Abdellatif	**Pediatrics**	Professor	**Pediatrics**
244. Dr. Safwat Aziz	**Pediatrics**	Professor	**Pediatrics**
245. Dr. Ehab Elbana	**Pediatrics**	Professor	**Pediatrics**
246. Dr. Mohammed Elmalky	**Pediatrics**	Professor	**Pediatrics**
247. Dr. Osama Taha	**Pediatrics**	Professor	**Pediatrics**
248. Dr. Aml Elgohary	**Pediatrics**	Professor	**Pediatrics**
249. Dr. Hossam Kamal	**Pediatrics**	Professor	**Pediatrics**
250. Dr. Osama Elkholy	**Pediatrics**	Professor	**Pediatrics**

251. Dr. Hesham Samy	**Pediatrics**	Professor	**Pediatrics**
252. Dr. Amr Ibrahim	**Pediatrics**	Assistant Professor	**Pediatrics**
253. Dr. Shereef Elgabaly	**Pediatrics**	Assistant Professor	**Pediatrics**
254. Dr. Mona Hamed	**Pediatrics**	Assistant Professor	**Pediatrics**
255. Dr. Sameh Ahmed	**Pediatrics**	Assistant Professor	**Pediatrics**
256. Dr. Youssef	**Pediatrics**	Assistant Professor	**Pediatrics**
257. Dr. Marwa Lotfy	**Pediatrics**	Assistant Professor	**Pediatrics**
258. Dr. Mona Elsharkawy	**Pediatrics**	Assistant Professor	**Pediatrics**
259. Dr. Ahmed Elhewala	**Pediatrics**	Assistant Professor	**Pediatrics**
260. Dr. Atif	**Pediatrics**	Assistant Professor	**Pediatrics**
261. Dr. Dalia Gameel	**Pediatrics**	Lecturer	**Pediatrics**
262. Dr. Heba Elhakeem	**Pediatrics**	Lecturer	**Pediatrics**
263. Dr. Mohammad Essam	**Pediatrics**	Lecturer	**Pediatrics**
264. Dr. Asmaa Ibrahim	**Pediatrics**	Lecturer	**Pediatrics**
265. Dr. Seham Mohammad	**Pediatrics**	Lecturer	**Pediatrics**
266. Dr. Mai Elattar	**Pediatrics**	Lecturer	**Pediatrics**
267. Dr. Aml Elgohary	**Pediatrics**	Lecturer	**Pediatrics**
268. Dr. Eslam Adel	**Pediatrics**	Lecturer	**Pediatrics**
269. Dr. Hesham saad	**Pediatrics**	Lecturer	**Pediatrics**
270. Dr. Mohammad Abdelhalem	**Pediatrics**	Lecturer	**Pediatrics**

271. Dr. Aliaa Ezzat	**Pediatrics**	Lecturer	**Pediatrics**
272. Dr. Hala Amin	**Pediatrics**	Lecturer	**Pediatrics**
273. Dr. Mohammed Eltaher	**Pediatrics**	Lecturer	**Pediatrics**

Notes (if any):

The teaching staff involved in the module possessed appropriate academic qualifications and clinical expertise that were well aligned with the module content and intended learning outcomes.

Most clinical teaching sessions were delivered by qualified faculty members with relevant specialty expertise and extensive clinical experience, ensuring the effective integration of theoretical knowledge with clinical practice and providing students with learning opportunities in authentic clinical settings.

In some clinical departments, teaching assistants and junior staff members participated in selected clinical teaching activities under the supervision of faculty members. Their involvement contributed to facilitating small-group learning, providing additional academic support, and enhancing student engagement. However, increasing faculty member involvement in all clinical teaching activities would further strengthen students' exposure to specialized clinical expertise and enrich their clinical learning experience.

Students were divided into groups A, B, and C to maintain an appropriate student-to-instructor ratio and to accommodate the requirements of clinical training. This arrangement facilitated active participation, effective supervision, and hands-on clinical learning during clinical sessions.

The distribution of students into smaller groups supported the implementation of interactive teaching and learning strategies, including bedside teaching, case-based discussions, Team-Based Learning (TBL), and flipped classroom activities. This contributed to improving student engagement, promoting collaborative learning, and enhancing the achievement of the intended learning outcomes.

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical/clinical/...)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
weeks 4	**122 hours**	**hours 35**	**---------**	**hours 4 (flipped)**	**hours 4 (TBL)**

Notes (if any)

The teaching staff carefully delivered the course contents to ensure proper alignment between the theoretical and practical content and the allocated number of teaching weeks.

Consequently, all topics specified in the course specification were successfully covered within the scheduled timeframe. Furthermore, all teaching and learning strategies outlined in the course specification, particularly active learning approaches, were effectively implemented to enhance students' learning experience and support the achievement of the intended learning outcomes. This contributed to improving students' academic performance and overall educational development.

However, during course implementation, a few sessions required adjustment as the allocated time was either insufficient or more than necessary for the planned content. Additionally, due to unforeseen emergency circumstances, some sessions were delivered as interactive online sessions instead of face-to-face sessions. These modifications ensured continuity of teaching while maintaining student engagement and achievement of the intended learning outcome.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	3/13/2025	**30**	**MCQ 30**	**Internal Medicine:** - Anterior pituitary gland. - Diabetes insipidus (DI). - Thyroid gland. -Pancreas & Type 2 DM, treatment, insulin treatment. -Acute and Chronic diabetes complications. **Pediatrics:** - Growth hormone deficiency, growth and development, short stature. - Congenital hypothyroidism. -Type 1 Diabetes, neonatal hypoglycemia, inborn errors of metabolism. **Ophthalmology:** - Visual disturbances due to pituitary tumors. - Thyroid eye disease. **Family Medicine:** -Diabetes mellitus screening guidelines. -Diabetes mellitus self-monitoring and patient education. **General Surgery:** -Congenital thyroid lesions. -Simple nodular goiter. -Breast anatomy. -Breast trauma. -Breast inflammation. -Benign breast lesions.
Final Written	7/17/2025	**60**	**Single Best 30 Answer (SBA)&10 Short Answered Questions (SAQs)**	**Internal Medicine:** -Hypopituitarism& pituitary apoplexy. - Anterior pituitary gland. - Diabetes insipidus (DI). - Thyroid gland. - Parathyroid and calcium. - Adrenal gland. -Pancreas &Type 2 DM, TTT, insulin treatment. -Acute and Chronic diabetes complications. -Dyslipdemia. - Hirsutism & PCOS.

				- Type 2 diabetes risk factors & diagnosis. **Pediatrics:** Growth hormone deficiency, growth and development, short stature. Congenital hypothyroidism. Puberty. Type1Diabetes, neonatal hypoglycemia, inborn errors of metabolism. **Ophthalmology:** -Visual disturbances due to pituitary tumors. -Thyroid eye disease. -Diabetic eye disease. **Family Medicine:** -Diabetes mellitus screening guidelines. -Diabetes mellitus self-monitoring and patient education. **General Surgery:** -Congenital thyroid lesions. -Simple nodular goiter. -Thyroid cancer. -Thyroidectomy. -Pheochromo-cytoma. -Benign breast lesions - Breast cancer. - Mastectomy.
OSPE/OSCE	7/19/2025 7/20/2025 7/21/2025	**45**	**stations 8** assessed skills**)** were **History Taking, Physical Examination, Communication (and photos**	**Internal Medicine:** - Pituitary (Acromegaly). -Diabetes mellitus. - Adrenal (Cushing). -Thyroid (Hypo & Hyper). **Pediatrics:** - Congenital hypothyroidism. -Short stature Growth and development. **Ophthalmology:** -Ophthalmological clinical examination. **General Surgery:** - Thyroid examination. - Breast examination.
TBL	3/5/2025	**12**	**2 MCQ (iRAT)-Case scenario 1 (tAPP)**	**Internal medicine & General surgery** (Diabetes mellitus)

Flipped Sessions	3/6/2025	**3**	**Virtual Case scenarios**	**Internal medicine (Hyperthyroidism):** -Apply the prior learning of relevant biomedical & clinical sciences. -Describe the clinical presentation(s) of hyperthyroidism. - Outline the diagnostic workup of hyperthyroidism. - Explain the treatment plan and prognosis of hyperthyroidism. -Identify the criteria of referral of cases with hyperthyroidism at certain stages to different specialties. **Ophthalmology (Diabetic retinopathy):** - Apply the prior learning of relevant biomedical & clinical sciences. - Describe the clinical presentation(s) of diabetic eye disease. - Outline the diagnostic workup of diabetic eye disease. - Identify the treatment plan and prognosis of diabetic eye diseases.

*** The methods mentioned are examples the institution may add and delete depending on the nature of the course**

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ….), and the rules for passing the course:

Evaluation checklists: (https://drive.google.com/file/d/1wDIfGU3TXJjVTmH7sxwvepxOvDcB8YPC/view?usp=drivesdk) & (https://docs.google.com/document/d/1O7WXKuJQt8WpBZu9Nt9C3pptMLEVGD7NRTAw4Yt2wwE/edit?usp=drivesdk)

Master blueprints:
https://drive.google.com/file/d/1pX0jsWi8WUVZXes0w6WyiMeu01Ax4boC/view?usp=drivesdk
Total written blueprint:
https://drive.google.com/file/d/1SkjgPCe0KCvglfY9l5i_8ge5pejjzleM/view?usp=drivesdk
OSCE blueprint:
https://drive.google.com/file/d/1axwnbR0B8cE8tnD-1xyAfdmoKRJFwZaS/view?usp=drivesdk
Written exam review:
https://drive.google.com/file/d/1bVtjzrRjuSKmNPLxhuNCJNzmwG97j0LP/view?usp=drivesdk
Instructions for exam implementation:
https://drive.google.com/file/d/1NodNyqmIqQNb6dmI52S1rIDqK5Q8fZQt/view?usp=drivesdk

Student Assessment Results	
Number of students (who started the module):	**1810**
Number of students (who completed the module/ sat for the exam):	**1792**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**18**
Total number of students who passed the exams successfully:	**1756**
Percentage of success (out of the total number of students who sat for the final exam)	**97.99%**

Grade Distribution						
Grade	**A**	**B**	**C**	**D**	**F**	**F-**
Number of students	**1169**	**429**	**149**	**9**	**36**	
Percentage	**65.23%**	**23.94%**	**8.31%**	**0.50%**	**2.01%**	

Total number of students who failed the exams:	**36**
Percentage of failure (for the total number of students who took the final exam)	**2.01%**

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Student performance in this year shows that some students passed the module successfully, while others did not achieve the passing requirements.

The reasons for not passing were different. Some students were not allowed to complete the exam due to disciplinary actions related to cheating cases. Other students were not allowed to sit for the final exam because they exceeded the allowed absence limit. In addition, some students attended the exam but did not achieve the minimum passing score.

Irregular attendance and weak participation in some teaching activities may also have affected the performance of certain students.

Overall, the results show different levels of student performance, and there is a need to improve attendance, engagement, and academic support in the future.

When comparing student performance in the current academic year with the previous year, a variation in results can be observed. This year, the results showed a slightly higher number of non-successful students compared to the previous year (2.01% vs 1.5%). This was mainly due to several factors, including disciplinary cases such as cheating incidents, students being barred from exams due to exceeding the allowed absence limit, and a number of students not achieving the minimum passing score in the final examination.

In addition, irregular attendance and lower engagement in some learning activities were more evident in a group of students this year, which may have contributed to the difference in performance compared to last year.

Overall, while the general pattern of student achievement remains similar, the current year

reflects a higher rate of non-completion and non-passing cases. This highlights the need for continued efforts to improve attendance, student engagement, and academic support strategies.

3. Student Feedback

*** Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - ……..**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire**
Timing of Evaluation:	**Student Satisfaction Questionnaire at the end of the semester**
Number of students who participated in the course evaluation	**450**
Percentage of participants to the total number	**25.11%**
Important points of satisfaction	**1- Integration of theoretical knowledge with clinical practice.** **2- Clinical teaching activities and case-based discussion that enhanced understanding and engagement.** **3- Appropriate assessment methods, aligned with learning objectives.**
Important points of dissatisfaction	**1- Limited opportunities for bedside teaching and direct patient interaction.** **2- Insufficient exposure to a wide variety of endocrine cases.** **3- Need for more supervised clinical training sessions in hospital settings.**

4. Staff Members Reflections

*** Instructors' views on the educational process, scientific content, adequacy of resources, etc. (if any)**

Teaching staff reported repeated technical problem with computers and data show. They were sometimes required to bring and use their personal laptops during sessions.

5. Module Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

……
……
……
……
……
……
……

Module development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Limited opportunities for bedside teaching and direct patient exposure	Increase clinical exposure and bedside teaching opportunities	Schedule additional bedside teaching sessions and clinical rounds to ensure students are exposed to a wider variety of endocrine cases in hospital settings.	
2.	Limited use of clinical case-based assessment	Increase the use of patient-based and case-based assessment methods	Revise the assessment blueprint to include a greater proportion of clinical case scenarios that assess application of knowledge, clinical reasoning, and decision-making skills in authentic clinical contexts.	
3.	Limited formative assessment of clinical skills	Strengthen formative assessment of practical and clinical competencies	Implement regular formative assessment activities during clinical training sessions, including observation of clinical performance and structured feedback.	

Name and Signature Module Coordinator	Name and Signature Head of the department council



Module Report

Academic Year:2024/2025 Semester: S8

1. Basic Information

Module Title (according to the bylaw):	**Female Reproductive Medicine and Surgery 1**
Module Code (according to the bylaw):	**BMS FR 2-2**
Department/s that participated in the teaching:	**Obstetrics & Gynecology** **Family medicine**
Total number of credit hours/points of the course:	**8 Hours**
Module Type:	**Compulsory**
The level to which the course was introduced:	S8 **4th academic year**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**د. احمد اسماعيل –احمد متولى القطاوى – د.سمر محمد**
Date of approval of the course report	**9/25/2025**

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
	-		-
Instructor Name	Department	Academic degree	Specialty
1. Dalia el Hyag	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
2. Aml el anwar	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
3. Tarek El behday	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
4. Safaa Abdelsalam Ebrahim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology

5. Sherin Attia Shazly Eissa	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
6. Amany Mohamed Ahmed Mohamed Abdel ghany	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
7. Amr Kamel elFayomy	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
8. Mohamed AbdelMoneim Ebrahim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
9. Amr Abd Almohsen Alnemr	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
10. Ahmed Mahmoud Abdou Mohamed	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
11. Amal AbdelAziz Nouh	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
12. Badea Selim Soliman Selim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
13. Manal Mohamed Mahmoud Bahairy	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
14. Azza Abdelmageed Abdelhamid	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
15. Hala Elsayed Mohamed Mowafy	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
16. Moustafa Abbas Ebrahim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
17. Soha Galal Ebrahim Siam	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
18. Gamal AbdelGhany Kassem	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
19. Mohamed Lotfy Mohamed Elsayed	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
20. Youssef AboElwan ElSayed	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
21. Ali ElShabrawy Ali Ali	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
22. Magdy Ragab ElSayed Hassan	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
23. Taha Abdelfattah ahmed taha	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
24. Hala Sherif ElSayed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
25. Hoda Sebai Abdel Salam Mohamed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
26. Mohamed fathi AboHashem Mohamed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
27. Ali Abdelhameed Mohamed Moustafa	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
28. Somia Magd Eldeen Mohamed Sadek	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
29. Mohamed Abdallah El- Bkry Lashin	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
30. Ahmed hamdy nasr elsayed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
31. Reda Abdel Aziz Ahmed Moustafa	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology

32. Shahenda Ahmed ElSayed Ebrahim	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
33. Mohamed Moustafa Mohamed Zaitoun	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
34. Mai Moustafa Mohamed Zaitoun	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
35. Khaled Fathi ElSayed Helal	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
36. Ahmed ElSayed Ebrahim Mansour	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
37. Waleed Mohamed Mohamed Moustafa	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
38. Ahmed Ismail Mohamed Ismail	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
39. Ahmed Hassan Zaki ElMassrawy	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
40. Mohamed Ramadan Ali Shaaban	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
41. **Hala Sherif ElSayed**	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
42. **Muhannad Mohamed Elsayed Azab**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
43. Osama ElSayed Mohamed Hussein	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
44. **Mohamed Ahmed Helmy ElSayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
45. **Attya Mohamed Attya AbdelFattah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
46. **Mohamed Ahmed Mahmoud Wasfy**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
47. **Moustafa Amin Fahmy Elsayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
48. **Amr Ashraf Mohamed Nasr**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
49. **Ahmed Gamal Mohamd AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
50. **Ahlam Ahmed Mohamed Basha**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
51. **Noha Ahmed Rageh Hussein**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
52. **Ahmed Salama Elradi Matbouli Iraki**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
53. **Ahmed Metwalli Mohamed El kattawi**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
54. **Ahmed Hesham Saleh Redwan**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
55. **Ahmed Abdelwahed AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
56. **Abdallah Fekry Abdel-Maksoud**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
57. **Marwa Ahmed Mohamed AbdelRahman**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
58. **Mahmoud Ismail AbdelRahman Kotb**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**

59. **Moustafa Salah Ahmed Metwaly Omara**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
60. **Reham Abdelhamed Elsayed abdelfatah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
61. **Amira Muhammad**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
62. **Ahmed Abdelaleem**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
63. **Muhammad Ayman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
64. **Emad Muhammad**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
65. **Ahmed Rabea**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
66. **Ihab Eldeeb**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
67. **Noha Mustafa**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
68. **Mustafa Ali**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
69. **Muhammad Osman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
70. **Ahmed Nashaat**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
71. **Usama Helmy**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
72. **Ahmed Salah**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
73. **Reem Ismael**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
74. **Sara Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
75. **Mahmoud Mahrous**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
76. **Salah Shahin**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
77. **Ahmed Ashraf**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
78. **Ahmed Abdellatif**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
79. **Muhammad Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
80. **Dr Nora Nabil**	**Family medicine**	**Assistant professor**	**Family medicine**
81. **Dr Rasha Bahaa**	**Family medicine**	**Assistant professor**	**Family medicine**
82. **Dr Yasmin Elhosseiny**	**Family medicine**	**Assistant professor**	**Family medicine**
83. **Dr Nahla Zaitoon**	**Family medicine**	**Assistant professor**	**Family medicine**
84. **Dr Eman Abdel sattar**	**Family medicine**	**Assistant professor**	**Family medicine**
85. **Marwa Abdelhad**	**Family medicine**	**Lecturer**	**Family medicine**
86. **Nada Abaas**	**Family medicine**	**Lecturer**	**Family medicine**

87. **Samar Ahmed-**	**Family medicine**	**Lecturer**	**Family medicine**
88. **Aya Banawy**	**Family medicine**	**Lecturer**	**Family medicine**
89. **Aya El M asry**	**Family medicine**	**Lecturer**	**Family medicine**
90. **Maha ElBadry**	**Family medicine**	**Lecturer**	**Family medicine**
91. **Shimaa AbdelHai**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
92. **Alaa Taher AbdelRazik**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
93. **Mona Mohsen**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
94. **Zeinab Sakr**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
95. **Mohamed Nagah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
96. **Gehad- Attia**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
97. **Jehan Abdallah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**

Notes (if any):

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content.
2- Practical teaching sessions were assigned to the course teaching assistants based on their competence, experience, and strong background in delivering practical instruction to students.
3- Students were divided into Groups A, B, and C to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. This arrangement facilitated the effective implementation of active teaching and learning strategies and enhanced student engagement during practical sessions.

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical/clinical/...)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
6 weeks	**60**	**160**	**-**	**-----**	**-**

Notes

The course was implemented according to the approved course specification, with careful consideration given to maintaining consistency between the theoretical and practical components and the allocated teaching schedule. All planned topics were successfully delivered within the designated timeframe. Moreover, the specified teaching and learning methods were employed, with particular emphasis on active learning strategies to promote student participation, enhance the learning process, and achieve the intended learning outcomes. These efforts contributed positively to students' academic achievement and the overall quality of the educational experience. Nevertheless, certain adjustments were necessary during course delivery. Some sessions required modifications to their allocated time, as the time initially assigned was either insufficient or exceeded the actual requirements of the content. In addition, a limited number of sessions were conducted online in an interactive format rather than face-to-face due to unforeseen emergency circumstances. These adjustments helped maintain the continuity of the

educational process, ensure effective student engagement, and support the achievement of the intended learning outcomes.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	**21\4\2025**	**60**	**60questions SBA &MEQ**	1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common gynecological disorders 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 4.5.2: Identify the pathogenesis of various common gynecological diseases. 4.6.1: Demonstrate altered structure and function of female reproductive system which are seen in various common gynecological diseases. 4.7.1: Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common gynecological diseases
Final Written		**80**	**40 s-40 SBA**	1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common gynecological disorders 1.6.2: Select the appropriate cost-effective investigations for common gynecological disorders 1.7.1: Define complex, uncertain, and ambiguous cases in gynecological diseases 1.8.1: Integrate prior learning of the clinical and biomedical sciences

				relevant to the common gynecological diseases 1.9.2 :Analyze the found data to solve the common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 4.5.2: Identify the pathogenesis of various common gynecological diseases. 4.7.1:Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common gynecological diseases 4.8.1: integrate basic sciences specific practical skills and procedures relevant to future practice and with the interpretation of common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests in common gynecological diseases 4.6.1: Demonstrate altered structure and function of female reproductive system which are seen in various common gynecological diseases. 4.7.1: Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common gynecological diseases
OSPE	Click or tap to enter a date.	**60**	**40 MEQ**	1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.6.2: Interpret the investigations results for common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and labora¬tory tests into a meaningful diagnostic formulation

				1.11.1: Perform a skillful and safe diagnostic& intervention procedure in gynecological diseases ,adapting to unanticipated findings or changing clinical circumstances 1.12.1: Apply safety measures while dealing with common gynecological diseases patients. (history & examination).
Flipped classroom			**Case scenario based with 2 MEQ**	1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common gynecological disorders 1.9.2: Analyze the found data to solve the common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 5.4.1: Practice effective leadership skills in learning & virtual clinical contexts for common gynecological diseases 5.6.1:Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 5.7.1: Document group communications in learning & virtual clinical contexts in common gynecological diseases. 6.1.1: Maintain academic professional behaviors in all teaching and learning session and activities 6.3.1: Utilize the learning resources and activities available through modules
TBL			**Individual Readiness Assurance-Test (iRA 5 -SBA Questions** **Team-Application Scenario-Based2-SBA Questions**	1.9.2: Analyze the found data to solve the common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 5.4.1: Practice effective leadership skills in learning & virtual clinical contexts for common gynecological diseases

				5.6.1:Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 5.7.1: Document group communications in learning & virtual clinical contexts in common gynecological diseases. 6.1.1: Maintain academic professional behaviors in all teaching and learning session and activities 6.3.1: Utilize the learning resources and activities available through modules 4.8.1: integrate basic sciences specific practical skills and procedures relevant to future practice and with the interpretation of common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests in common gynecological diseases

1. The assessment process was conducted in accordance with the Credit Hours Bylaw (2021) and the Faculty of Medicine assessment policies.
2. A variety of assessment methods were used, including quizzes, final written examinations, OSPE, Team-Based Learning (TBL) activities, assessment to evaluate students' achievement of the module learning outcomes.
3. Assessment blueprints were prepared to ensure alignment between learning outcomes and assessment methods.
4. Students were informed about assessment methods, grade distribution, and passing requirements at the beginning of the module.
5. All assessment activities and grading procedures were conducted fairly and transparently according to the approved regulations of the Credit hours Bylaw (2021).

Student Assessment Results	
Number of students (who started the module):	**1810**
Number of students (who completed the module/ sat for the exam):	**1800**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who** • **did not attend the final exam: 10** • **students** • **Absent: 10** • **With excuse: 8** • **Deprived (attendance): 2**
Total number of students who passed the exams successfully:	**1758**

Percentage of success (out of the total number of students who sat for the final exam)			97.12%		
Grade Distribution					
Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	**9**	**149**	**429**	**1169**	**44**
Percentage	**.49**	**8.27**		**64.9**	**2.4**
Total number of students who failed the exams:					**44**
Percentage of failure (for the total number of students who took the final exam)			Type equation here.		**2.4**

The overall examination results indicate a very good level of student achievement, with a high overall success rate of 97.6%. The majority of students successfully achieved the intended learning outcomes, reflecting effective teaching and learning processes throughout the module. The failure rate was relatively low (2.4%), indicating satisfactory overall academic performance. These results suggest that the module objectives were generally achieved, with continued attention needed to support students who did not successfully pass the examination.

Compared with the previous academic year, the current module results demonstrate a slight improvement in the overall success rate, increasing from 97.1% to 97.6%, accompanied by a decrease in the failure rate from 2.9% to 2.4%. The percentage of students achieving Excellent grades also increased from 60.9% to 64.9%, while the percentage of Very Good grades remained relatively stable (25.7% versus 26.5%). Overall, these results reflect a positive trend in students' academic performance compared with the previous year.

3. Student Feedback

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**
Number of students who participated in the course evaluation	**372**
Percentage of participants to the total number	**%20.55**
Important points of satisfaction	• The examination schedule was appropriate and provided students with sufficient time for preparation. • The study materials were made available to students well in advance of the examination. • Lecturers provided clear and effective explanations of the course content. • Case-based teaching sessions were conducted regularly, covering a variety of clinical cases.

Item	Comment
	• The course content was generally manageable and not excessively demanding in relation to the Obstetrics and Gynecology curriculum. • The number of lectures was reduced compared with the previous academic year, making the course workload more balanced and manageable for student
Important points of dissatisfaction	• Insufficient exposure to real clinical cases during teaching sessions, limiting students' opportunities for practical clinical correlation. • The absence of revision sessions before the final examination. • Students expressed the need for greater exposure to gynecological surgical procedures through direct observation or educational videos to enhance their understanding and facilitate learning. • Large teaching group sizes, particularly during practical sessions, which may limit individual student participation and hands-on experience. • The time allocated for examination preparation and revision should be sufficient to allow students to adequately review the course content before the final examination

4. Staff Members Reflections

- Staff members expressed their satisfaction with the new curriculum regulations, particularly the removal of certain disciplines that had limited impact on the overall module objectives while imposing an additional workload on students.
- They recommended incorporating real clinical cases into the practical examination to ensure better assessment of students' clinical skills and their ability to apply theoretical knowledge.
- Increasing students' exposure to real clinical cases during teaching sessions was also emphasized to strengthen clinical reasoning and practical experience.
- Staff members suggested developing and uploading additional educational courses and learning materials on online educational platforms to support self-directed learning.
- Continuous improvement and modernization of teaching facilities and lecture halls were recommended to provide a more effective and supportive learning environment

5. Module Enhancement

Here is the **Action Plan** formatted in the exact table structure requested:

No.	Areas Identified for Improvement	Improvement Actions Introduced	Method of Implementation	Responsible
1	**Enhancement of Clinical Exposure and Practical Assessment**	Introduce real clinical cases into the practical examination to ensure more effective assessment of students' clinical knowledge and skills.	• Redesigning the practical examination to include real clinical cases. • Increasing the use of clinical case-based discussions during teaching sessions.	Module Coordinator & OB/GYN Teaching Staff
2	**Development of Online Clinical Learning Resources**	Expand the use of Incision Academy courses, particularly those related to gynecological surgical procedures.	• Increasing the number of assigned Incision Academy courses. • Integrating online surgical training resources into the module learning activities.	Module Coordinator & Teaching Staff
3	**Enhancement of Active Learning and Student Engagement**	Introduce marks for TBL and Flipped Classroom activities to encourage active participation and independent learning.	• Allocating assessment marks for TBL and Flipped Classroom activities. • Encouraging preparation and active participation in group discussions and learning activities.	Module Coordinator & Teaching Staff
4	**Improvement of Practical Teaching and Student Participation**	Maintain small-group teaching arrangements to improve students' clinical exposure and individual participation.	• Organizing practical teaching sessions in smaller groups. • Increasing opportunities for direct interaction with clinical cases.	Clinical Training Coordinator & OB/GYN Department
5	**Teaching Facilities and Infrastructure**	Continue improving the teaching environment and technical facilities.	• Reporting maintenance requirements. • Conducting regular checks of lecture hall equipment and audiovisual facilities.	Faculty Management & IT / Maintenance Units

Name and Signature
Module Coordinator

Name and Signature
Head of the department council

Module Report

Academic Year:2024/2025 Semester: S8

1. Basic Information

Module Title (according to the bylaw):	**Female Reproductive Medicine and Surgery 2**
Module Code (according to the bylaw):	**BMS FR 2-1**
Department/s that participated in the teaching:	**Obstetrics & Gynecology** **Family medicine**
Total number of credit hours/points of the course:	**6 Hours**
Module Type:	**Compulsory**
The level to which the course was introduced:	S8 **4th academic year**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**د عطية محمد عطية– د.محمد عزب – د.سمر محمد**
Date of approval of the course report	**9/25/2025**

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
86	-	12	-

Instructor Name	Department	Academic degree	Specialty
1. Dalia El Hayag	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
2. Mostafa Abass	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
3. Aml El Anawr	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology

4. Nadia Mohamed Madkour Musa	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
5. **Safaa Abdelsalam Ebrahim**	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
6. Sherin Attia Shazly Eissa	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
7. Amany Mohamed Ahmed Mohamed Abdel ghany	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
8. Amr Kamel elFayomy	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
9. Mohamed AbdelMoneim Ebrahim	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
10. Amr Abd Almohsen Alnemr	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
11. Ahmed Mahmoud Abdou Mohamed	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
12. Amal AbdelAziz Nouh	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
13. Badea Selim Soliman Selim	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
14. Manal Mohamed Mahmoud Bahairy	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
15. Azza Abdelmageed Abdelhamid	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
16. Hala Elsayed Mohamed Mowafy	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
17. Moustafa Abbas Ebrahim	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
18. Soha Galal Ebrahim Siam	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
19. Gamal AbdelGhany Kassem	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
20. Mohamed Lotfy Mohamed Elsayed	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
21. Youssef AboElwan ElSayed	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
22. Ali ElShabrawy Ali Ali	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
23. Magdy Ragab ElSayed Hassan	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
24. Taha Abdelfattah ahmed taha	**Obstetrics & Gynecology**	**Professor**	**Obstetrics & Gynecology**
25. Hala Sherif ElSayed	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
26. Hoda Sebai Abdel Salam Mohamed	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
27. Mohamed fathi AboHashem Mohamed	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
28. Ali Abdelhameed Mohamed Moustafa	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**

29. Somia Magd Eldeen Mohamed Sadek	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
30. Mohamed Abdallah El-Bkry Lashin	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
31. Ahmed hamdy nasr elsayed	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
32. Reda Abdel Aziz Ahmed Moustafa	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
33. Shahenda Ahmed ElSayed Ebrahim	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
34. Mohamed Moustafa Mohamed Zaitoun	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
35. Mai Moustafa Mohamed Zaitoun	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
36. Khaled Fathi ElSayed Helal	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
37. Ahmed ElSayed Ebrahim Mansour	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
38. Waleed Mohamed Mohamed Moustafa	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
39. Ahmed Ismail Mohamed Ismail	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
40. Ahmed Hassan Zaki ElMassrawy	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
41. Mohamed Ramadan Ali Shaaban	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
42.	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
43. **Hala Sherif ElSayed**	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
44. **Muhannad Mohamed Elsayed Azab**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
45. Osama ElSayed Mohamed Hussein	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
46. **Mohamed Ahmed Helmy ElSayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
47. **Attya Mohamed Attya AbdelFattah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
48. **Mohamed Ahmed Mahmoud Wasfy**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
49. **Moustafa Amin Fahmy Elsayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
50. **Amr Ashraf Mohamed Nasr**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
51. **Ahmed Gamal Mohamd AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
52. **Ahlam Ahmed Mohamed Basha**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**

53. **Noha Ahmed Rageh Hussein**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
54. **Ahmed Salama Elradi Matbouli Iraki**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
55. **Ahmed Metwalli Mohamed El kattawi**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
56. **Ahmed Hesham Saleh Redwan**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
57. **Ahmed Abdelwahed AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
58. **Abdallah Fekry Abdel-Maksoud**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
59. **Marwa Ahmed Mohamed AbdelRahman**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
60. **Mahmoud Ismail AbdelRahman Kotb**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
61. **Moustafa Salah Ahmed Metwaly Omara**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
62. **Reham Abdelhamed Elsayed abdelfatah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
63. **Amira Muhammad**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
64. **Ahmed Abdelaleem**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
65. **Muhammad Ayman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
66. **Emad Muhammad**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
67. **Ahmed Rabea**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
68. **Ihab Eldeeb**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
69. **Noha Mustafa**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
70. **Mustafa Ali**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
71. **Muhammad Osman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
72. **Ahmed Nashaat**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
73. **Usama Helmy**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
74. **Ahmed Salah**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
75. **Reem Ismael**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
76. **Sara Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
77. **Mahmoud Mahrous**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**

78. **Salah Shahin**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
79. **Ahmed Ashraf**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
80. **Ahmed Abdellatif**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
81. **Muhammad Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
82. **Dr Nora Nabil**	**Family medicine**	**Assistant professor**	**Family medicine**
83. **Dr Rasha Bahaa**	**Family medicine**	**Assistant professor**	**Family medicine**
84. **Dr Yasmin Elhosseiny**	**Family medicine**	**Assistant professor**	**Family medicine**
85. **Dr Nahla Zaitoon**	**Family medicine**	**Assistant professor**	**Family medicine**
86. **Dr Eman Abdel sattar**	**Family medicine**	**Assistant professor**	**Family medicine**
87. **Marwa Abdelhad**	**Family medicine**	**Lecturer**	**Family medicine**
88. **Nada Abaas**	**Family medicine**	**Lecturer**	**Family medicine**
89. **Samar Ahmed-**	**Family medicine**	**Lecturer**	**Family medicine**
90. **Aya Banawy**	**Family medicine**	**Lecturer**	**Family medicine**
91. **Aya El M asry**	**Family medicine**	**Lecturer**	**Family medicine**
92. **Maha ElBadry**	**Family medicine**	**Lecturer**	**Family medicine**
93. **Shimaa AbdelHai**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
94. **Alaa Taher AbdelRazik**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
95. **Mona Mohsen**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
96. **Zeinab Sakr**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
97. **Mohamed Nagah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
98. **Gehad- Attia**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
99. **Jehan Abdallah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**

Notes (if any):

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content.
2- Practical teaching sessions were assigned to the course teaching assistants based on their competence, experience, and strong background in delivering practical instruction to students.
3- Students were divided into Groups A, B, and C to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. This arrangement facilitated the effective implementation of active teaching and learning strategies and enhanced student engagement during practical sessions.

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical/clinical/...)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
4 Week	**45**	**120**	**-**	**-----**	**-**

Notes

The teaching staff carefully delivered the course contents to ensure proper alignment between the theoretical and practical content and the allocated number of teaching weeks. Consequently, all topics specified in the course specification were successfully covered within the scheduled timeframe. Furthermore, all teaching and learning strategies outlined in the course specification, particularly active learning approaches, were effectively implemented to enhance students' learning experience and support the achievement of the intended learning outcomes. This contributed to improving students' academic performance and overall educational development

However, during course implementation, a few sessions required adjustment as the allocated time was either insufficient or more than necessary for the planned content. Additionally, due to unforeseen emergency circumstances, some sessions were delivered as interactive online sessions instead of face-to-face sessions. These modifications ensured continuity of teaching while maintaining student engagement and achievement of the intended learning outcome

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	Click or tap to enter a date.	**45**	**45 questions SBA&MEQ**	4.5.1: Explain the etiology and pathogenesis of common obstetric disorders. 4.6.1: Describe the structural and functional alterations associated with common obstetric disorders. 4.7.1: Describe the pharmacological principles of drugs used in the management of common obstetric disorders, including therapeutic uses, pharmacokinetics, adverse effects, and drug interactions. 2.4.1: Identify the major demographic, occupational, environmental, and lifestyle-related health risks associated with common obstetric disorders in the community.

				1.8.1:1Integrate biomedical and clinical sciences in the assessment and management of common obstetric disorders. 1.9.1: Retrieve evidence from scientific literature relevant to common obstetric disorders. 1.9.2: Appraise scientific evidence to support the management of common obstetric disorders
Final Written	Click or tap to enter a date.	**60**		4.5.1: Explain the etiology and pathogenesis of common obstetric disorders. 4.6.1: Describe the structural and functional alterations associated with common obstetric disorders. 4.7.1: Describe the pharmacological principles of drugs used in the management of common obstetric disorders, including therapeutic uses, pharmacokinetics, adverse effects, and drug interactions.2 2.4.1: Identify the major demographic, occupational, environmental, and lifestyle-related health risks associated with common obstetric disorders in the community. 1.8.1:1Integrate biomedical and clinical sciences in the assessment and management of common obstetric disorders. 1.7.2: Recognize complex, uncertain, and ambiguous obstetric conditions. 1.5.2 Formulate a provisional diagnosis based on the available clinical findings 1.5.2: Formulate a differential diagnosis based on clinical presentation. 1.6.1:Select appropriate cost-effective investigations for common obstetric disorders.
OSPE	Click or tap to enter a date.	**45**	**35 stations**	
TBL			**Individual Readiness Assurance Test (iRAT)-2-SBA Questions** **Team Application Scenario-Based-5 SBA Questions**	4.5.1: Explain the etiology and pathogenesis of common obstetric disorders. 4.6.1: Describe the structural and functional alterations associated with common obstetric disorders. 4.7.1: Describe the pharmacological principles of drugs used in the

				management of common obstetric disorders, including therapeutic uses, pharmacokinetics, adverse effects, and drug interactions. 5.6.1:Evaluate personal performance using constructive feedback during different learning activities.

1. The assessment process was conducted in accordance with the Credit Hours Bylaw (2021) and the Faculty of Medicine assessment policies.
2. A variety of assessment methods were used, including quizzes, final written examinations, OSPE, Team-Based Learning (TBL) activities, assessment to evaluate students' achievement of the module learning outcomes.
3. Assessment blueprints were prepared to ensure alignment between learning outcomes and assessment methods.
4. All assessment activities and grading procedures were conducted fairly and transparently according to the approved regulations of the Credit hours Bylaw (2021).

Overall, the assessment methods provided appropriate opportunities to evaluate students' knowledge, clinical skills, and professional performance and were aligned with the intended learning outcomes of the module.

Student Assessment Results	
Number of students (who started the module):	**1810**
Number of students (who completed the module/ sat for the exam):	**1797**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who** • **did not attend the final exam: 13 students** • **Absent: 3** • **With excuse: 7** • **Deprived (attendance): 3**
Total number of students who passed the exams successfully:	**1721**
Percentage of success (out of the total number of students who sat for the final exam)	**%95.7**

Grade Distribution

Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	**47**	**267**	**427**	**980**	**76**

Percentage	**2.6**	**14.8**	**23.7**	**54.5**	**4.2**
Total number of students who failed the exams:					**76**
Percentage of failure (for the total number of students who took the final exam)					**4.2**

Type equation here.

The examination results demonstrate a satisfactory overall level of student achievement, with a success rate of 95.7% among students who sat for the final examination. The majority of students successfully passed the module, with a considerable proportion achieving Excellent and Very Good grades. The failure rate was approximately 4.3%, indicating that most students were able to achieve the intended learning outcomes. Overall, the results reflect good academic performance, while highlighting the importance of providing additional academic support to students who experienced difficulties in passing the examination.

3. Student Feedback

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**
Number of students who participated in the course evaluation	**376**
Percentage of participants to the total number	**%20.7**
Important points of satisfaction	• The examination timetable was well organized, allowing students adequate time for preparation. • Course materials were distributed sufficiently in advance, enabling students to prepare effectively for the examination. • Students appreciated the clarity of explanations and the effective teaching approaches adopted by the course instructors. • Regular case-based learning activities provided students with exposure to a range of clinical scenarios. • The course workload was considered reasonable and appropriately integrated with the Obstetrics and curriculum. • Compared with the previous academic year, the reduction in the number of lectures contributed to a more balanced workload and facilitated students' learning experience.

Item	Comment
Important points of dissatisfaction	• Limited opportunities for students to observe and participate in real clinical cases during teaching sessions, affecting the integration of theoretical knowledge with clinical practice. • Insufficient pre-examination revision activities to help students consolidate their knowledge and prepare for the final assessment. • A need to provide more opportunities for observing gynecological surgical procedures, either through direct attendance in operating rooms or through educational videos. • Overcrowded practical teaching groups, which may reduce individual student involvement and limit hands-on clinical experience. • The need for better time management and adequate allocation of time for students to review the course content and prepare for the final examination.

4. Staff Members Reflections

- Staff members expressed their satisfaction with the new curriculum regulations, particularly the removal of certain disciplines that had limited impact on the overall module objectives while imposing an additional workload on students.
- They recommended incorporating real clinical cases into the practical examination to ensure better assessment of students' clinical skills and their ability to apply theoretical knowledge.
- Increasing students' exposure to real clinical cases during teaching sessions was also emphasized to strengthen clinical reasoning and practical experience.
- Staff members suggested developing and uploading additional educational courses and learning materials on online educational platforms to support self-directed learning.
- Continuous improvement and modernization of teaching facilities and lecture halls were recommended to provide a more effective and supportive learning environment

5. Module Enhancement

Area for Improvement	Action Plan	Responsible Team	Time Frame
Revision opportunities	Increase revision sessions and provide additional revision materials.	Module Team	Short-term

Area for Improvement	Action Plan	Responsible Team	Time Frame
Student engagement	Expand interactive and student-centered learning activities.	Teaching Staff	Short-term
Practical and clinical integration	Strengthen clinical-based learning and practical applications.	Teaching Staff	Medium-term
Module content and workload	Review content distribution and teaching schedule in relation to the allocated time.	Module Committee	Medium-term
Student satisfaction and curriculum quality	Continuously monitor student feedback and conduct periodic module review and curriculum mapping.	Module Committee & Quality Team	Long-term

Name and Signature Module Coordinator	Name and Signature Head of the department council



Module Report

Academic Year:2024/2025 Semester: S8

1. Basic Information

Module Title (according to the bylaw):	**Female Reproductive Medicine and Surgery 1**
Module Code (according to the bylaw):	**BMS FR 2-2**
Department/s that participated in the teaching:	**Obstetrics & Gynecology** **Family medicine**
Total number of credit hours/points of the course:	**8 Hours**
Module Type:	**Compulsory**
The level to which the course was introduced:	S8 **4th academic year**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**د. عطية محمد عطية – محمد عزب – د.سمر محمد**
Date of approval of the course report	**9/25/2025**

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
	-		-
Instructor Name	Department	Academic degree	Specialty
1. Dalia el Hyag	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
2. Aml el anwar	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
3. Tarek El behday	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
4. Safaa Abdelsalam Ebrahim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology

5. Sherin Attia Shazly Eissa	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
6. Amany Mohamed Ahmed Mohamed Abdel ghany	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
7. Amr Kamel elFayomy	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
8. Mohamed AbdelMoneim Ebrahim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
9. Amr Abd Almohsen Alnemr	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
10. Ahmed Mahmoud Abdou Mohamed	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
11. Amal AbdelAziz Nouh	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
12. Badea Selim Soliman Selim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
13. Manal Mohamed Mahmoud Bahairy	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
14. Azza Abdelmageed Abdelhamid	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
15. Hala Elsayed Mohamed Mowafy	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
16. Moustafa Abbas Ebrahim	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
17. Soha Galal Ebrahim Siam	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
18. Gamal AbdelGhany Kassem	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
19. Mohamed Lotfy Mohamed Elsayed	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
20. Youssef AboElwan ElSayed	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
21. Ali ElShabrawy Ali Ali	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
22. Magdy Ragab ElSayed Hassan	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
23. Taha Abdelfattah ahmed taha	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
24. Hala Sherif ElSayed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
25. Hoda Sebai Abdel Salam Mohamed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
26. Mohamed fathi AboHashem Mohamed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
27. Ali Abdelhameed Mohamed Moustafa	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
28. Somia Magd Eldeen Mohamed Sadek	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
29. Mohamed Abdallah El- Bkry Lashin	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
30. Ahmed hamdy nasr elsayed	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology
31. Reda Abdel Aziz Ahmed Moustafa	Obstetrics & Gynecology	Assistant professor	Obstetrics & Gynecology

32. Shahenda Ahmed ElSayed Ebrahim	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
33. Mohamed Moustafa Mohamed Zaitoun	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
34. Mai Moustafa Mohamed Zaitoun	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
35. Khaled Fathi ElSayed Helal	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
36. Ahmed ElSayed Ebrahim Mansour	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
37. Waleed Mohamed Mohamed Moustafa	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
38. Ahmed Ismail Mohamed Ismail	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
39. Ahmed Hassan Zaki ElMassrawy	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
40. Mohamed Ramadan Ali Shaaban	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
41. **Hala Sherif ElSayed**	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
42. **Muhannad Mohamed Elsayed Azab**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
43. Osama ElSayed Mohamed Hussein	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
44. **Mohamed Ahmed Helmy ElSayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
45. **Attya Mohamed Attya AbdelFattah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
46. **Mohamed Ahmed Mahmoud Wasfy**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
47. **Moustafa Amin Fahmy Elsayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
48. **Amr Ashraf Mohamed Nasr**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
49. **Ahmed Gamal Mohamd AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
50. **Ahlam Ahmed Mohamed Basha**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
51. **Noha Ahmed Rageh Hussein**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
52. **Ahmed Salama Elradi Matbouli Iraki**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
53. **Ahmed Metwalli Mohamed El kattawi**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
54. **Ahmed Hesham Saleh Redwan**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
55. **Ahmed Abdelwahed AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
56. **Abdallah Fekry Abdel-Maksoud**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
57. **Marwa Ahmed Mohamed AbdelRahman**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
58. **Mahmoud Ismail AbdelRahman Kotb**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**

59. **Moustafa Salah Ahmed Metwaly Omara**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
60. **Reham Abdelhamed Elsayed abdelfatah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
61. **Amira Muhammad**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
62. **Ahmed Abdelaleem**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
63. **Muhammad Ayman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
64. **Emad Muhammad**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
65. **Ahmed Rabea**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
66. **Ihab Eldeeb**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
67. **Noha Mustafa**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
68. **Mustafa Ali**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
69. **Muhammad Osman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
70. **Ahmed Nashaat**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
71. **Usama Helmy**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
72. **Ahmed Salah**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
73. **Reem Ismael**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
74. **Sara Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
75. **Mahmoud Mahrous**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
76. **Salah Shahin**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
77. **Ahmed Ashraf**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
78. **Ahmed Abdellatif**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
79. **Muhammad Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
80. **Dr Nora Nabil**	**Family medicine**	**Assistant professor**	**Family medicine**
81. **Dr Rasha Bahaa**	**Family medicine**	**Assistant professor**	**Family medicine**
82. **Dr Yasmin Elhosseiny**	**Family medicine**	**Assistant professor**	**Family medicine**
83. **Dr Nahla Zaitoon**	**Family medicine**	**Assistant professor**	**Family medicine**
84. **Dr Eman Abdel sattar**	**Family medicine**	**Assistant professor**	**Family medicine**
85. **Marwa Abdelhad**	**Family medicine**	**Lecturer**	**Family medicine**
86. **Nada Abaas**	**Family medicine**	**Lecturer**	**Family medicine**

87. **Samar Ahmed-**	**Family medicine**	**Lecturer**	**Family medicine**
88. **Aya Banawy**	**Family medicine**	**Lecturer**	**Family medicine**
89. **Aya El M asry**	**Family medicine**	**Lecturer**	**Family medicine**
90. **Maha ElBadry**	**Family medicine**	**Lecturer**	**Family medicine**
91. **Shimaa AbdelHai**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
92. **Alaa Taher AbdelRazik**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
93. **Mona Mohsen**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
94. **Zeinab Sakr**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
95. **Mohamed Nagah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
96. **Gehad- Attia**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
97. **Jehan Abdallah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**

Notes (if any):

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content.
2- Practical teaching sessions were assigned to the course teaching assistants based on their competence, experience, and strong background in delivering practical instruction to students.
3- Students were divided into Groups A, B, and C to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. This arrangement facilitated the effective implementation of active teaching and learning strategies and enhanced student engagement during practical sessions.

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical/clinical/...)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
6 weeks	**60**	**160**	**-**	**-----**	**-**

Notes

The course was implemented according to the approved course specification, with careful consideration given to maintaining consistency between the theoretical and practical components and the allocated teaching schedule. All planned topics were successfully delivered within the designated timeframe. Moreover, the specified teaching and learning methods were employed, with particular emphasis on active learning strategies to promote student participation, enhance the learning process, and achieve the intended learning outcomes. These efforts contributed positively to students' academic achievement and the overall quality of the educational experience. Nevertheless, certain adjustments were necessary during course delivery. Some sessions required modifications to their allocated time, as the time initially assigned was either insufficient or exceeded the actual requirements of the content. In addition, a limited number of sessions were conducted online in an interactive format rather than face-to-face due to unforeseen emergency circumstances. These adjustments helped maintain the continuity of the

educational process, ensure effective student engagement, and support the achievement of the intended learning outcomes.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	**21\4\2025**	**60**	**60questions SBA &MEQ**	1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common gynecological disorders 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 4.5.2: Identify the pathogenesis of various common gynecological diseases. 4.6.1: Demonstrate altered structure and function of female reproductive system which are seen in various common gynecological diseases. 4.7.1: Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common gynecological diseases
Final Written		**80**	**40 s-40 SBA**	1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common gynecological disorders 1.6.2: Select the appropriate cost-effective investigations for common gynecological disorders 1.7.1: Define complex, uncertain, and ambiguous cases in gynecological diseases 1.8.1: Integrate prior learning of the clinical and biomedical sciences

				relevant to the common gynecological diseases 1.9.2 :Analyze the found data to solve the common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 4.5.2: Identify the pathogenesis of various common gynecological diseases. 4.7.1:Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common gynecological diseases 4.8.1: integrate basic sciences specific practical skills and procedures relevant to future practice and with the interpretation of common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests in common gynecological diseases 4.6.1: Demonstrate altered structure and function of female reproductive system which are seen in various common gynecological diseases. 4.7.1: Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common gynecological diseases
OSPE	Click or tap to enter a date.	**60**	**MEQ 50**	1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.6.2: Interpret the investigations results for common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and labora¬tory tests into a meaningful diagnostic formulation

				1.11.1: Perform a skillful and safe diagnostic& intervention procedure in gynecological diseases ,adapting to unanticipated findings or changing clinical circumstances 1.12.1: Apply safety measures while dealing with common gynecological diseases patients. (history & examination).
Flipped classroom			**Case scenario based with 2 MEQ**	1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common gynecological disorders 1.9.2: Analyze the found data to solve the common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 5.4.1: Practice effective leadership skills in learning & virtual clinical contexts for common gynecological diseases 5.6.1:Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 5.7.1: Document group communications in learning & virtual clinical contexts in common gynecological diseases. 6.1.1: Maintain academic professional behaviors in all teaching and learning session and activities 6.3.1: Utilize the learning resources and activities available through modules
TBL			**Individual Readiness Assurance-Test (iRA 5 -SBA Questions** **Team-Application Scenario-Based2-SBA Questions**	1.9.2: Analyze the found data to solve the common gynecological diseases 1.10.1: Integrate the results of gynecological diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 5.4.1: Practice effective leadership skills in learning & virtual clinical contexts for common gynecological diseases

				5.6.1:Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 5.7.1: Document group communications in learning & virtual clinical contexts in common gynecological diseases. 6.1.1: Maintain academic professional behaviors in all teaching and learning session and activities 6.3.1: Utilize the learning resources and activities available through modules 4.8.1: integrate basic sciences specific practical skills and procedures relevant to future practice and with the interpretation of common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests in common gynecological diseases

1. The assessment process was conducted in accordance with the Credit Hours Bylaw (2021) and the Faculty of Medicine assessment policies.
2. A variety of assessment methods were used, including quizzes, final written examinations, OSPE, Team-Based Learning (TBL) activities, assessment to evaluate students' achievement of the module learning outcomes.
3. Assessment blueprints were prepared to ensure alignment between learning outcomes and assessment methods.
4. All assessment activities and grading procedures were conducted fairly and transparently according to the approved regulations of the Credit hours Bylaw (2021).

Student Assessment Results	
Number of students (who started the module):	**1810**
Number of students (who completed the module/ sat for the exam):	**1800**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who** • **did not attend the final exam: 10** • **students** • **Absent: 0** • **With excuse: 7** • **Deprived (attendance): 3**
Total number of students who passed the exams successfully:	**1756**
Percentage of success (out of the total number of students who sat for the final exam)	97.56%

Grade Distribution					
Grade	**مقبول**	**جيد**	**جيد جدا**	**امتياز**	**راسب**
Number of students	**44**	**188**	**427**	**1097**	**44**
Percentage	**2.4**	**10.4**	**23.7**	**60.9**	**2.4**
Total number of students who failed the exams:					**44**
Percentage of failure (for the total number of students who took the final exam)					**2.4**

Type equation here.

The examination results demonstrate a very good overall level of student achievement, with a success rate of 97.6% among students who sat for the final examination. The majority of students achieved satisfactory to excellent academic performance, with a high proportion obtaining Excellent grades. The failure rate was relatively low (2.4%), reflecting the successful achievement of the intended learning outcomes by most students. Overall, the results indicate a positive academic performance and satisfactory attainment of the module objectives. Compared with the previous academic year, the current results show an improvement in the overall success rate, increasing from 97.1% to 97.6%, while the failure rate decreased from 2.9% to 2.4%. The percentage of students achieving Excellent grades remained unchanged at 60.9%. However, the proportion of Very Good grades decreased slightly from 25.7% to 23.7%, while the percentage of Good grades increased from 8.1% to 10.4%. Overall, the results indicate a slight improvement in students' academic performance.

3. Student Feedback

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**
Number of students who participated in the course evaluation	**372**
Percentage of participants to the total number	**%20.55**
Important points of satisfaction	• The examination schedule was appropriate and provided students with sufficient time for preparation. • The study materials were made available to students well in advance of the examination. • Lecturers provided clear and effective explanations of the course content. • Case-based teaching sessions were conducted regularly, covering a variety of clinical cases. • The course content was generally manageable and not excessively demanding in relation to the Obstetrics and Gynecology curriculum.

Item	Comment
	• The number of lectures was reduced compared with the previous academic year, making the course workload more balanced and manageable for student
Important points of dissatisfaction	• Insufficient exposure to real clinical cases during teaching sessions, limiting students' opportunities for practical clinical correlation. • The absence of revision sessions before the final examination. • Students expressed the need for greater exposure to gynecological surgical procedures through direct observation or educational videos to enhance their understanding and facilitate learning. • Large teaching group sizes, particularly during practical sessions, which may limit individual student participation and hands-on experience. • The time allocated for examination preparation and revision should be sufficient to allow students to adequately review the course content before the final examination

4. Staff Members Reflections

- Staff members expressed their satisfaction with the new curriculum regulations, particularly the removal of certain disciplines that had limited impact on the overall module objectives while imposing an additional workload on students.
- They recommended incorporating real clinical cases into the practical examination to ensure better assessment of students' clinical skills and their ability to apply theoretical knowledge.
- Increasing students' exposure to real clinical cases during teaching sessions was also emphasized to strengthen clinical reasoning and practical experience.
- Staff members suggested developing and uploading additional educational courses and learning materials on online educational platforms to support self-directed learning.
- Continuous improvement and modernization of teaching facilities and lecture halls were recommended to provide a more effective and supportive learning environment

5. Module Enhancement

Here is the **Action Plan** formatted in the exact table structure requested:

No.	Areas Identified for Improvement	Improvement Actions Introduced	Method of Implementation	Responsible
1	**Enhancement of Clinical Exposure and Practical Assessment**	Introduce real clinical cases into the practical examination to ensure more effective assessment of students' clinical knowledge and skills.	• Redesigning the practical examination to include real clinical cases. • Increasing the use of clinical case-based discussions during teaching sessions.	Module Coordinator & OB/GYN Teaching Staff
2	**Development of Online Clinical Learning Resources**	Expand the use of Incision Academy courses, particularly those related to gynecological surgical procedures.	• Increasing the number of assigned Incision Academy courses. • Integrating online surgical training resources into the module learning activities.	Module Coordinator & Teaching Staff
3	**Enhancement of Active Learning and Student Engagement**	Introduce marks for TBL and Flipped Classroom activities to encourage active participation and independent learning.	• Allocating assessment marks for TBL and Flipped Classroom activities. • Encouraging preparation and active participation in group discussions and learning activities.	Module Coordinator & Teaching Staff
4	**Improvement of Practical Teaching and Student Participation**	Maintain small-group teaching arrangements to improve students' clinical exposure and individual participation.	• Organizing practical teaching sessions in smaller groups. • Increasing opportunities for direct interaction with clinical cases.	Clinical Training Coordinator & OB/GYN Department
6	**Teaching Facilities and Infrastructure**	Continue improving the teaching environment and technical facilities.	• Reporting maintenance requirements. • Conducting regular checks of lecture hall equipment and audiovisual facilities.	Faculty Management & IT / Maintenance Units

Name and Signature
Module Coordinator

ame and Signature
Head of the department council