Module Report

Academic Year:2025/2026 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 محمود قطب– د.مصطفى امين – د.مها البدري
Date of approval of the course report	15/9/2026

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. Aml Elanwar	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
2. Wael Sabry Nossair	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
3. Nadia Mohamed Madkour Musa	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.	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
42. **Hala Sherif ElSayed**	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
43. **Muhannad Mohamed Elsayed Azab**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
44. Osama ElSayed Mohamed Hussein	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
45. **Mohamed Ahmed Helmy ElSayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
46. **Attya Mohamed Attya AbdelFattah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
47. **Mohamed Ahmed Mahmoud Wasfy**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**

48. **Moustafa Amin Fahmy Elsayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
49. **Amr Ashraf Mohamed Nasr**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
50. **Ahmed Gamal Mohamd AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
51. **Ahlam Ahmed Mohamed Basha**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
52. **Noha Ahmed Rageh Hussein**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
53. **Ahmed Salama Elradi Matbouli Iraki**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
54. **Ahmed Metwalli Mohamed El kattawi**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
55. **Ahmed Hesham Saleh Redwan**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
56. **Ahmed Abdelwahed AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
57. **Abdallah Fekry Abdel-Maksoud**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
58. **Marwa Ahmed Mohamed AbdelRahman**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
59. **Mahmoud Ismail AbdelRahman Kotb**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
60. **Moustafa Salah Ahmed Metwaly Omara**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
61. **Reham Abdelhamed Elsayed abdelfatah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
62. **Amira Muhammad**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
63. **Ahmed Abdelaleem**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
64. **Muhammad Ayman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
65. **Emad Muhammad**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
66. **Ahmed Rabea**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
67. **Ihab Eldeeb**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
68. **Noha Mustafa**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
69. **Mustafa Ali**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**

70. **Muhammad Osman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
71. **Ahmed Nashaat**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
72. **Usama Helmy**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
73. **Ahmed Salah**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
74. **Reem Ismael**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
75. **Sara Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
76. **Mahmoud Mahrous**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
77. **Salah Shahin**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
78. **Ahmed Ashraf**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
79. **Ahmed Abdellatif**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
80. **Muhammad Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
81. **Dr Nora Nabil**	**Family medicine**	**Assistant professor**	**Family medicine**
82. **Dr Rasha Bahaa**	**Family medicine**	**Assistant professor**	**Family medicine**
83. **Dr Yasmin Elhosseiny**	**Family medicine**	**Assistant professor**	**Family medicine**
84. **Dr Nahla Zaitoon**	**Family medicine**	**Assistant professor**	**Family medicine**
85. **Dr Eman Abdel sattar**	**Family medicine**	**Assistant professor**	**Family medicine**
86. **Marwa Abdelhad**	**Family medicine**	**Lecturer**	**Family medicine**
87. **Nada Abaas**	**Family medicine**	**Lecturer**	**Family medicine**
88. **Samar Ahmed-**	**Family medicine**	**Lecturer**	**Family medicine**
89. **Aya Banawy**	**Family medicine**	**Lecturer**	**Family medicine**
90. **Aya El M asry**	**Family medicine**	**Lecturer**	**Family medicine**
91. **Maha ElBadry**	**Family medicine**	**Lecturer**	**Family medicine**
92. **Shimaa AbdelHai**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
93. **Alaa Taher AbdelRazik**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
94. **Mona Mohsen**	**Family medicine**	**Assistant Lecturer**	**Family medicine**

95. **Zeinab Sakr**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
96. **Mohamed Nagah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
97. **Gehad- Attia**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
98. **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.
4- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

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	**28\4\2026**	**30**	**30 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**	**12 stations**	1.1.1: Take a structured, patient-centred history for patients with common obstetric disorders. 1.1.2:Record obstetric history accurately and systematically. 1.2.1: Apply an empathic and holistic approach during history taking and examination of patients with common obstetric disorders. 1.4.1: Perform an appropriate physical examination for patients with common obstetric disorders. 1.5.1: Prioritize clinical issues in patients with common obstetric disorders. 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 appropriate cost-effective investigations for common obstetric disorders. 1.6.2: Interpret the results of investigations in patients with common obstetric disorders. 1.10.1 Integrate history, physical examination, and investigation findings to formulate a clinical diagnosis. 1.11.1 Perform basic diagnostic and therapeutic procedures safely in patients with common obstetric disorders. 1.12.1 Apply patient safety measures during history taking, examination, and clinical procedures. 1.13.1 Develop evidence-based patient-centered management plans in collaboration with patients, families, and healthcare professionals.

Assignment		**5**	**Incision academy**	1.11.1 Perform basic diagnostic and therapeutic procedures safely in patients with common obstetric disorders. 4.8.1 Interpret common diagnostic modalities used in obstetrics, including imaging, laboratory investigations, and fetal assessment tests. 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
TBL		**10**	**Individual Readiness Assurance Test (iRAT) 5 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. 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).

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):	**1821**
Number of students (who completed the module/ sat for the exam):	**1784**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who** • **did not attend the final exam: 37 students** • **Absent: 11** • **With excuse: 20** • **Deprived (attendance): 5**
Total number of students who passed the exams successfully:	**1652**
Percentage of success (out of the total number of students who sat for the final exam)	**93%**

Grade Distribution					
Grade	**مقبول**	**جيد**	**جيد جدا**	**امتياز**	**راسب**
Number of students	**155**	**433**	**472**	**707**	**133**
Percentage	**8.6**	**24.2**	**26.4**	**39.6**	**4.3**

Total number of students who failed the exams:	**133**
Percentage of failure (for the total number of students who took the final exam)	**3%**

Type equation here.

The overall student performance in the Female 2 module was satisfactory, with the majority of students achieving passing grades and a relatively high proportion attaining very good and excellent levels.
The overall success rate among students who sat for the final examination was high, indicating generally good achievement of the intended learning outcomes of the module. Only a small proportion of students failed the examination, suggesting that most students were able to meet the minimum academic requirements. The grade distribution indicates a generally positive level of academic achievement, with a considerable proportion of students attaining higher grades. The number of students who did not attend the final examination was relatively limited in comparison with the total number of students enrolled in the module. Overall, the results reflect good student achievement; however, continued monitoring and targeted academic support for lower-performing students are recommended to further improve the overall outcomes.

3. Student Feedback

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**

Item	Comment
Number of students who participated in the course evaluation	**392**
Percentage of participants to the total number	**21.5**
Important points of satisfaction	1. **Pre-Exam Practical Revision:** Students greatly appreciated the dedicated revision sessions conducted prior to the practical examination, which helped reinforce clinical skills and exam readiness. 2. **Incision Academy Gynecological Surgery Courses:** Highly positive student feedback regarding the integration of Incision Academy online courses for virtual gynecological surgery training and surgical skill development. 3. **Transparent Assessment:** Implementation of immediate result declarations for student assessments, enhancing transparency. 4. Relevance of the module content to students' future clinical practice. 5. Good student engagement and participation during teaching and learning activities. 6. Positive and respectful interaction between students and teaching staff. 7. Regular and well-organized teaching schedule throughout the module. 8. Good attendance and commitment of teaching staff to the scheduled teaching activities. 9. Effective cooperation and communication among the participating teaching staff.
Important points of dissatisfaction	1. **Clinical Exposure Deficit:** Insufficient bedside teaching and limited availability of real clinical cases in hospital rounds. 2. **Infrastructure Limitations:** Suboptimal hall facilities, classroom equipment, and technical infrastructure in certain learning spaces. 3. **Feedback Mechanism Gaps:** Lack of structured, written feedback following student assessments. 4. **Facilitation & Supervision Needs:** Need for improved facilitation skills among faculty and more direct, mandatory supervision during practical sessions 5. **Mismatch Between Content Volume and Time Allocation:** The volume and density of the curriculum content are disproportionate to the limited timeframe allocated for studying the module.

4. Staff Members Reflections

Module Duration and Time Allocation: Staff members emphasized that the module requires a longer duration/timeframe to adequately cover the dense scientific content without overburdening students

- **Teaching Infrastructure and Audiovisual Facilities:** There is a strong recommendation to upgrade the teaching halls and equip them with modern display/audiovisual technologies to enhance the delivery of interactive lectures
- **Satisfaction with Practical Grouping System:** Staff expressed high satisfaction with the small-group student division system implemented during practical sessions, which facilitated better engagement and active participation during case discussions.
- **Satisfaction with Practical Examination System:** Faculty members were highly satisfied with the practical examination format, particularly assessing students on real clinical cases, which accurately reflected their clinical competence and clinical reasoning skills.

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
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
Formative assessment	Enhance formative assessment and provide timely feedback.	Teaching Staff	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:2025/2026 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.احمدعبدالواحد – د.نهي راجح – د.مها البدري
Date of approval of the course report	15/9/2026

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. Aml Elanwar	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
2. Wael Sabry Nossair	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
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22. Magdy Ragab ElSayed Hassan	Obstetrics & Gynecology	Professor	Obstetrics & Gynecology
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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.	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
42. **Hala Sherif ElSayed**	**Obstetrics & Gynecology**	**Assistant professor**	**Obstetrics & Gynecology**
43. **Muhannad Mohamed Elsayed Azab**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
44. Osama ElSayed Mohamed Hussein	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
45. **Mohamed Ahmed Helmy ElSayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
46. **Attya Mohamed Attya AbdelFattah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
47. **Mohamed Ahmed Mahmoud Wasfy**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
48. **Moustafa Amin Fahmy Elsayed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**

49. **Amr Ashraf Mohamed Nasr**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
50. **Ahmed Gamal Mohamd AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
51. **Ahlam Ahmed Mohamed Basha**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
52. **Noha Ahmed Rageh Hussein**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
53. **Ahmed Salama Elradi Matbouli Iraki**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
54. **Ahmed Metwalli Mohamed El kattawi**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
55. **Ahmed Hesham Saleh Redwan**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
56. **Ahmed Abdelwahed AbdelMageed**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
57. **Abdallah Fekry Abdel-Maksoud**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
58. **Marwa Ahmed Mohamed AbdelRahman**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
59. **Mahmoud Ismail AbdelRahman Kotb**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
60. **Moustafa Salah Ahmed Metwaly Omara**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
61. **Reham Abdelhamed Elsayed abdelfatah**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
62. **Amira Muhammad**	**Obstetrics & Gynecology**	**Lecturer**	**Obstetrics & Gynecology**
63. **Ahmed Abdelaleem**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
64. **Muhammad Ayman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
65. **Emad Muhammad**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
66. **Ahmed Rabea**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
67. **Ihab Eldeeb**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
68. **Noha Mustafa**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
69. **Mustafa Ali**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
70. **Muhammad Osman**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
71. **Ahmed Nashaat**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**

72. **Usama Helmy**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
73. **Ahmed Salah**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
74. **Reem Ismael**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
75. **Sara Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
76. **Mahmoud Mahrous**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
77. **Salah Shahin**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
78. **Ahmed Ashraf**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
79. **Ahmed Abdellatif**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
80. **Muhammad Hossam**	**Obstetrics & Gynecology**	**Assistant Lecturer**	**Obstetrics & Gynecology**
81. **Dr Nora Nabil**	**Family medicine**	**Assistant professor**	**Family medicine**
82. **Dr Rasha Bahaa**	**Family medicine**	**Assistant professor**	**Family medicine**
83. **Dr Yasmin Elhosseiny**	**Family medicine**	**Assistant professor**	**Family medicine**
84. **Dr Nahla Zaitoon**	**Family medicine**	**Assistant professor**	**Family medicine**
85. **Dr Eman Abdel sattar**	**Family medicine**	**Assistant professor**	**Family medicine**
86. **Marwa Abdelhad**	**Family medicine**	**Lecturer**	**Family medicine**
87. **Nada Abaas**	**Family medicine**	**Lecturer**	**Family medicine**
88. **Samar Ahmed-**	**Family medicine**	**Lecturer**	**Family medicine**
89. **Aya Banawy**	**Family medicine**	**Lecturer**	**Family medicine**
90. **Aya El M asry**	**Family medicine**	**Lecturer**	**Family medicine**
91. **Maha ElBadry**	**Family medicine**	**Lecturer**	**Family medicine**
92. **Shimaa AbdelHai**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
93. **Alaa Taher AbdelRazik**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
94. **Mona Mohsen**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
95. **Zeinab Sakr**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
96. **Mohamed Nagah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**

97. **Gehad- Attia**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
98. **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.
4- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

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 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	**28\4\2026**	**40**	**40 questions 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	Click or tap to enter a date.	**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**	**12 station**	1.1.1:Take a structured, patient centered history for common gynecological diseases 1.1.2: Record properly the taken gynecological disorders history 1.2.1: Apply an empathic and holistic approach during history taking and examination of the patients with common gynecological disorders 1.4.1: Apply appropriate full physical examination to the patient with common gynecological diseases 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		**5**	**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		**10**	**Individual Readiness Assurance Test (iRAT) 10 SBA Questions** **Team Application Scenario-Based 5 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).

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):	**1821**
Number of students (who completed the module/ sat for the exam):	**1778**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who** • **did not attend the final exam: 43 students**

	• **Absent: 8** • **With excuse: 28** • **Deprived (attendance): 7**
Total number of students who passed the exams successfully:	**1701**
Percentage of success (out of the total number of students who sat for the final exam)	96%

Grade Distribution

Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	**71**	**280**	**472**	**878**	**78**
Percentage	**3.9**	**15.7**	**26.5**	**49.3**	**4.3**

Total number of students who failed the exams:	**105**
Percentage of failure (for the total number of students who took the final exam)	**6%** Type equation here.

This module was completed by 1,778 out of 1,821 students who started the module, with 43 students not attending the final written examination. Among the students who completed the module, 1,701 students passed successfully, representing approximately 95.7% of the students who sat for the examination. The grade distribution showed that 49.3% of students achieved an **Excellent** grade, while 26.5% achieved a **Very Good** grade and 15.7% achieved a **Good** grade. Only 4.3% of students obtained a **Fail** grade, indicating a relatively low failure rate among students who attended the examination. The overall achievement reflects a **high level of student performance** in the Female Reproductive System module. The results suggest that most students were able to achieve the intended learning outcomes and demonstrate satisfactory academic attainment in the module.

3. Student Feedback

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semeste**
Number of students who participated in the course evaluation	**386**
Percentage of participants to the total number	**21.2**
Important points of satisfaction	1. **Course Organization and Planning:** Exceptional structure, clear objectives, and smooth administrative planning throughout the module. 2. **Teaching Effectiveness:** Outstanding quality of instruction, active teaching methods, and strong faculty engagement. 3. **Clinical Relevance of Content:** Strong alignment between theoretical knowledge and practical clinical application.

Item	Comment
	4. **Respectful Learning Environment:** A supportive, encouraging, and professional atmosphere maintained across all learning environments. 5. **Effective Practical Section Grouping:** High student satisfaction regarding the small-group division system implemented during practical case discussions, which enhanced hands-on learning and individual participation. 6. **Pre-Exam Practical Revision:** Students greatly appreciated the dedicated revision sessions conducted prior to the practical examination, which helped reinforce clinical skills and exam readiness. 7. **Incision Academy Gynecological Surgery Courses:** Highly positive student feedback regarding the integration of Incision Academy online courses for virtual gynecological surgery training and surgical skill development.
Important points of dissatisfaction	1. **Clinical Exposure Deficit:** Insufficient bedside teaching and limited availability of real clinical cases in hospital rounds. 2. **Infrastructure Limitations:** Suboptimal hall facilities, classroom equipment, and technical infrastructure in certain learning spaces. 3. **Feedback Mechanism Gaps:** Lack of structured, written feedback following student assessments.

4. Staff Members Reflections

- **Module Duration and Time Allocation:** Staff members emphasized that the module requires a longer duration/timeframe to adequately cover the dense scientific content without overburdening students
- **Teaching Infrastructure and Audiovisual Facilities:** There is a strong recommendation to upgrade the teaching halls and equip them with modern display/audiovisual technologies to enhance the delivery of interactive lectures
- **Satisfaction with Practical Grouping System:** Staff expressed high satisfaction with the small-group student division system implemented during practical sessions, which facilitated better engagement and active participation during case discussions.
- **Satisfaction with Practical Examination System:** Faculty members were highly satisfied with the practical examination format, particularly assessing students on real clinical cases, which accurately reflected their clinical competence and clinical reasoning skills.

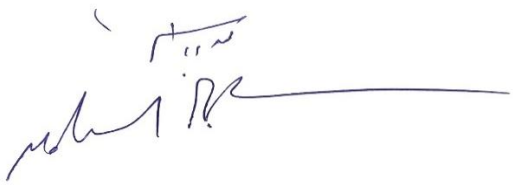
5. Module Enhancement

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

No.	Points that need development or improvement	Corrective / Improvement Actions	Method of implementation	Responsible
1.	**Clinical Exposure & Bedside Teaching**	Increase patient availability and enforce direct supervision during	• Rescheduling clinical rotation groups for balanced patient distribution.	Clinical Training Coordinator & Head of OB/GYN Department

No.	Points that need development or improvement	Corrective / Improvement Actions	Method of implementation	Responsible
		practical bedside rounds.	• Mandating clinical attendance logs for teaching staff.	
2.	**Structured Student Feedback**	Activate formal written feedback processes following module assessments.	• Developing standardized written feedback forms. • Scheduling dedicated feedback sessions before final exams.	Module Coordinator & Academic Teaching Staff
3.	**Facility & Infrastructure Deficits**	Upgrade classroom equipment and technical infrastructure in lecture halls.	• Submitting formal maintenance requests to engineering/IT services. • Routine technical checks before sessions.	Faculty Management & IT / Maintenance Units
4.	**Facilitation Skills for Faculty**	Enhance faculty performance in interactive learning and TBL facilitation.	• Conducting interactive workshops on TBL facilitation and small group teaching.	Quality Assurance Unit & Medical Education Center

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



Module Report

Academic Year:2026/2025 Semester: S7

1. Basic Information

Module Title (according to the bylaw):	**Special Senses disorders**
Module Code (according to the bylaw):	BMS SS 2-1
Department/s that participated in the teaching:	Ophthalmology ENT
Total number of credit points of the course:	10 CH
Module Type:	Compulsory
The level to which the course was introduced:	4TH academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	Dr Abass Abo Mesallam Dr Ashraf ElHusseiny
Date of approval of the course report	17/3/2026

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)**
	-	**12**	-
Instructor Name	**Department**	**Academic degree**	**Specialty**
1. **اد مدحت شوقى**	**Ophthalmology**	**استاذ**	**Ophthalmology**
2. **اد محمود صالح**	**Ophthalmology**	**استاذ**	**Ophthalmology**
3. **اد شريف دبور**	**Ophthalmology**	**استاذ**	**Ophthalmology**
4. اد هيثم نشار	**Ophthalmology**	**استاذ**	**Ophthalmology**
5. **اد طارق البرمبلى**	**Ophthalmology**	**استاذ**	**Ophthalmology**

6. اد محمود الاسود	Ophthalmology	استاذ	Ophthalmology
7. اد محمد عليان	Ophthalmology	استاذ	Ophthalmology
8. اد عبد الحليم الجندى	Ophthalmology	استاذ	Ophthalmology
9. اد عزت شاهين	Ophthalmology	استاذ	Ophthalmology
10. اد باسم الدجوى	Ophthalmology	استاذ	Ophthalmology
11. اد ايمن لطفى	Ophthalmology	استاذ	Ophthalmology
12. اد ايمن عبد الرحمن	Ophthalmology	استاذ	Ophthalmology
13. اد جمال المشد	Ophthalmology	استاذ	Ophthalmology
14. اد عمر عفيفى	Ophthalmology	استاذ	Ophthalmology
15. اد عادل عبد الرازق	Ophthalmology	استاذ	Ophthalmology
16. اد ايمن جميل	Ophthalmology	استاذ	Ophthalmology
17. اد صلاح المسلمى	Ophthalmology	استاذ	Ophthalmology
18. اد طه سرحان	Ophthalmology	استاذ	Ophthalmology
19. اد ايمن القواض	Ophthalmology	استاذ	Ophthalmology
20. اد كمال سليمان	Ophthalmology	استاذ	Ophthalmology
21. اد نادر هدهود	Ophthalmology	استاذ	Ophthalmology
22. اد احمد السعيد	Ophthalmology	استاذ	Ophthalmology
23. اد اشرف عبد الصبور	Ophthalmology	استاذ	Ophthalmology
24. د احمد نور	Ophthalmology	استاذ مساعد	Ophthalmology
25. د منار عاطف	Ophthalmology	استاذ مساعد	Ophthalmology
26. د هلا كمال	Ophthalmology	استاذ مساعد	Ophthalmology
27. د حاتم خطاب	Ophthalmology	استاذ مساعد	Ophthalmology
28. د هشام عنانى	Ophthalmology	استاذ مساعد	Ophthalmology
29. د احمد بهجت	Ophthalmology	استاذ مساعد	Ophthalmology
30. د سحر حميدة	Ophthalmology	استاذ مساعد	Ophthalmology
31. د محمد النعيمى	Ophthalmology	استاذ مساعد	Ophthalmology
32. د تامر جمال	Ophthalmology	استاذ مساعد	Ophthalmology
33. د هانى البيلى	Ophthalmology	استاذ مساعد	Ophthalmology
34. د ياسمين ضياء	Ophthalmology	استاذ مساعد	Ophthalmology
35. د رمضان رضوان	Ophthalmology	استاذ مساعد	Ophthalmology

36. د مصطفى عبد الله	**Ophthalmology**	**استاذ مساعد**	**Ophthalmology**
37. د ريم امير	**Ophthalmology**	**استاذ مساعد**	**Ophthalmology**
38. د محمد حجاب	**Ophthalmology**	**استاذ مساعد**	**Ophthalmology**
39. د شريف شرف	**Ophthalmology**	**مدرس**	**Ophthalmology**
40. د عبد الله نصر	**Ophthalmology**	**مدرس**	**Ophthalmology**
41. د مروة جودة	**Ophthalmology**	**مدرس**	**Ophthalmology**
42. د احمد رجب	**Ophthalmology**	**مدرس**	**Ophthalmology**
43. د عباس ابو مسلم	**Ophthalmology**	**مدرس**	**Ophthalmology**
44. د عمرو اكمل	**Ophthalmology**	**مدرس**	**Ophthalmology**
45. د محمد الدماصى	**Ophthalmology**	**مدرس**	**Ophthalmology**
46. د كريم سمير	**Ophthalmology**	**مدرس**	**Ophthalmology**
47. د مروة خيرى	**Ophthalmology**	**مدرس**	**Ophthalmology**
48. د محمد انس	**Ophthalmology**	**مدرس**	**Ophthalmology**
49. د نوران محمد	**Ophthalmology**	**مدرس**	**Ophthalmology**
50. د غادة توفيق	**Ophthalmology**	**مدرس**	**Ophthalmology**
51. د لمياء العايدى	**Ophthalmology**	**مدرس**	**Ophthalmology**
52. د حسام زين	**Ophthalmology**	**مدرس**	**Ophthalmology**
53. د امجد ابراهيم	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
54. د الاء صالح	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
55. د نوال اليمانى	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
56. د سارة فوزى	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
57. د احمد الكيال	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
58. د احمد المنيزع	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
59. د على جودة	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
60. د زياد على	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
61. د محمد مجدى	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
62. د احمد الشرقاوى	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
63. د اسلام السيد	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
64. د محمد صلاح	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
65. د عصام جمعة	**Ophthalmology**	مدرس مساعد	**Ophthalmology**

66. د مصطفى العشرى	**Ophthalmology**	مدرس مساعد	**Ophthalmology**
67. أد مجدى عبد الله	ENT	استاذ	ENT
68. أد سمير سرور	ENT	استاذ	ENT
69. أد علاء الين الفقى	ENT	استاذ	ENT
70. أد ناصر نجيب	ENT	استاذ	ENT
71. أد محمد الشوادفى	ENT	استاذ مساعد	ENT
72. أم د محمد عبد الهادى	ENT	استاذ مساعد	ENT
73. أ م د على عوض	ENT	استاذ مساعد	ENT
74. أم د محمد عبد المحسن	ENT	استاذ مساعد	ENT
75. أ م د السيد عبد المجيد	ENT	استاذ مساعد	ENT
76. أ م د محمد ربيع	ENT	استاذ مساعد	ENT
77. د طارق النجار	ENT	مدرس	ENT
78. د إبراهيم خالد	ENT	مدرس	ENT
79. د أحمد هدهود	ENT	مدرس	ENT
80. د محمد صلاح عبد العظيم	ENT	مدرس	ENT
81. د الحسين جودة	ENT	مدرس	ENT
82. د أحمد عماد	ENT	مدرس	ENT
83. د بيتر	ENT	مدرس	ENT
84. د محمد فتوح	ENT	مدرس	ENT
85. د محمود دياب	ENT	مدرس	ENT
86. د عبد الرحمن عبد العزيز	ENT	مدرس	ENT
87. د الحسين جودة	ENT	مدرس	ENT
88. د أحمد عماد	ENT	استاذ مساعد	ENT
89. د.احمد ابراهيم السيد	ENT	استاذ	ENT
90. د.جمال عبدالحميد	ENT	استاذ	ENT
91. د.اسماعيل النشار	ENT	استاذ	ENT
92. د.ابراهيم صابر	ENT	استاذ مساعد	ENT
93. اد.سعيدعبدالمنعم	ENT	استاذ	ENT
94. د.مجدى بدير	ENT	استاد	ENT
95. د.محمد عبدالبارى	ENT	استاذ مساعد	ENT

96. ادهانى الشامى	ENT	استاذ	ENT
97. د.محمد عبدالمحسن	ENT	مدرس	ENT
98. د.محمدربيع	ENT	مدرس	ENT
99. د.احمد الجوهرى	ENT	مدرس	ENT
100. د.هدى محمد	ENT	مدرس	ENT
101. د.احمد الناقة	ENT	استاذ مساعد	ENT
102. د.عبدالرحمن مجدى	ENT	مدرس	ENT
103. د.محمد عمر	ENT	مدرس	ENT
104. د.الحسين جودة	ENT	مدرس	ENT
105. د.مى عبدالبصير	ENT	مدرس	ENT
106. د.رمزى	ENT	مدرس	ENT
107. د.عمروعدلى	ENT	مدرس	ENT
108. د.محمد فتوح	ENT	مدرس	ENT
109. د.عمر عبدالموجود	ENT	مدرس	ENT
110. د.رامى اسماعيل	ENT	مدرس	ENT
111. د.تامر عرابى	ENT	مدرس	ENT
112. د.هبه العمدة	ENT	مدرس	ENT
113. د.امير عبدالمنعم	ENT	مدرس	ENT
114. د.عبدالرؤوف سعيد	ENT	مدرس	ENT
115. د محمد اشرف	ENT	مدرس	ENT
116. د وائل السيد	ENT	مدرس	ENT
117. د عبد الله عبد الرحمن	ENT	مدرس	ENT

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.
4- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

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)**
8weeks	**75**	**200**	**-**	**-----**	**-**

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	**12/27/2025**	**50**	**50 SBA**	1.8.1 Integrate relevant biomedical and clinical sciences in understanding common ENT disorders. 1.8.2 Integrate relevant biomedical and clinical sciences in understanding common ophthalmic disorders. 1.10.2 Formulate appropriate differential diagnoses based on history, clinical examination. 1.15.1 Explain the initial management of common ENT emergencies, including airway obstruction, epistaxis, and maxillofacial trauma. 2.2.1 Identify demographic, occupational, environmental, and other major risk factors associated with common ENT disorders.

				2.2.2 Identify demographic, occupational, environmental, and systemic risk factors associated with common ophthalmic disorders. 3.8.1 Apply appropriate referral criteria for patients with ENT disorders requiring specialist or advanced care. 4.1.1 Describe the normal structure and functions of the ear, nose, paranasal sinuses, pharynx, larynx, and related sensory pathways. 4.1.2 Describe the normal anatomy and functions of the eyeball, orbit, and ocular adnexa. 4.7.1 Describe the principles of pharmacological treatment of common ENT disorders, including indications, adverse effects, and contraindications. 4.7.2 Describe the principles of pharmacological treatment of common ophthalmic disorders, including indications, adverse effects, and contraindications.
Final Written	**1/5/2026**	**100**	**- 10 SEQs** **- 50 SBA**	1.7.1 Recognize complex, uncertain, and ambiguous presentations of common ENT disorders and identify appropriate referral indications. 1.7.2 Recognize complex or uncertain ophthalmic presentations requiring further evaluation or referral. 1.8.1 Integrate relevant biomedical and clinical sciences in understanding common ENT disorders. 1.8.2 Integrate relevant biomedical and clinical sciences in understanding common ophthalmic disorders. 1.9.2 Use relevant information resources to support evidence-based decision-making in common ophthalmic conditions. 1.10.1 Integrate history, physical examination, and investigation findings to formulate appropriate diagnoses for common ENT and ophthalmological disorders. 1.10.2 Formulate appropriate differential diagnoses based on history, clinical examination 1.13.1 Establish patient-centered management plans for common ENT disorders based on clinical findings and evidence-based practice. 1.13.2 Develop initial patient-centered management plans for common ophthalmic conditions based on clinical findings and evidence-based practice. 1.15.1 Explain the initial management of common ENT emergencies, including airway obstruction, epistaxis, and maxillofacial trauma.

				2.2.1 Identify demographic, occupational, environmental, and other major risk factors associated with common ENT disorders. 2.2.2 Identify demographic, occupational, environmental, and systemic risk factors associated with common ophthalmic disorders. 3.8.1 Apply appropriate referral criteria for patients with ENT disorders requiring specialist or advanced care. 3.8.2 Identify ophthalmic conditions requiring timely referral for specialist management. 4.1.1 Describe the normal structure and functions of the ear, nose, paranasal sinuses, pharynx, larynx, and related sensory pathways. 4.1.2 Describe the normal anatomy and functions of the eyeball, orbit, and ocular adnexa. 4.5.1 Explain the causes and pathogenesis of common ENT disorders. 4.5.2 Explain the pathogenesis of common ophthalmic disorders affecting vision and ocular structures. 4.6.1 Correlate structural and functional changes in the auditory, vestibular, olfactory, and gustatory systems with the clinical manifestations of common ENT disorders. 4.6.2 Describe the structural and functional changes associated with common ophthalmic disorders. 4.7.1 Describe the principles of pharmacological treatment of common ENT disorders, including indications, adverse effects, and contraindications. 4.7.2 Describe the principles of pharmacological treatment of common ophthalmic disorders, including indications, adverse effects, and contraindications.
OSPE/OSCE	**1/10/2026**	**75**		1.1.1 Take a structured, patient-centered history from patients presenting with common ENT disorders. 1.1.2 Take a structured, patient-centered history from patients presenting with common ophthalmic complaints. 1.2.1 Apply an empathic and holistic approach during history taking and examination of patients with common ENT disorders. 1.2.2 Apply an empathic and holistic approach during history taking and examination of patients with common ophthalmic disorders.

				1.4.1 Perform appropriate basic physical examination for patients with common ENT disorders. 1.4.2 Perform basic ENT examinations, including anterior rhinoscopy, otoscopy, oral cavity examination, and tuning-fork tests. 1.4.3 Perform appropriate basic ophthalmic examination according to the patient's age, gender, and clinical presentation. 1.4.4 Perform basic ophthalmic examinations, including visual acuity, pupillary reflexes, extraocular movements, confrontation visual field testing, lid eversion, regurgitation test, and proptosis evaluation 1.5.1 Prioritize clinical problems requiring attention in patients with common ENT disorders. 1.5.2 Prioritize clinical problems that require attention in patients with common ophthalmic disorders. 1.6.1 Interpret the results of appropriate and cost-effective investigations for common ENT disorders 1.6.2 interpret appropriate basic ophthalmic investigations, including visual field testing and fundus photography. 1.10.2 Formulate appropriate differential diagnoses based on history, clinic examination 1.11.1 Perform basic ENT diagnostic procedures safely and appropriately. 1.11.2 Perform basic ophthalmic examination procedures safely and accurately. 1.12.1 Apply patient safety principles during ENT examination and clinical care. 1.12.2 Apply patient safety principles during ophthalmic examination and clinical care. 1.14.1 Respect patients' rights and involve patients and/or their families in decisions related to ENT care. 1.15.1 Explain the initial management of common ENT emergencies, including airway obstruction, epistaxis, and maxillofacial trauma. 1.15.2 Provide appropriate initial emergency care for common ophthalmic emergencies, including acute glaucoma, chemical eye injuries, and ocular trauma. 2.7.1 Recognize age- and condition-specific considerations in patients with common ENT disorders. 2.7.2 Recognize age- and condition-specific considerations in patients with common ophthalmic disorders. 2.9.1 Apply appropriate infection prevention and control measures in the management of common ENT disorders.

				2.9.2 Apply appropriate infection prevention and control measures during ophthalmic examination and care. 2.9.1 Apply appropriate infection prevention and control measures in the management of common ENT disorders. 2.9.2 Apply appropriate infection prevention and control measures during ophthalmic examination and care. 3.5.1 Respect patient's confidentiality with common ENT diseases 3.6.1 Maintain patient confidentiality and privacy during ENT and ophthalmic care. 4.8.1 Interpret common diagnostic modalities used in ENT practice, including audiometry, tympanometry, radiographs, and CT imaging. 4.8.2 Interpret common ophthalmic diagnostic modalities, including visual acuity, visual field assessment, fundus examination, and fundus photography.
TBL	**12/17/2025**	**12**	**MCQ+MEQs**	1.8.1 Integrate relevant biomedical and clinical sciences in understanding common ENT disorders. 1.8.2 Integrate relevant biomedical and clinical sciences in understanding common ophthalmic disorders. 3.8.1 Apply appropriate referral criteria for patients with ENT disorders requiring specialist or advanced care. 3.8.2 Identify ophthalmic conditions requiring timely referral for specialist management. 4.6.1 Correlate structural and functional changes in the auditory, vestibular, olfactory, and gustatory systems with the clinical manifestations of common ENT disorders. 4.7.1 Describe the principles of pharmacological treatment of common ENT disorders, including indications, adverse effects, and contraindications. 4.7.2 Describe the principles of pharmacological treatment of common ophthalmic disorders, including indications, adverse effects, and contraindications. 2.5.1 Describe preventive measures and health education strategies for common ENT disorders. 2.5.2 Describe preventive strategies for common ophthalmic diseases, including glaucoma and diabetic retinopathy screening. 5.1.1 Recognize the roles of different healthcare professionals in the multidisciplinary management of patients with ENT and ophthalmic disorders. 5.2.1 Work cooperatively with colleagues and other healthcare professionals in the

				management of patients with ENT and ophthalmic disorders.
Flipped Sessions	**11/27/2025**	**5**	**MEQ**	**1**.10.1 Integrate history, physical examination, and investigation findings to formulate appropriate diagnoses for common ENT and ophthalmological disorders. 1.10.2 Formulate appropriate differential diagnoses based on history, clinical examination 5.2.1 Work cooperatively with colleagues and other healthcare professionals in the management of patients with ENT and ophthalmic disorders. Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts.

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).

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):	**1817**
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):	**Number of students who did not attend the final exam: 25 students** **Absent: 9** **Absent with excuse:15** **Deprived (attendance): 1**
Total number of students who passed the exams successfully:	**1718**
Percentage of success (out of the total number of students who sat for the final exam)	**%95.87**

Grade Distribution						
Grade	مقبول	جيد	جيد جدا	امتياز	راسب	
Number of students	84	382	518	734	76	
Percentage	%4.6	%21.3	%28.9	%40.9	%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**

Commenting on student results, analyzing student performance (including factors that affected the results if any):
The examination results demonstrated an overall high level of student achievement, with the majority of students successfully completing the module requirements. Grade distribution showed that most students attained higher grades, reflecting satisfactory acquisition of the intended learning outcomes and competencies. The relatively low proportion of unsuccessful students suggests that the teaching, learning, and assessment strategies were generally effective. Overall, the results indicate good alignment between the module content, instructional methods, and assessment approaches, while continued efforts should be made to support students who experience academic difficulties and to further enhance learning outcomes.

comparing them with the results of the previous year: *Comparison with the previous academic year indicates that the overall student performance remained consistently high, with a high success rate maintained across both cohorts. While the recent year showed a broader distribution of grades across the different achievement categories, the previous year was characterized by a greater concentration of students within the highest grade category. This variation may reflect differences in cohort characteristics, assessment difficulty, or grading distribution. Nevertheless, the overall results in both years demonstrate successful achievement of the intended learning outcomes and confirm the effectiveness of the module's teaching and assessment strategies. Continuous monitoring of assessment outcomes is recommended to ensure consistency, fairness, and alignment with competency-based educational standards.*

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	**323**
Percentage of participants to the total number	**17.7%**
Important points of satisfaction	**Students' Points of Satisfaction** • Students appreciated the integration of theoretical knowledge with clinical applications, which enhanced their understanding of module content. • Interactive teaching methods contributed positively to student engagement and facilitated effective learning. • Teaching staff were generally perceived as supportive, approachable, and responsive to students' educational needs. • Assessment methods were considered appropriate and generally aligned with the intended learning outcomes.

Item	Comment
	• Students expressed satisfaction with the variety of diagnostic and investigative modalities presented during the module, particularly in Ophthalmology, which enriched their clinical learning experience. • Students valued practical and experiential learning activities and recognized their contribution to developing clinical skills and clinical reasoning. • Clinical case discussions helped students relate theoretical concepts to real-life clinical practice.
Important points of dissatisfaction	• Students reported that the volume and complexity of module content were not fully compatible with the time allocated for teaching, self-study, and examination preparation. • Insufficient time was available for revision before assessments. • The number of real clinical cases available during practical teaching sessions was considered inadequate in some specialties. • Students expressed the need for increased clinical exposure and more hands-on practical training opportunities. • A number of students indicated that practical demonstrations and skills-based learning activities should be increased throughout the module. • Students requested a greater number of bedside teaching sessions, clinical case discussions, and opportunities for active participation in patient-based learning. • The large amount of module content and the broad range of topics created a considerable academic workload within the available timeframe.

4. Staff Members Reflections

Staff Members' Reflections on the Module

- Staff members observed that the time allocated for the module was insufficient in relation to the extensive content and the large number of topics covered, creating challenges in achieving all intended learning outcomes within the available timeframe.
- Greater integration between Ophthalmology and ENT subjects remains challenging due to the distinct nature of some topics and differences in teaching schedules and clinical activities.
- A noticeable decline in student attendance during theoretical lectures was observed, as students showed a greater preference for practical and clinical teaching sessions.
- The high volume of content limited opportunities for revision and reinforcement of key concepts during the module.

- Staff members recognized the importance of increasing clinically oriented and interactive teaching approaches to improve student engagement during theoretical sessions.
- Additional efforts are needed to strengthen horizontal integration between the different disciplines involved in the module and to enhance the linkage between theoretical and clinical learning experiences.
- Expanding case-based learning and bedside teaching activities may further improve student participation and facilitate the application of knowledge in clinical settings.

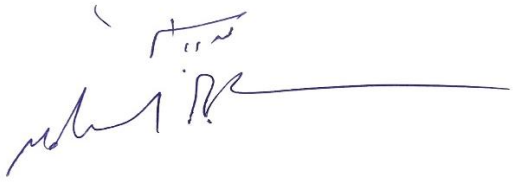
5- Module development plan

Area for Improvement	Action Plan	Responsible Person(s)	Time Frame	Success Indicator
Mismatch between module content and allocated time	Review the teaching schedule to prioritize core learning outcomes and essential topics. Provide students with clear guidance on key learning objectives and study priorities.	Module Coordinator & Teaching Staff	Before module implementation	Improved student satisfaction regarding workload and time management
Limited time for revision	Allocate dedicated revision sessions and provide structured review materials before assessments.	Module Coordinator & Departments	Before examinations	Improved student preparedness and examination performance
Low attendance in theoretical lectures	Increase the use of interactive teaching methods, case-based discussions, and clinically oriented presentations to enhance student engagement during lectures.	Teaching Staff	Throughout module delivery	Improved lecture attendance and student participation
Insufficient clinical case exposure	Increase the number of clinical case discussions, bedside teaching opportunities, and practical demonstrations whenever possible.	Clinical Departments	Throughout module delivery	Increased student satisfaction with clinical training
Need for more practical and hands-on learning	Increase practical demonstrations, skills-based teaching activities, and active student participation during clinical sessions.	Clinical Teaching Staff	Throughout module delivery	Enhanced student engagement and practical skills acquisition
Integration between Ophthalmology and ENT topics	Although this module will not continue under the new curriculum, integrated case discussions and coordinated teaching activities will be maintained for students studying under the current regulations to improve understanding and reduce content fragmentation.	Module Coordinator & Participating Departments	During remaining module cycles	Improved student perception of integration between disciplines

Area for Improvement	Action Plan	Responsible Person(s)	Time Frame	Success Indicator
Continuous quality improvement	Continue periodic review of student feedback, assessment outcomes, and staff reflections to identify areas requiring further enhancement.	Module Committee	End of each module cycle	Evidence of ongoing quality improvement measures

As the Special Sense Disorders Module will be replaced under the new curriculum, these enhancement actions will primarily target students who continue to study under the current regulations, ensuring maintenance of educational quality during the transition period.

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



Module Report

Academic Year:2026/2025 Semester: S7

1. Basic Information

Module Title (according to the bylaw):	**Respiratory Disorders**
Module Code (according to the bylaw):	BMS RE 2-2
Department/s that participated in the teaching:	Cardiothoracic surgery Radiology Pediatrics Chest Internal medicine Community
Total number of credit points of the course:	5 CH
Module Type:	Compulsory
The level to which the course was introduced:	4th academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	Dr Hanaa Sami
Date of approval of the course report	17/3/2026

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)
160	-		-

Instructor Name	Department	Academic degree	Specialty
1. اد احمد سعيد	الصدر	استاذ	الصدر
2. اد سماح شحاتة	الصدر	استاذ	الصدر

3. اد علاء متولى	**الصدر**	استاذ	**الصدر**
4. اد امانى شاكر	**الصدر**	استاذ	**الصدر**
5. اد رضا الغمرى	**الصدر**	استاذ	**الصدر**
6. اد محمد محرز	**الصدر**	استاذ	**الصدر**
7. اد اشرف شورى	**الصدر**	استاذ	**الصدر**
8. اد وحيد شومان	**الصدر**	استاذ	**الصدر**
9. اد محمد الشبراوى	**الصدر**	استاذ	**الصدر**
10. اد اشرف سليم	**الصدر**	استاذ	**الصدر**
11. اد وليد منصور	**الصدر**	استاذ	**الصدر**
12. اد امانى فوزى	**الصدر**	استاذ	**الصدر**
13. اد نيفين محمد	**الصدر**	استاذ	**الصدر**
14. اد محمد محرز	**الصدر**	**استاذ مساعد**	**الصدر**
15. د نجوان محمد	**الصدر**	**استاذ مساعد**	**الصدر**
16. د محمد طاهر	**الصدر**	**استاذ مساعد**	**الصدر**
17. د طارق حمدى	**الصدر**	**استاذ مساعد**	**الصدر**
18. د لمياء رجب	**الصدر**	**استاذ مساعد**	**الصدر**
19. د اسراء محمود	**الصدر**	**استاذ مساعد**	**الصدر**
20. د هناء سامى	**الصدر**	**استاذ مساعد**	**الصدر**
21. د هناء السيد	**الصدر**	**استاذ مساعد**	**الصدر**
22. د ايمان شبل	**الصدر**	**استاذ مساعد**	**الصدر**
23. د محمد ولاء	**الصدر**	**مدرس**	**الصدر**
24. د سعد ربيع	**الصدر**	**مدرس**	**الصدر**
25. د امنية محمد	**الصدر**	**مدرس**	**الصدر**
26. د نجاة السيد	**الصدر**	**مدرس**	**الصدر**
27. د محمد حسن	**الصدر**	**مدرس**	**الصدر**
28. د عادل عطية	**الصدر**	**مدرس**	**الصدر**
29. د محمد صبح	**الصدر**	**مدرس**	**الصدر**
30. د داليا منصور	**الصدر**	**مدرس**	**الصدر**
31. د هناء ابو العزايم	**الصحة العامة**	مدرس	**الصحة العامة**
32. د اميرة السيد	**الصحة العامة**	مدرس	الصحة العامة

33. د هالة مجدى	**الصحة العامة**	مدرس	الصحة العامة
34. د نهى عبد السلام	**الصحة العامة**	مدرس	الصحة العامة
35. د لمياء لطفى	**الصحة العامة**	مدرس	الصحة العامة
36. هدير محسن	**الصحة العامة**	مدرس	الصحة العامة
37. د منى زيتون	**الصحة العامة**	مدرس	الصحة العامة
38. د دعاء حبيب	**الصحة العامة**	مدرس	الصحة العامة
39. د دينا فكرى	**الصحة العامة**	مدرس	الصحة العامة
40. د اروى عبد السلام	**الصحة العامة**	مدرس	الصحة العامة
41. د منى سامى	**الصحة العامة**	**استاذ مساعد**	الصحة العامة
42. د دينا سامح	**الصحة العامة**	استاذ	الصحة العامة
43. د داليا الشافعى	**الصحة العامة**	استاذ مساعد	الصحة العامة
44. د عفاف العدل	**الصحة العامة**	مدرس	الصحة العامة
45. د لمياء نصر	**الصحة العامة**	مدرس	الصحة العامة
46. د ايهاب صبحى	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
47. د كريم الفخرانى	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
48. وليد عبد الله	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
49. د وليد جلال	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
50. د احمد بكرى	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
51. د محمد الانور	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
52. د عبد الله بدر	جراحة القلب و الصدر	استاذ	جراحة القلب و الصدر
53. د محمد سامى	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
54. د نزار النحال	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
55. د محمد عاطف	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
56. د امير الفاروق	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
57. د نبيل الصادق	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
58. د دينا عثمان	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
59. د امانى جودة	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
60. د احمد شفيق	جراحة القلب و الصدر	مدرس	جراحة القلب و الصدر
61. اد دينا توفيق	الاطفال	استاذ	الاطفال
62. اد محمد سند	الاطفال	استاذ	الاطفال

63. اد سعيد مرسى	الاطفال	استاذ	الاطفال
64. اد اسامة الخولى	الاطفال	استاذ	الاطفال
65. اد هديل عبد الرحمن	الاطفال	استاذ	الاطفال
66. اد عزت كامل	الاطفال	استاذ	الاطفال
67. اد هانى السيد	الاطفال	استاذ	الاطفال
68. اد حاتم حسين	الاطفال	استاذ	الاطفال
69. اد سحر شعروای	الاطفال	استاذ	الاطفال
70. اد ليلى رسلان	الاطفال	استاذ	الاطفال
71. اد محمد عثمان	الاطفال	استاذ	الاطفال
72. اد وسام عبد المنعم	الاطفال	استاذ	الاطفال
73. اد احمد عبد الصمد	الاطفال	استاذ	الاطفال
74. اد حسام كمال	الاطفال	استاذ	الاطفال
75. اد عبد الرازق الشيخ	الاطفال	استاذ	الاطفال
76. اد عمرو ريشة	الاطفال	استاذ	الاطفال
77. د عاطف خليل	الاطفال	استاذ	الاطفال
78. د شريف الجبالى	الاطفال	استاذ	الاطفال
79. د دعاء يوسف	الاطفال	استاذ	الاطفال
80. د سعاد شديد	الاطفال	استاذ	الاطفال
81. د يوسف الدمسيسى	الاطفال	استاذ	الاطفال
82. د مروة لطفى	الاطفال	استاذ مساعد	الاطفال
83. د منى حامد	الاطفال	استاذ مساعد	الاطفال
84. د محمد عبد السلام	الاطفال	استاذ مساعد	الاطفال
85. د ميرفت عطفى	الاطفال	استاذ مساعد	الاطفال
86. د صهباء فهر	الاطفال	استاذ مساعد	الاطفال
87. د داليا جميل	الاطفال	استاذ مساعد	الاطفال
88. د عزة خليل	الاطفال	استاذ مساعد	الاطفال
89. د مها نوح	الاطفال	استاذ مساعد	الاطفال
90. د امل الجوهرى	الاطفال	مدرس	الاطفال
91. د امانى عبد العزيز	الاطفال	مدرس	الاطفال
92. د ايمان عبد الهادى	الاطفال	مدرس	الاطفال

93. د اسماء ابراهيم	الاطفال	مدرس	الاطفال
94. د هبة الحكيم	الاطفال	مدرس	الاطفال
95. د شروق نافع	الاطفال	مدرس	الاطفال
96. د محمد رجب	الاطفال	مدرس	الاطفال
97. د هالة الامين	الاطفال	مدرس	الاطفال
98. د اسلام عادل	الاطفال	مدرس	الاطفال
99. د ايمان هندواى	الاطفال	مدرس	الاطفال
100. د ديانا حنا	الاطفال	مدرس	الاطفال
101. د محمد عبد الحليم	الاطفال	مدرس	الاطفال
102. د سمر السيد	الاطفال	مدرس	الاطفال
103. د محمد عصام	الاطفال	مدرس	الاطفال
104. د هشام سعد	الاطفال	مدرس	الاطفال
105. اد ايمن عبد الرحمن	الباطنة العامة	استاذ	الباطنة العامة
106. اد السيد النحال	الباطنة العامة	استاذ	الباطنة العامة
107. اد هاني الصادق	الباطنة العامة	استاذ	الباطنة العامة
108. ا احمد العجرودى	الباطنة العامة	استاذ	الباطنة العامة
109. اد سعيد البرشومى	الباطنة العامة	استاذ	الباطنة العامة
110. ادنجوى سامى	الباطنة العامة	استاذ	الباطنة العامة
111. اد خالد النجار	الباطنة العامة	استاذ	الباطنة العامة
112. اد رضا كامل	الباطنة العامة	استاذ	الباطنة العامة
113. اد هشام عطية	الباطنة العامة	استاذ	الباطنة العامة
114. اد السيد عنانى	الباطنة العامة	استاذ	الباطنة العامة
115. اد نيرمين رشاد	الباطنة العامة	استاذ	الباطنة العامة
116. اد اسامة باشا	الباطنة العامة	استاذ	الباطنة العامة
117. اد رضا جودة	الباطنة العامة	استاذ	الباطنة العامة
118. اد نفيسه محمد	الباطنة العامة	استاذ	الباطنة العامة
119. اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
120. اد هدي جوده	الباطنة العامة	استاذ	الباطنة العامة
121. اد هدي عبدالعزيز	الباطنة العامة	استاذ	الباطنة العامة
122. اد فيروز عثمان	الباطنة العامة	استاذ	الباطنة العامة

123.	اد السيد العنانى	الباطنة العامة	استاذ	الباطنة العامة
124.	اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
125.	اد خالد البنا	الباطنة العامة	استاذ	الباطنة العامة
126.	اد اماني ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
127.	اد اميره ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
128.	اد ياسر النجار	الباطنة العامة	استاذ	الباطنة العامة
129.	اد ميادة موسى	الباطنة العامة	استاذ	الباطنة العامة
130.	اد نجوي سامي	الباطنة العامة	استاذ	الباطنة العامة
131.	اد مروان الجوهرى	الباطنة العامة	استاذ	الباطنة العامة
132.	اد محمد سلام	الباطنة العامة	استاذ	الباطنة العامة
133.	اد شادى شاكر	الباطنة العامة	استاذ	الباطنة العامة
134.	اد عرفه الشبراوي	الباطنة العامة	استاذ	الباطنة العامة
135.	اد محمود حسنى	الباطنة العامة	استاذ مساعد	الباطنة العامة
136.	اد تامر جوده	الباطنة العامة	استاذ مساعد	الباطنة العامة
137.	اد ايمن رياض	الباطنة العامة	استاذ مساعد	الباطنة العامة
138.	د محمد جمال خليفة	الباطنة العامة	استاذ مساعد	الباطنة العامة
139.	د وليد عطية	الباطنة العامة	استاذ مساعد	الباطنة العامة
140.	د احمد اسماعيل	الباطنة العامة	استاذ مساعد	الباطنة العامة
141.	د محمد جمال الشامى	الباطنة العامة	استاذ مساعد	الباطنة العامة
142.	د احمد القللي	الباطنة العامة	استاذ مساعد	الباطنة العامة
143.	د احمد المنشاوى	الباطنة العامة	استاذ مساعد	الباطنة العامة
144.	د ايمن فريد	الباطنة العامة	استاذ مساعد	الباطنة العامة
145.	د عمرو اللبان	الباطنة العامة	استاذ مساعد	الباطنة العامة
146.	د نشوي دراز	الباطنة العامة	مدرس	الباطنة العامة
147.	د محمد جمال خليفة	الباطنة العامة	مدرس	الباطنة العامة
148.	د شيماء عبد المنعم	الباطنة العامة	مدرس	الباطنة العامة
149.	د احمد نعمان	الباطنة العامة	مدرس	الباطنة العامة
150.	د مايكل ادوارد	الباطنة العامة	مدرس	الباطنة العامة
151.	د محمد عبد المعبود	الباطنة العامة	مدرس	الباطنة العامة
152.	د احمد المنشاوى	الباطنة العامة	مدرس	الباطنة العامة

153.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
154.	د احمد غريب المنشاوى	الباطنة العامة	مدرس	الباطنة العامة
155.	د نهى اسامه	الباطنة العامة	مدرس	الباطنة العامة
156.	د محمد عبد العظيم	الباطنة العامة	مدرس	الباطنة العامة
157.	د رودليا مسلم	الباطنة العامة	مدرس	الباطنة العامة
158.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
159.	د مصطفى محمود	الباطنة العامة	مدرس	الباطنة العامة
160.	د رضا الخضرى	الباطنة العامة	مدرس	الباطنة العامة

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.
4- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

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 weeks	**38**	**100**	**-**	**-----**	**-**

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	**11/15/2025**	**25**	**25 SBA**	1.10.1: Integrate the clinical findings from history and physical examination of respiratory cases into a meaningful diagnostic formulation 1.5.2: Build a differential diagnosis list of common respiratory problems. 1.5.3: Formulate a provisional diagnosis statement of respiratory Disorders 1.10.1: Integrate the results of respiratory history, physical examination an laboratory tests into a meaningful diagnostic formulation. 1.13.1:Establish patient centered management plans in partnership with other health professionals as appropriate using Evidence based medicine in management decisions in patients with respiratory disorders.
Final Written	**2/8/2026**	**50**	**- 11 SEQs** **- 25 SBA**	1.10.1: Integrate the clinical findings from history and physical examination of respiratory cases into a meaningful diagnostic formulation 1.5.1: Build a differential diagnosis list of common respiratory problems. 1.5.2: Formulate a provisional diagnosis statement of respiratory Disorders 1.10.1: Integrate the results of respiratory history, physical examination and laboratory tests into a meaningful diagnostic formulation. 1.13.1: Establish patient centered management plans in partnership with other health professionals as appropriate using Evidence based medicine in management decisions in patients with respiratory disorders. 1.4.2; Integrate the prior learning of the clinical and biomedical sciences relevant to the respiratory system disorders and autoimmune diseases. 4.3.1: Explain the pathogenesis of various respiratory system disease 4.7.1:choosing different drugs used in long term management of respiratory disorders
OSPE/OSCE	**2/10/2026**	**38**		1.1.1:Take a comprehensive history from various patients complaining of respiratory problems : 1.1.2:Record the respiratory history properly 1.1.3: Analyze the detected symptoms of respiratory problems. 1.2.1: Apply an empathetic, holistic approach during the history-taking and examination of patients with common respiratory problems.

				1.4.1: Apply an appropriate full physical examination to the patient with common respiratory problems 1.10.1: Integrate the clinical findings from history and physical examination of respiratory cases into a meaningful diagnostic formulation 1.5.1: Build a differential diagnosis list of common respiratory problems. 1.5.2 : Formulate a provisional diagnosis statement of respiratory Disorders 1.10.1 Integrate the results of respiratory history, physical examination and laboratory tests into a meaningful diagnostic formulation 2.9.1: Apply safety measures while dealing with respiratory problem patients.
TBL	**10/29/2025**	**10**	**MCQ**	4.1.1: Demonstrate collaboration with health team members for decision making for effective patient management in respiratory disorders 5.4.1; Practice effective leadership skills in learning &virtual clinical contexts for common respiratory disorders 5.6.1; Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 1.5.1: Build a differential diagnosis list of common respiratory problems. 1.5.2: Formulate a provisional diagnosis statement of respiratory Disorders 1.10.1: Integrate the results of respiratory history, physical examination and laboratory tests into a meaningful diagnostic formulation. .
Flipped Sessions	**10/23/2025**	**2**	**One case**	5.6.1; Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 1.5.1: Build a differential diagnosis list of common respiratory problems. 1.5.2: Formulate a provisional diagnosis statement of respiratory Disorders 1.10.1: Integrate the results of respiratory history, physical examination and laboratory tests into a meaningful diagnostic formulation

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).

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):	**1817**
Number of students (who completed the module/ sat for the exam):	**1698**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**Number of students who did not attend the final exam: 66 students** **Absent: 18** **Absent with excuse:43** **Deprived (attendance): 5**
Total number of students who passed the exams successfully:	**1616**
Percentage of success (out of the total number of students who sat for the final exam)	**95%**

Grade Distribution						
Grade	مقبول	جيد	جيد جدا	امتياز	راسب	
Number of students	140	397	458	621	135	
Percentage	%8.2	%23.3	%26.9	%36.5	%7.9	
Total number of students who failed the exams:						**135**
Percentage of failure (for the total number of students who took the final exam)						**%7.9**

- *Commenting on student results, analyzing student performance (including factors that affected the results if any)*: ***Exam Attendance:*** *The vast majority of enrolled students successfully completed the module and sat for the exam, although a small segment was unable to attend, primarily due to official excused absences.*
- ***Success and Failure Rates:*** *The module reflects a highly successful outcome with a strong overall passing rate, though there remains a notable minority of students who failed to meet the passing criteria.*
- ***Grade Distribution:*** *Student performance is well-distributed across all passing categories, with the highest concentration of successful students achieving top-tier excellence, followed progressively by very good, good, and acceptable marks.*
- *The results demonstrate robust academic achievement and high student engagement, while highlighting a minor need to support struggling students in future cohorts*

comparing them with the results of the previous year:

• Passing Rates: The previous year achieved an almost perfect passing rate with negligible academic failure. The present year, however, experienced a visible increase in the proportion of students who failed to pass the final assessments.

• Academic Performance (Grades): Student performance in the previous year was heavily skewed toward top-tier excellence. Conversely, the present year showed a much more distributed spread of grades, with a noticeable shift toward the average and lower passing categories.

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	**350 students**
Percentage of participants to the total number	**20%**
Important points of satisfaction	• Course objectives were clearly stated at the beginning of the semester. • Students were satisfied with both the adequate exposure to clinical cases • Course requirements and expectations were adequately communicated. • Content was logically organized and sequenced. • The module covered: Respiratory disorders topics relevant to the curriculum .• Positive student engagement with module content. • Good interaction between students and teaching staff. • Achievement of intended learning outcomes
Important points of dissatisfaction	• some students perceived that the volume of module content was relatively high compared with the time allocated for teaching, self-study, and examination preparation. • Students recommended enhancing learning resources and supplementary educational materials to support independent learning. • Some students suggested improving the scheduling and distraction of learning activities throughout the module.

4. Staff Members Reflections

4. Staff Members' Reflections on Module

Theoretical Lecture Attendance: There is a noticeable decline in student attendance during theoretical lectures, which requires investigating root causes, such as potential reliance on recorded materials or external resources.

Clinical Sessions Capacity: The clinical sessions suffer from significant overcrowding. The high student-to-patient ratio severely limits opportunities for individual students to perform physical examinations and gain direct clinical exposure on respiratory cases.

Educational Infrastructure: Teaching facilities require immediate modernization specifically, lecture halls need technical upgrades regarding audio systems and data-show projectors to ensure a better learning experience.

Module Duration vs. Content: The timeframe allocated for the respiratory module is disproportionate to the high volume and depth of the scientific content, causing a compressed schedule for both teaching and student comprehension

5- Module development plan

improving Lecture Attendance

- **Action:** Implement interactive teaching methodologies, such as blended learning, flipped classrooms, and live clinical case discussions, to make face-to-face theoretical sessions more engaging.
- **Action:** Integrate continuous formative assessment tools (e.g., interactive quizzes) during lectures to encourage active student presence

Optimizing Clinical Sessions & Hands-on Training

- Action: Restructure student rotation schedules to divide large cohorts into smaller, manageable sub-groups during clinical rounds

- . Action: Increase the number of clinical instructors and utilize high-fidelity simulation labs to ensure every student can practice physical examinations effectively before patient

Upgrading Educational Infrastructure

- **Action:** Coordinate with the college administration to modernize lecture halls, focusing on upgrading audiovisual systems and installing high-resolution digital projectors.
- **Action:** Establish a routine maintenance schedule for classroom technology to prevent disruptions during teaching hour

Enhancing Academic Guidance and Examination Preparation

• Action: Schedule structured revision sessions before the final examination. Additional revision tutorials and clearer guidelines regarding the structure and expectations of the final examinations.

• Action: Provide students with clear assessment blueprints and guidance regarding examination formats and expectations at the beginning of the module.

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



Module Report

Academic Year:2026/2025 Semester: S7

1. Basic Information

Module Title (according to the bylaw):	**Musculoskeletal & Integumentary System Disorders**
Module Code (according to the bylaw):	BMS MI 2-2
Department/s that participated in the teaching:	Orthopedic surgery Plastic surgery Internal medicine Rheumatology Dermatology
Total number of credit points of the course:	6 CH
Module Type:	Compulsory
The level to which the course was introduced:	4th academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	Dr Basam El Safy
Date of approval of the course report	15/9/2026

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)**
180	**-**	**12**	**-**

Instructor Name	Department	Academic degree	Specialty
1. د. محمد عبدالله عبدالسلام	جراحة العظام	استاذ	جراحة العظام
2. د. فهمى سمير	جراحة العظام	استاذ	جراحة العظام
3. د. محمد عبدالفتاح	جراحة العظام	استاذ مساعد	جراحة العظام

4. د. السيد سليم	جراحة العظام	**استاذ مساعد**	جراحة العظام
5. د. إبراهيم الجهينى	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
6. د. محمد ناجى	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
7. د. سامح هليل	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
8. د. محمد عطية	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
9. د. إسلام سميح	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
10. د. محمد الفلكى	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
11. د. محمد سالم	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
12. د. محمد عادل عبد الرازق	**جراحة العظام**	**استاذ مساعد**	**جراحة العظام**
13. د. بسام عودة	**جراحة العظام**	**مدرس**	**جراحة العظام**
14. د. أحمد مشهور	**جراحة العظام**	**مدرس**	**جراحة العظام**
15. د. أحمد صالح	**جراحة العظام**	**مدرس**	**جراحة العظام**
16. د. محمد حسن العريض	**جراحة العظام**	**مدرس**	**جراحة العظام**
17. د. أحمد عبد الغنى	**جراحة العظام**	**مدرس**	**جراحة العظام**
18. د. عبدالباسط عيداروس	**جراحة العظام**	**مدرس**	**جراحة العظام**
19. د. محمود عبده	**جراحة العظام**	**مدرس**	**جراحة العظام**
20. د. أحمد الشاعر	**جراحة العظام**	**مدرس**	**جراحة العظام**
21. د. إسلام شفيق	**جراحة العظام**	**مدرس**	**جراحة العظام**
22. د. المحمدي العوضى	**جراحة العظام**	**مدرس**	**جراحة العظام**
23. د. إسلام حمادة	**جراحة العظام**	**مدرس**	**جراحة العظام**
24. د. محمد عادل عابدين	**جراحة العظام**	**مدرس**	**جراحة العظام**
25. د. محمد عيسوي	**جراحة العظام**	**مدرس**	**جراحة العظام**
26. د. محمد مجدي	**جراحة العظام**	**مدرس**	**جراحة العظام**
27. د. أحمد القطشة	**جراحة العظام**	**مدرس**	**جراحة العظام**
28. د. أحمد رأفت	**جراحة العظام**	**مدرس**	**جراحة العظام**
29. د. عمرو شحاتة	**جراحة العظام**	**مدرس**	**جراحة العظام**
30. د. شر يف شحتة	**جراحة العظام**	**مدرس**	**جراحة العظام**
31. د. عبد السلام البدري	**جراحة العظام**	**مدرس**	**جراحة العظام**
32. د. أحمد عمرة	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
33. د. أحمد فتحى	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**

34. د. عبدالسلام البدرى	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
35. د. محمد صالح	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
36. د. محمد حسينى	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
37. د. محمود ناصر	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
38. د. إسلام هدهود	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
39. د. محمد الاحمدي	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
40. د. اسلام سعيد	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
41. د. محمد العش	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
42. د. محمد حجازي عبد الحميد	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
43. د. اسلام البحيرى	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
44. د. احمد السيد	**جراحة العظام**	**مدرس مساعد**	**جراحة العظام**
45. اد ايناس عبد القادر	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
46. اد شيماء مصطفى عبد الوهاب	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
47. اد ايمان الدسوقى	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
48. اد احمد عميرة	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
49. اد منار عبده	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
50. اد مروة هانى	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
51. اد محمد عطية	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
52. اد امانى النجار	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
53. اد نيلى عز الدين	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
54. اد محمد الجاويش	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
55. اد داليا سمير	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
56. اد غادة سند	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
57. اد عبير الشافعى	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
58. اد سحر محفوظ	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
59. اد ياسر عبد الحى	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
60. اد دعاء عطا	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
61. اد ابراهيم ثروت	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
62. اد هالة على	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل
63. اد عبير الشافعى	الروماتيزم و التاهيل	استاذ	الروماتيزم و التاهيل

64. د لبنى قطب	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
65. د يمنى عامر	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
66. د غادة ابو السعود	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
67. د امانى عبيد	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
68. د نيللى سعيد	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
69. د داليا ابراهيم	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
70. د ايناس ابراهيم	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
71. د وفاء كامل	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
72. د امينة حسينى	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
73. د دعاء شرف	الروماتيزم و التاهيل	استاذ مساعد	الروماتيزم و التاهيل
74. د شيماء عادل	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
75. منة الله بيومى	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
76. د فاطمة الزهراء	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
77. د اية اكمل	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
78. د اية الشناوى	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
79. د سما خالد	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
80. د ندى علاء	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
81. د وداد غازى	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
82. د اية الشيشتاوى	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
83. د نهى ايهاب	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
84. د فاطمة ابراهيم	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
85. د شيماء عادل	الروماتيزم و التاهيل	مدرس	الروماتيزم و التاهيل
86. اد محمود عبده	الباطنة العامة	استاذ	الباطنة العامة
87. اد السيد النحال	الباطنة العامة	استاذ	الباطنة العامة
88. اد هاني الصادق	الباطنة العامة	استاذ	الباطنة العامة
89. اد عمروشعبان	الباطنة العامة	استاذ	الباطنة العامة
90. اد ماجده محروس	الباطنة العامة	استاذ	الباطنة العامة
91. اد اشرف النجار	الباطنة العامة	استاذ	الباطنة العامة
92. اد هبه شفيق	الباطنة العامة	استاذ	الباطنة العامة
93. اد رضا كامل	الباطنة العامة	استاذ	الباطنة العامة

94. اد عزه حسن	الباطنة العامة	استاذ	الباطنة العامة
95. اد نيفين فؤاد	الباطنة العامة	استاذ	الباطنة العامة
96. اد نيرمين رشاد	الباطنة العامة	استاذ	الباطنة العامة
97. اد خالد هدهود	الباطنة العامة	استاذ	الباطنة العامة
98. اد خالد الحفناوي	الباطنة العامة	استاذ	الباطنة العامة
99. اد نفيسه محمد	الباطنة العامة	استاذ	الباطنة العامة
100. اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
101. اد هدي جوده	الباطنة العامة	استاذ	الباطنة العامة
102. اد هدي عبدالعزيز	الباطنة العامة	استاذ	الباطنة العامة
103. اد فيروز عثمان	الباطنة العامة	استاذ	الباطنة العامة
104. اد السيد العنانى	الباطنة العامة	استاذ	الباطنة العامة
105. اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
106. اد خالد البنا	الباطنة العامة	استاذ	الباطنة العامة
107. اد اماني ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
108. اد اميره ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
109. اد ياسر النجار	الباطنة العامة	استاذ	الباطنة العامة
110. اد ميادة موسى	الباطنة العامة	استاذ	الباطنة العامة
111. اد نجوي سامي	الباطنة العامة	استاذ	الباطنة العامة
112. اد مروان الجوهرى	الباطنة العامة	استاذ	الباطنة العامة
113. اد محمد سلام	الباطنة العامة	استاذ	الباطنة العامة
114. اد شادى شاكر	الباطنة العامة	استاذ	الباطنة العامة
115. اد عرفه الشبراوي	الباطنة العامة	استاذ	الباطنة العامة
116. اد محمود حسنى	الباطنة العامة	استاذ مساعد	الباطنة العامة
117. اد تامر جوده	الباطنة العامة	استاذ مساعد	الباطنة العامة
118. اد ايمن رياض	الباطنة العامة	استاذ مساعد	الباطنة العامة
119. د محمد جمال خليفة	الباطنة العامة	استاذ مساعد	الباطنة العامة
120. د وليد عطية	الباطنة العامة	استاذ مساعد	الباطنة العامة
121. د احمد اسماعيل	الباطنة العامة	استاذ مساعد	الباطنة العامة
122. د محمد جمال الشامى	الباطنة العامة	استاذ مساعد	الباطنة العامة
123. د احمد القللي	الباطنة العامة	استاذ مساعد	الباطنة العامة

124.	د احمد المنشاوى	الباطنة العامة	استاذ مساعد	الباطنة العامة
125.	د ايمن فريد	الباطنة العامة	استاذ مساعد	الباطنة العامة
126.	د عمرو اللبان	الباطنة العامة	استاذ مساعد	الباطنة العامة
127.	د نشوي دراز	الباطنة العامة	مدرس	الباطنة العامة
128.	د محمد جمال خليفة	الباطنة العامة	مدرس	الباطنة العامة
129.	د شيماء عبد المنعم	الباطنة العامة	مدرس	الباطنة العامة
130.	د احمد نعمان	الباطنة العامة	مدرس	الباطنة العامة
131.	د مايكل ادوارد	الباطنة العامة	مدرس	الباطنة العامة
132.	د محمد عبد المعبود	الباطنة العامة	مدرس	الباطنة العامة
133.	د احمد المنشاوى	الباطنة العامة	مدرس	الباطنة العامة
134.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
135.	د محمد عبد المعبود	الباطنة العامة	مدرس	الباطنة العامة
136.	د نهى اسامه	الباطنة العامة	مدرس	الباطنة العامة
137.	د محمد عبد العظيم	الباطنة العامة	مدرس	الباطنة العامة
138.	د رودليا مسلم	الباطنة العامة	مدرس	الباطنة العامة
139.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
140.	د مصطفى محمود	الباطنة العامة	مدرس	الباطنة العامة
141.	د رضا الخضرى	الباطنة العامة	مدرس	الباطنة العامة
142.	د سمر محسيب	الباطنة العامة	مدرس	الباطنة العامة
143.	اد رافت عبد الطيف	جرحة التجميل	استاذ	جرحة التجميل
144.	اد احمد محمد على	جرحة التجميل	استاذ	جرحة التجميل
145.	اد احمد ابو هاشم عزب	جرحة التجميل	استاذ	جرحة التجميل
146.	اد محمد رضا	جرحة التجميل	استاذ	جرحة التجميل
147.	اد محمد نصر	جرحة التجميل	استاذ	جرحة التجميل
148.	اد محمود عبد النبى	جرحة التجميل	استاذ	جرحة التجميل
149.	د محمود السيد جودة	جرحة التجميل	مدرس	جرحة التجميل
150.	د محمد حامد ابراهيم	جرحة التجميل	مدرس	جرحة التجميل
151.	د هشام ابو العزم	جرحة التجميل	مدرس	جرحة التجميل
152.	د عمرو احمد مجدى	جرحة التجميل	مدرس	جرحة التجميل
153.	د منى جلال شاهين	جرحة التجميل	مدرس	جرحة التجميل

154.	د احمد محمد على نور	جرحة التجميل	مدرس	جرحة التجميل
155.	د عمرو احمد مجدى	جرحة التجميل	مدرس	جرحة التجميل
156.	اد شروق خشبة	الامراض الجلدية	استاذ	الامراض الجلدية
157.	اد الشيماء شحاتة	الامراض الجلدية	استاذ	الامراض الجلدية
158.	اد ايمان صلاح	الامراض الجلدية	استاذ	الامراض الجلدية
159.	اد فتحية خطاب	الامراض الجلدية	استاذ	الامراض الجلدية
160.	د نورهان انيس	الامراض الجلدية	مدرس	الامراض الجلدية
161.	د ريهام عصام	الامراض الجلدية	مدرس	الامراض الجلدية
162.	د منى الراضى	الامراض الجلدية	مدرس	الامراض الجلدية
163.	د منى سليم	الامراض الجلدية	مدرس	الامراض الجلدية
164.	د نيهال عزت	الامراض الجلدية	مدرس	الامراض الجلدية
165.	د سارة على	الامراض الجلدية	مدرس	الامراض الجلدية
166.	د منى ديراز	الامراض الجلدية	مدرس	الامراض الجلدية
167.	د مها مصطفى	الامراض الجلدية	مدرس	الامراض الجلدية
168.	د افنان سامى	الامراض الجلدية	مدرس	الامراض الجلدية
169.	د محمد صبحى	الامراض الجلدية	مدرس	الامراض الجلدية
170.	د ندا جمال	الامراض الجلدية	مدرس	الامراض الجلدية
171.	د ريم كمال	الامراض الجلدية	مدرس	الامراض الجلدية
172.	د بسمة فايز	الامراض الجلدية	مدرس	الامراض الجلدية
173.	د هبة حسينى	الامراض الجلدية	مدرس	الامراض الجلدية
174.	د منى الراضى	الامراض الجلدية	مدرس	الامراض الجلدية
175.	د ايناس السيد	الامراض الجلدية	مدرس	الامراض الجلدية
176.	د منى عبد الله	الامراض الجلدية	مدرس	الامراض الجلدية

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.

4- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

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)**
4weeks+ 3days	**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	**10/15/2025**	**30**	**30 (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 musculoskeletal and Integumentary problem. 1.6.2: Interpret the investigations results of musculoskeletal and Integumentary disorders 1.10.1: Integrate the results of history, physical examination, and relevant investigations into a meaningful diagnostic formulation for musculoskeletal and Integumentary problems.

				1.13.1: Establish patient-centered management plans in collaboration with other health professionals, using evidence-based medicine. 4.5.1: Demonstrate the causes and pathogenesis of common musculoskeletal and Integumentary diseases. 4.6.1: Describe the altered structure and function of the musculoskeletal and Integumentary system in common diseases and conditions 4.7.1: Describe the therapeutic actions, pharmacokinetics, adverse effects, and important drug interactions of medications commonly used in the management of musculoskeletal and Integumentary System.
Final Written	**1/18/2026**	**60**	**- 9 SEQs** **- 36 (MEQ+SBA)**	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 musculoskeletal and Integumentary problem. 1.6.2: Interpret the investigations results of musculoskeletal and Integumentary disorders. 1.7.1: Manage complex, uncertain, and ambiguous clinical presentations in patients with musculoskeletal and Integumentary problems according to relevant guidelines. 1.8.1: Integrate relevant clinical and biomedical sciences in addressing common musculoskeletal and Integumentary disorders. 1.10.1: Integrate the results of history, physical examination, and relevant investigations into a meaningful diagnostic formulation for musculoskeletal and Integumentary problems. 1.13.1: Establish patient-centered management plans in collaboration with other health professionals, using evidence-based medicine. 2.4.1: Identify major demographic, occupational, and environmental risk factors associated with musculoskeletal and Integumentary disorders in the community.

				2.6.1: Describe the epidemiology and distribution of common musculoskeletal and Integumentary diseases in the community 3.8.1: Apply referral criteria for complex, uncertain, and ambiguous cases in musculoskeletal and Integumentary system disorders (guidelines) 4.5.1: Demonstrate the causes and pathogenesis of common musculoskeletal and Integumentary diseases. 4.6.1: Describe the altered structure and function of the musculoskeletal and Integumentary system in common diseases and conditions 4.7.1: Describe the therapeutic actions, pharmacokinetics, adverse effects, and important drug interactions of medications commonly used in the management of musculoskeletal and Integumentary System. 5.6.1: Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts.
OSPE/OSCE	**1/22/2026**	**45**		1.1.1: Take a comprehensive history from various patients complaining of musculoskeletal problems 1.1.2: Record the musculoskeletal history properly. 1.2,.1: Demonstrate an empathic, holistic, and culturally sensitive approach during history taking and examination of patients with common musculoskeletal and Integumentary problems. 1.4.1: Perform an appropriate physical examination of patients with common musculoskeletal and Integumentary problems according to age, gender, and clinical presentation. 1.5.1: Prioritize acute clinical issues when managing emergency cases of musculoskeletal and Integumentary diseases 1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.5.3: Formulate a differential diagnosis based on clinical presentation 1.6.2: Interpret the investigations results of musculoskeletal and Integumentary disorders. 1.8.1: Integrate relevant clinical and biomedical sciences in addressing

				common musculoskeletal and Integumentary disorders. 1.10.1: Integrate the results of history, physical examination, and relevant investigations into a meaningful diagnostic formulation for musculoskeletal and Integumentary problems. 1.11.1: Perform relevant diagnostic and intervention procedures for common musculoskeletal and Integumentary problems in a skillful and safe manner. 2.9.1: Apply appropriate infection-control measures in relevant clinical settings. 3.1.1: Demonstrate appropriate professional behaviors and relationships, including honesty, integrity, commitment, compassion, and respect, in the care of patients with musculoskeletal and Integumentary disorders 4.8.1: Demonstrate relevant practical skills and procedures and interpret common diagnostic modalities used in the assessment of musculoskeletal and Integumentary System disorders
TBL	**10/8/2025**	**12**	**10 SBA** **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 musculoskeletal and Integumentary problem. 1.6.2: Interpret the investigations results of musculoskeletal and Integumentary disorders 1.10.1: Integrate the results of history, physical examination, and relevant investigations into a meaningful diagnostic formulation for musculoskeletal and Integumentary problems. 1.13.1: Establish patient-centered management plans in collaboration with other health professionals, using evidence-based medicine. 4.8.1: Demonstrate relevant practical skills and procedures and interpret common diagnostic modalities used in the assessment of musculoskeletal and Integumentary System disorders

				5.2.1: Demonstrate effective collaboration with health care professionals in shared decision-making for patient management. 5.3.1: Demonstrate collaboration with health team members for decision making for effective patient management in learning & virtual clinical contexts in common musculoskeletal disorders 5.4.1: Demonstrate effective leadership skills in learning &virtual clinical contexts for common musculoskeletal disorders 5.6.1: Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts.
Flipped Sessions	**10/1/2025**	**3**	**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 musculoskeletal and Integumentary problem. 5.4.1: Demonstrate effective leadership skills in learning &virtual clinical contexts for common musculoskeletal disorders 5.6.1: Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 2.2.1: Identify the economic, psychological, social, and cultural factors that affect wellbeing in patients with musculoskeletal and Integumentary disorders. 2.4.1: Identify major demographic, occupational, and environmental risk factors associated with musculoskeletal and Integumentary disorders in the community.

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

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).

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):	**1817**
Number of students (who completed the module/ sat for the exam):	**1783**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**Number of students who did not attend the final exam: 40students** **Absent: 16** **Absent with excuse:13** **Deprived (attendance): 1**
Total number of students who passed the exams successfully:	**1743**
Percentage of success (out of the total number of students who sat for the final exam)	**97.7%**

Grade Distribution						
Grade	مقبول	جيد	جيد جدا	امتياز	راسب	
Number of students	48	288	508	958	44	
Percentage	2.6%	15.6%	27.5%	51.9%	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%**

Commenting on student results, analyzing student performance (including factors that affected the results if any):
The results demonstrate a high overall level of student achievement, with the majority of students attaining grades in the very good and excellent categories. The failure rate was low, indicating that most students successfully achieved the intended learning outcomes of the module. These findings suggest an acceptable alignment between the module content, teaching strategies, and assessment methods. Nevertheless, continuous efforts should be directed toward supporting lower-performing students and further enhancing academic performance across all grade categories.
comparing them with the results of the previous year: The result of previous year demonstrated a massive dominance in achieving top-tier grades (Excellent). Meanwhile, the second module showed a more balanced and distributed spread across the remaining passing grades. While the present module reflects a slight shift in grade distribution and higher absenteeism, both modules demonstrate an overall highly successful academic outcome with strong passing rates

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	**500 students**
Percentage of participants to the total number	**%27.5**
Important points of satisfaction	• Course objectives were clearly stated at the beginning of the semester. • Course requirements and expectations were adequately communicated. • Content was logically organized and sequenced. • The module covered: Musculoskeletal & integumentary system disorders topics relevant to the curriculum. • Students expressed positive perceptions regarding: • Teaching methods employed by faculty members. • Clarity of explanations. • Use of practical examples during lectures. • Students expressed satisfaction with the clinical cases presented during the Rheumatology and Internal Medicine teaching sessions. The cases provided valuable opportunities for clinical learning and application of theoretical knowledge, particularly common and important conditions such as Rheumatoid Arthritis, Osteomyelitis, Systemic Lupus Erythematosus (SLE), and Ankylosing Spondylitis. • Opportunities for student participation and discussion. Students indicated that the module successfully: • Enhanced analytical and clinical reasoning skills. • Linked theoretical knowledge to practical applications. • Increased awareness of future clinical relevance
Important points of dissatisfaction	* Students reported that the number of real clinical cases available during practical sessions was insufficient in some specialties, particularly Orthopedic Surgery, Dermatology, and Plastic Surgery. * Results and feedback of formative assessments, including TBL sessions and end-of-module evaluations, were not communicated to students in a timely manner. * Students perceived a mismatch between the volume of module content and the time allocated for teaching, self-study, revision, and examination preparation. * Students expressed the need for additional revision sessions

Item	Comment
	* Some students reported variability in the educational experience between different clinical groups due to differences in case availability and clinical exposure. * Greater integration between theoretical teaching and clinical application was suggested to enhance understanding and retention of module content.

4. Staff Members Reflections

Faculty members acknowledged that the module provided students with valuable knowledge and clinical exposure to common musculoskeletal disorders through multidisciplinary teaching and clinical training. However, several challenges were identified during module implementation.

Teaching staff reported that lecture halls require further maintenance and upgrading, particularly audiovisual facilities and data-show projectors, which occasionally affected the quality of teaching sessions. Delayed release of student lists and group allocations also created organizational difficulties at the beginning of the module.

A noticeable decline in student attendance during theoretical lectures was observed throughout the module, which may have negatively affected student engagement and learning outcomes. Faculty members also noted that the module commenced before the completion of summer examinations, resulting in reduced attendance and participation during the early phase of the module. Delays in the student group lists created organizational difficulties for some students.

5- Module development plan

Area for Improvement	Action Plan	Responsible Person(s)	Timeline	Success Indicator
Insufficient clinical case exposure in some specialties	Increase the number and diversity of real clinical cases, particularly in Orthopedic Surgery, Dermatology, and Plastic Surgery. Supplement learning with structured case-based discussions when case availability is limited.	Clinical Department Coordinators	Throughout module implementation	Increased student satisfaction regarding clinical exposure
Delayed communication of assessment feedback	Establish a clear timeline for releasing formative assessment results and feedback within one week of assessment completion.	Assessment Committee, Module Coordinator	Ongoing	Timely dissemination of assessment results and feedback
Mismatch between module content and allocated time	Review module content, learning activities, and assessment workload to ensure appropriate alignment with	Module Committee	Before next academic year	Improved student perception of workload balance

Area for Improvement	Action Plan	Responsible Person(s)	Timeline	Success Indicator
	available teaching time and student self-directed learning needs.			
Inadequate teaching facilities	Upgrade lecture halls and maintain audiovisual equipment, including projectors and data-show systems, to enhance the learning environment.	Faculty Administration	According to available resources	Reduced facility-related complaints
Limited opportunities for active clinical participation	Increase bedside teaching sessions, small-group clinical teaching, and case-based discussions.	Clinical Teaching Staff	Throughout module	Enhanced clinical skills acquisition and student satisfaction

Progress will be reviewed at the end of each module cycle, and corrective actions will be implemented as needed to support continuous quality improvement.

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

Module Report

Academic Year:2026/2025 Semester: S8

1. Basic Information

Module Title (according to the bylaw):	**Endocrinal Disorders**
Module Code (according to the bylaw):	BMS EN 2-2
Department/s that participated in the teaching:	General surgery Internal Medicine Pediatric Ophthalmology Family medicine
Total number of credit points of the course:	6 CH
Module Type:	Compulsory
The level to which the course was introduced:	4TH academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	Dr. Osama Ragab
Date of approval of the course report	15/9/2026

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)
161	-	7	-

Instructor Name	Department	Academic degree	Specialty
1. اد مدحت شوقى	Ophthalmology	استاذ	Ophthalmology
2. اد محمود صالح	Ophthalmology	استاذ	Ophthalmology
3. اد شريف دبور	Ophthalmology	استاذ	Ophthalmology
4. اد هيثم نشار	Ophthalmology	استاذ	Ophthalmology
5. د احمد نور	Ophthalmology	استاذ مساعد	Ophthalmology
6. د منار عاطف	Ophthalmology	استاذ مساعد	Ophthalmology
7. د هلا كمال	Ophthalmology	استاذ مساعد	Ophthalmology
8. د حاتم خطاب	Ophthalmology	استاذ مساعد	Ophthalmology
9. د هشام عنانى	Ophthalmology	استاذ مساعد	Ophthalmology
10. د احمد بهجت	Ophthalmology	استاذ مساعد	Ophthalmology
11. د سحر حميدة	Ophthalmology	استاذ مساعد	Ophthalmology
12. د محمد النعيمى	Ophthalmology	استاذ مساعد	Ophthalmology
13. د شريف شرف	Ophthalmology	مدرس	Ophthalmology
14. د عبد الله نصر	Ophthalmology	مدرس	Ophthalmology
15. د مروة جودة	Ophthalmology	مدرس	Ophthalmology
16. د احمد رجب	Ophthalmology	مدرس	Ophthalmology
17. د عباس ابو مسلم	Ophthalmology	مدرس	Ophthalmology
18. د عمرو اكمل	Ophthalmology	مدرس	Ophthalmology
19. د محمد الدماصى	Ophthalmology	مدرس	Ophthalmology
20. د نجوى سامى	Int. Medicine	استاذ	Int. Medicine
21. د ايهاب فوزى	Int. Medicine	استاذ	Int. Medicine
22. د اميرة شكرى	Int. Medicine	استاذ	Int. Medicine

23. د امانى محمد	Int. Medicine	استاذ	Int. Medicine
24. د ميادة	Int. Medicine	استاذ	Int. Medicine
25. د خالد هدهود	Int. Medicine	استاذ	Int. Medicine
26. د خالد سالم	Int. Medicine	استاذ	Int. Medicine
27. د عادل غراب	Int. Medicine	استاذ	Int. Medicine
28. د محمد سلام	Int. Medicine	استاذ	Int. Medicine
29. د حاتم سالم	Int. Medicine	استاذ	Int. Medicine
30. د فوزى المسلمى	Int. Medicine	استاذ	Int. Medicine
31. د سيد النجار	Int. Medicine	استاذ	Int. Medicine
32. د السيد النحال	Int. Medicine	استاذ	Int. Medicine
33. د محمد محسن	Int. Medicine	استاذ	Int. Medicine
34. د ايمن فتحى عرفة	Int. Medicine	استاذ	Int. Medicine
35. د محمد حسن	Int. Medicine	استاذ	Int. Medicine
36. د فيروز عثمان	Int. Medicine	استاذ	Int. Medicine
37. د خالد البنا	Int. Medicine	استاذ	Int. Medicine
38. د عمرو الهوارى	Int. Medicine	استاذ	Int. Medicine
39. د تامر جودة	Int. Medicine	استاذ	Int. Medicine
40. د رضا كامل	Int. Medicine	استاذ	Int. Medicine
41. د سعيد البرشومى	Int. Medicine	استاذ	Int. Medicine
42. د ايمن رمضان	Int. Medicine	استاذ	Int. Medicine
43. د خالد البنا	Int. Medicine	استاذ	Int. Medicine
44. د عرفة الشبروای	Int. Medicine	استاذ	Int. Medicine
45. د مروان الجوهرى	Int. Medicine	استاذ	Int. Medicine
46. د ماجدة محروس	Int. Medicine	استاذ	Int. Medicine
47. د محمود حسنى	Int. Medicine	استاذ	Int. Medicine
48. د عزة حسن	Int. Medicine	استاذ	Int. Medicine
49. د عرفة الشبروای	Int. Medicine	استاذ	Int. Medicine
50. د محمد صدقى	Int. Medicine	استاذ	Int. Medicine
51. د شادى عماد	Int. Medicine	استاذ	Int. Medicine
52. د نيرمين رشاد	Int. Medicine	استاذ	Int. Medicine

53. د محمد رياض	Int. Medicine	استاذ	Int. Medicine
54. د هدى عبد العزيز	Int. Medicine	استاذ	Int. Medicine
55. د خالد البنا	Int. Medicine	استاذ	Int. Medicine
56. د احمد علام	Int. Medicine	استاذ	Int. Medicine
57. د سعيد عبد الباقى	Int. Medicine	استاذ	Int. Medicine
58. د نيفين فؤاد	Int. Medicine	استاذ مساعد	Int. Medicine
59. د احمد القوللى	Int. Medicine	استاذ مساعد	Int. Medicine
60. د احمد فرج	Int. Medicine	استاذ مساعد	Int. Medicine
61. د احمد مجمود	Int. Medicine	استاذ مساعد	Int. Medicine
62. د محمد جابر	Int. Medicine	استاذ مساعد	Int. Medicine
63. د احمد فرج	Int. Medicine	استاذ مساعد	Int. Medicine
64. د احمد نعمان	Int. Medicine	استاذ مساعد	Int. Medicine
65. د وليد عطية	Int. Medicine	استاذ مساعد	Int. Medicine
66. د رضا الخضرى	Int. Medicine	استاذ مساعد	Int. Medicine
67. د رامى محمود	Int. Medicine	استاذ مساعد	Int. Medicine
68. د احمد عاطف	Int. Medicine	استاذ مساعد	Int. Medicine
69. د احمد اسماعيل	Int. Medicine	استاذ مساعد	Int. Medicine
70. د محمد عبد العظيم	Int. Medicine	استاذ مساعد	Int. Medicine
71. د فاطمة عطية	Int. Medicine	استاذ مساعد	Int. Medicine
72. د مصطفى محمود	Int. Medicine	استاذ مساعد	Int. Medicine
73. د زينب عطية	Int. Medicine	مدرس	Int. Medicine
74. د سمر محسب	Int. Medicine	مدرس	Int. Medicine
75. د عمرو ة اللبان	Int. Medicine	مدرس	Int. Medicine
76. د ايمن فريد	Int. Medicine	مدرس	Int. Medicine
77. د معتز سعيد	Int. Medicine	مدرس	Int. Medicine
78. د رضا الخضرى	Int. Medicine	مدرس	Int. Medicine
79. د محمد الشامى	Int. Medicine	مدرس	Int. Medicine
80. د نهى اسامة	Int. Medicine	مدرس	Int. Medicine
81. د فاطمة عطية	Int. Medicine	مدرس	Int. Medicine
82. د احمد عاطف	Int. Medicine	مدرس	Int. Medicine

83. د احمد فرج	Int. Medicine	مدرس	Int. Medicine
84. د نشوى فراج	Int. Medicine	مدرس	Int. Medicine
85. اد وائل الشلفة	General surgery	استاذ	General surgery
86. اد صلاح منصور	General surgery	استاذ	General surgery
87. اد وائل منسى	General surgery	استاذ	General surgery
88. ا.د اشرف جودة	General surgery	استاذ	General surgery
89. اد اسامة حامد	General surgery	استاذ	General surgery
90. اد احمد رافت	General surgery	استاذ	General surgery
91. اد محمد بغدادى	General surgery	استاذ	General surgery
92. اد رمضان محمود	General surgery	استاذ	General surgery
93. اد عمرو الياسريجى	General surgery	استاذ	General surgery
94. اد احمد سعيد	General surgery	استاذ	General surgery
95. اد سعيد نجم	General surgery	استاذ	General surgery
96. اد ايهاب شحتة	General surgery	استاذ	General surgery
97. اد رشا الشرقاوى	General surgery	استاذ	General surgery
98. اد طه عبد الوهاب	General surgery	استاذ	General surgery
99. اد مصطفى خيرى	General surgery	استاذ	General surgery
100. اد حاتم عبد المنعم	General surgery	استاذ	General surgery
101. اد اشرف جودة	General surgery	استاذ	General surgery
102. اد اسامة حامد	General surgery	استاذ	General surgery
103. اد محمد الكيلانى	General surgery	استاذ	General surgery
104. اد محمد ابو زيد	General surgery	استاذ	General surgery
105. اد سامح نجيب	General surgery	استاذ	General surgery
106. اد محمد حسن	General surgery	استاذ	General surgery
107. اد مصطفى بيومى	General surgery	استاذ	General surgery
108. اد اسامة حامد	General surgery	استاذ	General surgery
109. اد احمد يحيى	General surgery	استاذ	General surgery
110. اد عبد الوهاب صالح	General surgery	استاذ	General surgery
111. اد علاء فياض	General surgery	استاذ	General surgery
112. اد احمد سلام	General surgery	استاذ	General surgery

113.	د احمد كمال	General surgery	استاذ مساعد	General surgery
114.	د احمد التليتى	General surgery	استاذ مساعد	General surgery
115.	د احمد ابو زيد	General surgery	استاذ مساعد	General surgery
116.	د اسلام ابو زيد	General surgery	استاذ مساعد	General surgery
117.	د كريم فتحى	General surgery	استاذ مساعد	General surgery
118.	د علاء حجاج	General surgery	استاذ مساعد	General surgery
119.	د محمد جمال	General surgery	استاذ مساعد	General surgery
120.	د يوسف الايمن	General surgery	استاذ مساعد	General surgery
121.	د محمد جيبشى	General surgery	استاذ مساعد	General surgery
122.	د محمد ثروت	General surgery	مدرس	General surgery
123.	د هشام عبد العظيم	General surgery	مدرس	General surgery
124.	د بيتر هانى	General surgery	مدرس	General surgery
125.	د احمد مهدى	General surgery	مدرس	General surgery
126.	د اسلام محمد	General surgery	مدرس	General surgery
127.	د اشرف عشرى	General surgery	مدرس	General surgery
128.	د محمد صلاح	General surgery	مدرس	General surgery
129.	د احمد عطية	General surgery	مدرس	General surgery
130.	اد حسام كمال	الاطفال	استاذ	الاطفال
131.	اد عبد الرازق الشيخ	الاطفال	استاذ	الاطفال
132.	اد عمرو ريشة	الاطفال	استاذ	الاطفال
133.	د عاطف خليل	الاطفال	استاذ	الاطفال
134.	د شريف الجبالى	الاطفال	استاذ	الاطفال
135.	د دعاء يوسف	الاطفال	استاذ	الاطفال
136.	د سعاد شديد	الاطفال	استاذ	الاطفال
137.	د يوسف الدمسيسى	الاطفال	استاذ	الاطفال
138.	د مروة لطفى	الاطفال	استاذ مساعد	الاطفال
139.	د منى حامد	الاطفال	استاذ مساعد	الاطفال
140.	د محمد عبد السلام	الاطفال	استاذ مساعد	الاطفال
141.	د ميرفت عطفى	الاطفال	استاذ مساعد	الاطفال
142.	د صهباء فهر	الاطفال	استاذ مساعد	الاطفال

143.	د داليا جميل	الاطفال	استاذ مساعد	الاطفال
144.	د عزة خليل	الاطفال	استاذ مساعد	الاطفال
145.	د مها نوح	الاطفال	استاذ مساعد	الاطفال
146.	د امل الجوهرى	الاطفال	مدرس	الاطفال
147.	د امانى عبد العزيز	الاطفال	مدرس	الاطفال
148.	د ايمان عبد الهادى	الاطفال	مدرس	الاطفال
149.	د اسماء ابراهيم	الاطفال	مدرس	الاطفال
150.	د هبة الحكيم	الاطفال	مدرس	الاطفال
151.	د شروق نافع	الاطفال	مدرس	الاطفال
152.	**Dr Nora Nabil**	**Family medicine**	**Assistant professor**	**Family medicine**
153.	**Dr Rasha Bahaa**	**Family medicine**	**Assistant professor**	**Family medicine**
154.	**Dr Yasmin Elhosseiny**	**Family medicine**	**Assistant professor**	**Family medicine**
155.	**Dr Nahla Zaitoon**	**Family medicine**	**Assistant professor**	**Family medicine**
156.	**Dr Eman Abdel sattar**	**Family medicine**	**Assistant professor**	**Family medicine**
157.	**Marwa Abdelhad**	**Family medicine**	**Lecturer**	**Family medicine**
158.	**Nada Abaas**	**Family medicine**	**Lecturer**	**Family medicine**
159.	**Samar Ahmed-**	**Family medicine**	**Lecturer**	**Family medicine**
160.	**Aya Banawy**	**Family medicine**	**Lecturer**	**Family medicine**
161.	**Aya El M asry**	**Family medicine**	**Lecturer**	**Family medicine**
162.	**Maha ElBadry**	**Family medicine**	**Lecturer**	**Family medicine**
163.	**Shimaa AbdelHai**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
164.	**Alaa Taher AbdelRazik**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
165.	**Mona Mohsen**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
166.	**Zeinab Sakr**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
167.	**Mohamed Nagah**	**Family medicine**	**Assistant Lecturer**	**Family medicine**
168.	**Gehad- Attia**	**Family medicine**	**Assistant Lecturer**	**Family medicine**

169. **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.
4- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

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 weeks	**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	**3/14/2026**		**30 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 endocrine disorders

				1.10.1: Integrate the results of endocrine diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 4.5.2: Identify the pathogenesis of various common endocrine diseases. 4.6.1: Demonstrate altered structure and function of endocrine system which are seen in various common endocrine 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 endocrine diseases
Final Written	**7/20/2026**	**60**	**- 10 SEQs** **- 50 SBA-MEQ**	1.5.3: Formulate a differential diagnosis based on clinical presentation. 1.6.1: Select the appropriate cost-effective investigations for common endocrine disorders 1.6.2: Select the appropriate cost-effective investigations for common endocrine disorders 1.7.1: Define complex, uncertain, and ambiguous cases in endocrine diseases 1.8.1: Integrate prior learning of the clinical and biomedical sciences relevant to the common endocrine diseases 1.9.2 :Analyze the found data to solve the common endocrine diseases 1.10.1: Integrate the results of endocrine diseases history, physical 4.5.2: Identify the pathogenesis of various common endocrine 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 endocrine 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 endocrine diseases 4.6.1: Demonstrate altered structure and function of endocrine system which are

				seen in various common endocrine 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 endocrine diseases
OSPE/OSCE	**1/10/2026**	**45**		1.1.1: Take a structured, patient centered history for common endocrine diseases 1.1.2: Record properly the taken endocrine disorders history 1.2.1: Apply an empathic and holistic approach during history taking and examination of the patients with common endocrine disorders 1.4.1: Apply appropriate full physical examination to the patient with common endocrine diseases 1.5.2: Formulate a provisional diagnosis based on the available clinical findings 1.6.2: Interpret the investigations results for common endocrine diseases 1.10.1: Integrate the results of endocrine diseases history, physical examination and laboratory tests into a meaningful diagnostic formulation 1.12.1: Apply safety measures while dealing with common endocrine diseases patients. (history & examination).
TBL	**12/17/2025**	**12**	**MCQ+MEQs**	1.9.2: Analyze the found data to solve the common endocrine diseases 1.10.1: Integrate the results of endocrine 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 endocrine 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 endocrine 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 endocrine diseases
Flipped Sessions	**11/27/2025**	**5**	**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 endocrine disorders 1.9.2: Analyze the found data to solve the common endocrine diseases 1.10.1: Integrate the results of endocrine 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 endocrine 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 endocrine 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

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).

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):	**1817**
Number of students (who completed the module/ sat for the exam):	**1737**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**Number of students who did not attend the final exam: students** **Absent: 18** **Absent with excuse: 49** **Deprived (attendance): 10**
Total number of students who passed the exams successfully:	**1718**
Percentage of success (out of the total number of students who sat for the final exam)	**%95.87**

Grade Distribution						
Grade	مقبول	جيد	جيد جدا	امتياز	راسب	
Number of students	**129**	**425**	**476**	**605**	**105**	
Percentage	**7.4**	**24.4**	**27.4**	**34.8**	**6**	

Total number of students who failed the exams:	**105**
Percentage of failure (for the total number of students who took the final exam)	**6**

Commenting on student results, analyzing student performance (including factors that affected the results if any):
The Endocrine Module showed a high overall success rate of 95.87%. Most students achieved good to excellent grades, with 86.6% attaining these grades. Only 6% of students failed the final examination. Overall, the results indicate satisfactory to good academic achievement among the students. The small proportion of failures may be related to differences in students' academic preparedness and attendance, highlighting the need for early identification and targeted support for students with lower performance.

comparing them with the results of the previous year: *Comparison with the previous academic year indicates that the overall student performance remained consistently high, with a high success rate maintained across both cohorts. While the recent year showed a broader distribution of grades across the different achievement categories, the previous year was characterized by a greater concentration of students within the highest grade category. This variation may reflect differences in cohort characteristics, assessment difficulty, or grading distribution. Nevertheless, the overall results in both years demonstrate successful achievement of the intended learning outcomes and confirm the effectiveness of the module's teaching and assessment strategies. Continuous monitoring of assessment outcomes is recommended to ensure consistency, fairness, and alignment with competency-based educational standards.*

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	**350**
Percentage of participants to the total number	**19.2%**
Important points of satisfaction	**Students' Points of Satisfaction** o Interactive teaching methods contributed positively to student engagement and facilitated effective learning. o Teaching staff were generally perceived as supportive, approachable, and responsive to students' educational needs. o Assessment methods were considered appropriate and generally aligned with the intended learning outcomes. o Clinical case discussions helped students relate theoretical concepts to real-life clinical practice. o The Incision Academy courses were considered useful and well received by students. ○ Dividing each clinical round into smaller groups during case-based practical sessions was appreciated by students.
Important points of dissatisfaction	• Students reported that the amount of content was relatively large compared with the time allocated to the module. • Students requested a revision session, particularly for practical cases, before the practical examination. • Students suggested making the module book more concise.

5- Module development plan

*

Area for Improvement	Action Plan	Responsible Person(s)	Time Frame	Success Indicator
Mismatch between module content and allocated time	Review and prioritize the module content to focus on core learning outcomes and essential topics, while	Module Coordinator & Teaching Staff	Before module implementation	Improved student satisfaction regarding workload and time management

Area for Improvement	Action Plan	Responsible Person(s)	Time Frame	Success Indicator
	ensuring appropriate distribution of teaching time.			
Limited time for revision, particularly for practical cases	Provide a structured revision session covering the main practical cases and key clinical points before the practical examination.	Module Coordinator & Clinical Teaching Staff	Before practical examination	Improved student preparedness for the practical examination
Insufficient exposure to practical clinical cases	Increase the number and variety of clinical cases discussed during practical sessions and clinical rounds whenever possible.	Clinical Departments & Teaching Staff	Throughout module delivery	Increased student satisfaction with practical and clinical training
Limited feedback on mid-module examination performance	Provide timely feedback to students regarding their mid-module examination results, in addition to feedback from TBL and flipped-classroom activities.	Module Coordinator & Teaching Staff	After mid-module examination	Improved student awareness of their performance and learning needs
Module book contains relatively extensive content	Review and revise the module book to make it more concise, focused, and aligned with the essential learning outcomes.	Module Committee & Teaching Staff	Before next module cycle	Improved student satisfaction with the module learning materials

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