

Akkreditierungsagentur  
im Bereich Gesundheit und Soziales  
Accreditation Agency in Health and Social Sciences



## **Assessment Report**

**for the Application of  
the Suez Canal University  
for the Accreditation of the Study Program “Clinical Pharmacy”,  
Bachelor of PharmD (Clinical Pharmacy)**

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**May 11, 2026**

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## 1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

## **I. The University's application**

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

## **II. Written review**

The main documents are reviewed by the expert group assigned by the Accreditation Commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

## **III. On-site visit (peer-review)**

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

#### **IV. The AHPGS accreditation decision**

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

## 2 Overview

### 2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: "Pharmacy" and "Clinical Pharmacy".

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Suez Canal University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on June 9, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Suez Canal University and the AHPGS was signed on the November 5, 2024.

On February 16, 2026, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On February 23, 2026, the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Suez Canal University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Clinical Pharmacy", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Clinical Pharmacy":

Annex	Description
1	Module Overview
2	Brief Teachers' CVs
3	Teaching Matrix
4	Study Plan and Workload
5	Module Descriptions
6	Internship Logbook
7	Matrix of Teaching and Learning Methods
8	Exam Blueprints

Alongside the study-program-specific documents, the following documents pertain to all study program submitted for external evaluation:

Annex	Description
A	University Strategic Plan
B	Cooperation Agreements
C	National Academic Reference Standards - Pharmacy
D	Regulations for Internship
E	Faculty of Pharmacy Quality Assurance Unit Manual
F	Questionnaire for Teaching Staff Performance
G	Student Satisfaction Survey
H	Graduate and Stakeholder Satisfaction Survey

The application, the open questions (OQ) and the answers to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

## 2.2 Information about the University

The Suez Canal University was founded in 1976 to serve the educational needs and to promote development and reconstruction of the Suez Canal area, and North and South Sinai governorates. Initially comprising six faculties in the three governorates, the University later expanded by establishing new faculties and research institutes. The University provided educational, research and community services in Port Said, Suez, and Arish until their branches were made independent and separate by presidential decrees in 2010, 2012, and 2016, respectively.

Today, the University is located in the Ismailia Governorate, and comprises 20 faculties. Approximately 40,000 students were enrolled in the first semester of the academic year 2024/25.

Since 1993, the Suez Canal University operates its own teaching hospital, which has grown to include specialized units for surgery, oncology, burn care, intensive care, psychology and addiction treatment, and in vitro fertilization (SER 1.1).

The Faculty of Pharmacy was founded in 1993, with its first graduating cohort in 1998. The faculty offers two undergraduate programs:

- Pharmacy (PharmD)

- Clinical Pharmacy (PharmD Clinical Pharmacy).

On the postgraduate level, the Faculty offers a wide range of programs, including:

- 13 diploma programs
- 9 masters programs
- 5 professional masters programs
- 9 doctoral programs.

In the academic year 2025/2026, 413 students were enrolled in the Bachelor program. In total, the faculty has over 1,066 graduates in the past five years.

The Faculty comprises nine departments, and collaborates with the university hospital, offering practical training, internship opportunities, as well as employment to graduates. The Faculty contributes to meeting Egypt's demand for pharmacists, and its collaboration with the University hospital highlights its role in supporting the local community.

Over the last four years, members of the Faculty published 490 papers in internationally indexed journals and 119 papers in national journals. The Faculty also organizes scientific conferences and supports faculty participation in academic events (SER 1.2).

### 2.3 Structural data of the study program

University	Suez Canal University
Faculty/Department	Faculty of Pharmacy
Cooperation partner	- The Ministry of Higher Education - The Ministry of Health - Hospitals and pharmaceutical industries
Title of the study program	Clinical Pharmacy (PharmD Clinical Pharmacy)
Degree awarded	Bachelor of Clinical Pharmacy (PharmD Clinical Pharmacy)
Organizational structure	Sunday-Thursday
Language of Studies	English
Period of education	5 years (10 semesters) + internship year
Credit Hours (CH) according to the internal system	184 CH
Hours per Credit	1 lecture credit hour = 1 contact hour per week

	1 practical credit hour = 2 contact hours per week
Workload	Total: 8,280 hours Lecture hours: 1,890 hours Practical hours: 1,740 hours Self-study hours: 4,650 hours
Launch date of the study program	September 2019
First accreditation	2018
Time of admission	Fall semester
Number of available places on the program	200
Number of currently enrolled students in the program	265
Number of graduates since launch date of the study program	628
Particular enrollment conditions	General Secondary Education Certificate
Tuition fees	580 LE / registered credit hour 10 EUR / registered credit hour 6960 – 12,180 EGP / semester 123 – 215 EUR / semester

Chart 1: Structural data of the study program

### **3 Expert Report**

The site visit was carried out on March 31 and April 01, 2026, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on March 30, 2026, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Pharmacy, the chair, vice chair and the teaching staff of the program “Clinical Pharmacy (PharmD Clinical Pharmacy)” as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories. Moreover, the experts had the opportunity to examine the equipment, the capacity of the laboratories, teaching pharmacy and the educational pharmaceutical factory (in construction).

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University and Faculty of Pharmacy serve as the foundation for the statements made in the Assessment Report.

#### **3.1 Program aims and their implementation**

In accordance with ESG 1.2 Design and Approval of Programs

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

## Summary

The main objective of the study program "Clinical Pharmacy (Pharm.D)" is to integrate exposition of essential and applied pharmaceutical sciences with an appropriate coverage of business and management skills. To prepare their graduates for careers in the global pharmaceutical industry, the program teaches creativity, understanding and applications of the essential concepts of sustainable development within the industry. These include handling, formulating and preparing pharmaceutical products in accordance with professional, legal and ethical guidelines, autonomous practice in different pharmaceutical settings, conducting research towards new product development, and critical evaluation of complex solutions, based on decisions related to treatment regimens, different conditions and continuous education.

Students demonstrate the ability to communicate and justify professional decisions and appropriate interventions in emergency situations, including cases of poisoning with various xenobiotics, with the aim of preserving patient life, while also contributing effectively within forensic contexts.

Additionally, they deliver patient-centered care by designing, implementing, monitoring, and evaluating individualized pharmacy care plans that address patient-specific needs, including health literacy as well as behavioral and psychosocial factors and use a sound understanding of physiological principles to contribute to the improvement of healthcare services, drawing on evidence-based data to inform decision-making and professional practice.

In addition to the above mentioned scientific and professional qualifications, graduates will be able to provide information, educate patients and community about the use of medicines and medical devices. They will also develop presentation, marketing, promotion, administration, calculation, and computation skills, and demonstrate them in communication, problem solving, decision making and teamwork (SER 3.1.2).

The program follows four domains of learning as established in the National Academic Reference Standards by the Ministry of Higher Education in Egypt:

- **Fundamental Knowledge:** Integration of knowledge from basic and applied pharmaceutical and clinical sciences to standardize materials, formulate and manufacture products, and deliver population- and patient-centered care.

- Professional and Ethical Practice: Working collaboratively as a member of an inter-professional health care team to improve the quality of life of individuals and communities, and respecting patients' rights.
- Pharmaceutical Care: Application of knowledge to directly improve health outcomes, providing evidence-based and patient-centered care based on informed clinical decisions and patient counseling.
- Personal Practice: Demonstrating and applying crucial skills such as leadership, time management, critical thinking, problem solving, independent and team working, creativity, and entrepreneurship.

According to the University, graduates have a variety of career options, such as pharmacists, pharmaceutical consultants, quality control analysts, or researchers. They have the opportunity to find job placements in:

- Hospitals, community health care centers, and community pharmacies.
- Government-run institutions, such as the Egyptian Drug Authority or Forensic Medicine Authority.
- State-run and private pharmaceutical companies.
- Pharmaceutical sales and marketing.
- Research centers and universities.

Due to the implementation of the comprehensive health care system by the Egyptian Ministry of Health, , there is a need for highly qualified pharmacists, and many of the graduates are assigned to pharmacist positions in state-run health institutions.

### **Judgment**

The experts inquire about the long-term goal of international accreditation of the University and the study program. According to the higher management, the University already established some measures in internationalization, like a limited number of exchange programs via Erasmus + and is additionally exploring various further opportunities like dual degree programs. for internationalization. The University strives to improve the recognition of the study programs in Europe and the world. The international accreditation is also part of the continuous quality improvement process within the University. The topic of internationalization will further be discussed in 3.2.

From the experts' point of view, the Bachelor study program "Clinical Pharmacy" focuses on specific qualification objectives. These objectives cover professional

and interdisciplinary aspects and particularly refer to the domain of academic competencies, competences necessary for a qualified employment, skills of social commitment, and personal development. However, the experts recommend describing the learning outcomes of the two study programs in greater detail, particularly in terms of how they differ from one another.

Although the number of pharmacists needed in Egypt is currently declining, employability after graduation remains high. Many graduates work in hospitals and community health care centers, in the pharmaceutical industry or seek their second, postgraduate degree at another university or outside of Egypt. Graduates from the Suez Canal University are successfully placed in a wide range of pharmaceutical professions within Egypt but also abroad.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

## **3.2 Structure of the study program**

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)<sup>1</sup> and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

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<sup>1</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

### Summary

The program comprises 75 modules, out of which 71 modules are mandatory. The program is divided accordingly:

	Number of modules	Credit hours
University requirements	4	8
Faculty requirements	67	168
Electives	4	8
<b>Total</b>	<b>75</b>	<b>184</b>

The program is offered only as a full-time study program. Students can enroll for a minimum of 12 credit hours and a maximum of 21 credit hours per semester.

The list of modules offered:

Nr.	Title	Sem.	CH
PC101	Pharmaceutical Analytical Chemistry I	1	3
PC102	Pharmaceutical Organic Chemistry I	1	3
PT101	Pharmacy Orientation	1	1
PG101	Medicinal Plants	1	3
MD101	Medical Terminology	1	1
MS102	Mathematics	1	1
PC203	Pharmaceutical Analytical Chemistry II	2	3
PC204	Pharmaceutical Organic Chemistry II	2	3
PB201	Cell Biology	2	2
MD202	Anatomy	2	2
MD204	Histology	2	2

PT202	Physical Pharmacy	2	3
PG202	Pharmacognosy I	2	3
MD203	Psychology	2	1
PC305	Pharmaceutical Organic Chemistry III	3	2
PB302	Biochemistry I	3	3
PG303	Pharmacognosy II	3	3
PO301	Basic Pharmacology	3	3
PO302	Physiology and Pathophysiology	3	2
PT303	Pharmaceutical Dosage Forms I	3	3
PC306	Pharmaceutical Analytical Chemistry III	3	3
PO402	Pharmacology I	4	3
PM401	General Microbiology and Immunology	4	3
NP404	Scientific Writing and Communication Skills	4	1
MD405	Pathology	4	2
PT404	Pharmaceutical Dosage Forms II	4	3
PB403	Biochemistry II	4	3
NP406	Pharmacy Legislation and Ethics	4	1
PC401	Instrumental Analysis	4	3
PO503	Pharmacology II	5	3
PM502	Pharmaceutical Microbiology and Antimicrobials	5	3
PM503	Parasitology and Virology	5	3
PT505	Pharmaceutical Dosage Forms III	5	3
PG504	Phytochemistry I	5	3
PP501	Community Pharmacy Practice	5	3
PO604	Pharmacology III	6	3
PG605	Phytochemistry II	6	3
PT606	Pharmaceutical Technology	6	3

PP602	Hospital Pharmacy	6	3
PP603	Clinical Pharmacy Practice	6	3
MD606	First Aid and Basic Life Support	6	2
PC706	Medicinal Chemistry I	7	3
PO705	Drug Information	7	2
PT707	Advanced Drug Delivery Systems	7	2
PT708	Biopharmaceutics and Pharmacokinetics	7	3
PM704	Medical Microbiology	7	3
PC707	Quality Control of Pharmaceuticals	7	3
	Elective Course	7	2
PC808	Medicinal Chemistry II	8	3
PP804	Management of Endocrine and Renal Disorders	8	2
PP805	Management of Oncological Diseases and Radiopharmacy	8	3
PP806	Clinical Pharmacokinetics	8	3
PB804	Clinical Biochemistry	8	3
PM805	Public Health and Preventative Medicine	8	2
	Elective Course	8	2
PO906	Basic and Clinical Toxicology	9	3
PP907	Management of Neuropsychiatric Diseases	9	2
PM906	Biotechnology	9	3
PG906	Phytotherapy	9	3
PB905	Clinical Nutrition	9	2
NP905	Marketing and Pharmacoeconomics	9	2
NP906	Entrepreneurship	9	1
	Elective Course	9	2
PP008	Management of Critical Care Patients	10	2
PP009	Management of Dermatological, Reproductive and Musculoskeletal Diseases	10	3

PP010	Management of Pediatric Diseases	10	3
PP011	Management of Cardiovascular Diseases	10	3
PP012	Management of Gastrointestinal Diseases	10	2
PP013	Management of Respiratory Diseases	10	2
PP014	Clinical Research and Pharmacovigilance	10	1
	Elective Course	10	2
	University Requirement		8
	Total:		184

Chart 2: Module overview

The list of elective courses can be found in Annex 4. In addition to 75 modules, students must complete 100 contact hours of field training at hospitals, pharmacies or pharmaceutical companies, they start in the summer after their third year and must be complete it before their compulsory internship year. The final internship year consists of six rotations, each six-weeks long. While two of the rotations are chosen from various pharmaceutical areas, four out of the rotations are compulsory:

- Drug Tour: Registration to Market,
- Hospital Pharmacy,
- Clinical Pharmacy: Adult General Medicine,
- Graduation Project (SER 4.1.1).

Medical and non-professional modules are taught by the Faculties of Pharmacy, Medicine, Veterinary Medicine, Science, Art, and Business Administration, and all adhere to defined core competencies, key elements and learning objectives that align with those of the program. Module instructors are required to submit a detailed teaching plan, module content, and contact hours to the program administrator. A course file with details on teaching and learning methods, performance indicators, and samples of student progress is submitted at the end of semester.

The Faculty of Pharmacy collaborates with the English department to meet University requirements for English language, with Mathematics and Accounting departments to meet faculty requirements for Mathematics and Entrepreneurship, and with the departments of Pathology, Physiology, Histology, Psychology, and Anatomy to meet the medical courses requirements. Elective modules are offered from a wide range of topics within pharmaceutical science, and students can

choose from modules such as Veterinary Pharmacology, Cosmetics, Therapeutic Nutrition and more. The Faculty of Pharmacy is responsible for all module descriptions, specifications and learning outcomes for all courses and training. Outside institutions organize teaching and laboratory sessions according to the module description set.

In their first two years of studies, students improve their English language communication and are prepared for applied science and pharmacy practice. They study organic and inorganic chemistry, medical terminology, physiology, anatomy, histology, biostatistics, microbiology, chemistry, and introductory pharmaceuticals.

In their third and fourth year, students study applied modules such as community pharmacy practice, hospital pharmacy, clinical pharmacy practice, pharmaceutical technology, drug information, biopharmaceuticals, clinical biochemistry, and public health. These modules prepare them for their 100 hours of field training. The 100-hour field training is a mandatory practical requirement completed during the summer vacations before graduation.

In their final fifth year, students are closer acquainted with pharmacy practice through modules addressing pharmacy practice and pharmaceutical management of different diseases. To learn about professional aspects of pharmacy practice, students take modules including entrepreneurship, clinical research, pharmacovigilance, marketing, and pharmacoeconomics. (SER 4.1.3).

To finish their studies, students take an internship year, which is 36 weeks long, and comprised of 4 compulsory rotations and 2 elective compulsory rotations. Training takes place in institutions supervised by the Egyptian Drug Authority, such as pharmaceutical and medical supplies companies, community pharmacies, warehouses and distribution centers, quality control and validation laboratories, and public and private hospitals.

An internship supervision unit is responsible for monitoring interns and internship quality assurance. Its members are a unit manager, vice-dean for student affairs, vice-dean for community service and development, manager of the University teaching hospital, an Egyptian Drug Authority representative, 4 faculty members, and a representative from the Faculty's quality assurance unit. The unit assigns interns to rotations and provides information about their dates. They visit interns at locations, oversee their progress, and address any arising issues. During their

rotations, interns keep a logbook, which they submit to the unit after each rotation and after completing the internship year.

The internship year is designed to develop highly competent and skilled graduates who can meet the demands of the labor market. Its main aim is to equip students with practical skills and latest healthcare development, bridge the gap between academic training and professional practice, and produce pharmacists who can compete globally. It emphasizes fostering leadership, problem-solving, teamwork, and professional ethics and values necessary for practice in the industry (SER 4.1.4).

As part of this advanced professional training, students are required to complete a supervised graduation project in a clinical or pharmaceutical specialization. The project is professionally oriented and practice-based. It is conducted under academic supervision and requires students to apply scientific methodology to real clinical or pharmaceutical problems. Depending on the training setting, the project may include clinical case analysis, therapeutic optimization studies, drug utilization review, pharmacovigilance activities, or applied pharmaceutical research. Although the Internship Year is not included within the 184 academic credit hours, it constitutes a mandatory and assessed graduation requirement.

The Faculty presents their teaching and learning strategies in the following diagram:

Direct Teaching	Interactive Teaching	Self-Learning	Cooperative Learning	Active Learning	Hybrid Learning	Field Training
<ul style="list-style-type: none"> <li>•Lectures</li> <li>•Tutorials</li> </ul>	<ul style="list-style-type: none"> <li>•Discussions</li> <li>•Assignments</li> <li>•Participating in research</li> </ul>	<ul style="list-style-type: none"> <li>•Research projects</li> <li>•Presentations</li> <li>•Flipped classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Group presentations and/or projects</li> <li>•Awareness campaigns</li> </ul>	<ul style="list-style-type: none"> <li>•Problem solving</li> <li>•Case studies</li> <li>•Brainstorming sessions</li> </ul>	<ul style="list-style-type: none"> <li>•Online lectures</li> <li>•Recorded lectures</li> <li>•Virtual labs</li> <li>•Online quizzes and assignments</li> </ul>	<ul style="list-style-type: none"> <li>•Summer training</li> <li>•Field trips</li> </ul>

Microsoft Teams is the primary electronic platform for teaching, instruction, and communication between staff and students. Each module has their own team on the platform, where class materials, multimedia, online quizzes, and assignments are uploaded. Additionally, the Faculty utilizes the Ibn Al Haytham platform, where students can register for their modules, view grades and absences, and monitor their academic progress (SER 4.1.6).

To integrate scientific research into the study programs, students are assigned to a research assistant in groups of 10-15 people. Collaborating with the research assistant, students conduct research in the department laboratory, and present results from their experiments at the annual Student Conference held during April. Students finished with field training also write a brief report on their experiences and new skills.

Students are introduced to the basics of research and written communication skills in their fourth semester. During their third and fourth years, they are acquainted with methods of awareness campaigns through module Clinical Biochemistry. In their tenth semester, they cover basic principles of clinical research, research design, and types of biomedical research studies in modules Clinical Research and Pharmacovigilance (SER 4.1.7).

The curriculum of the study program affirms to the unified curriculum set by the Pharmaceutical Sciences Committee of the Supreme Council of Universities, and domains of learning and competencies hold up to international references of the Egyptian National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

All modules are instructed in English, with the exception of University requirements: Humanities, Introduction to Quality Assurance, and Computer Science. Students can transfer to other universities if they meet the criteria.

In the academic year 2025/2026, there were 3 incoming students and 4 outgoing students.

## **Judgment**

From the experts' point of view, the curriculum is well structured, has a balanced distribution of subjects across the individual semesters and corresponds to the classical curriculum for pharmaceutical sciences. The structure and content of the study program are well suited to achieve the outlined objectives. It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The Bachelor study program "Clinical Pharmacy" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the module descriptions. The module descriptions contain information on the module number and title, semester, credit hour (in lecture hours, practical

hours and self-study hours), language, learning outcomes/goals/skills of the module, content, and examination.

The experts note, that the programs “Pharmacy” and “Clinical Pharmacy” have a lot of common contents. The University explains, that the pharmacy education system is structured around unified study programs, with all universities offering the same two tracks. While the “Pharmacy” program places greater emphasis on pharmaceutical manufacturing and related fields, the “Clinical Pharmacy” program focuses more on patient care and the clinical management of diseases, including several modules that are unique to this specialization. Both programs include internship components, where compulsory training elements are identical across the two programs, while elective placements are tailored to the respective program focus. Students are given the flexibility to decide for the program after the first week of orientation. However, students can transfer between the two programs during the first and second year.

The study program contains two practical phases: the 100-hour field training and the internship year. According to the University, no credits are earned during the 100-hour field training, but the training is mandatory. The experts recommend awarding credits for the training, if national regulations allow so.

The experts further inquire about the internship year. To assure the quality of the internship, an internship supervision unit is responsible for monitoring interns and internship quality assurance. Its members are a unit manager, vice-dean for student affairs, vice-dean for community service and development, manager of the university teaching hospital, an Egyptian Drug Authority representative, 4 faculty members, and a representative from the Faculty’s quality assurance unit. Students are visited at rotations regularly. Additionally, students keep a logbook, which they submit to the unit after each rotation and is positively evaluated by students. The students feel well-supported in their internship.

In one of the six rotations, students are completing their graduation project. According to the University, students are divided into groups of four to five people and pitch their idea to the supervisors to establish a project outline. Students can only participate in the graduation project as soon as all courses are completed. The experts consider the final project to be a good bridge between theory and practice.

Research activities form an important component of academic development; however, there is potential to strengthen student involvement in this area. The expert panel recommends enhancing the integration of students into the ongoing research activities of academic staff, for example, through participation in research projects or lab work. This would further support the development of critical thinking, scientific skills, and a deeper engagement with the discipline.

The experts acknowledge the detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

The internationalization of the University and the study program is also discussed. The experts acknowledge the internationalization measures already in place, e.g. the number of incoming and outgoing students which focus mainly on postgraduate students. However, the experts recommend establishing formal partnerships with other institutions to offer exchange periods to their students and staff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of the internship or summer school, could be more attractive for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to open the University to new ideas. These virtual initiatives support the development of intercultural and professional competencies while promoting internationalization and mobility opportunities without requiring students to leave the campus.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3 Admission and Feasibility**

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

### **Summary**

The Faculty of Pharmacy complies with the admission requirements of the Egyptian Supreme Council of Universities (ESCU). Applicants must hold a secondary school certificate or its equivalent, and their GPA must comply with the limit set by the central admissions and distributions office, which is administered by the Ministry of Higher Education. The admissions office assigns applicants to the faculty based on their GPA and city of residence. To complete the application process, students must submit required documents and pay the tuition fee (SER 5.1.1).

Applicants for the Clinical Pharmacy study program must undergo a medical evaluation to prove their physical and mental competence, as well as be cleared of infectious diseases. A designated medical committee evaluates each candidate's physical and cognitive fitness to determine their ability to meet the academic workload and fulfill program obligations. Admission decisions are based on the committee's assessment (SER 5.1.2). According to the University, students with severe intellectual or physical disabilities that prevent them from safely conducting laboratory experiments or handling hazardous materials are not eligible for admission to the program.

Transfer students from outside of the country are not permitted. Transfer students from public universities within the country are accepted through the central admissions and distributions office. They must submit transcripts and course contents for completed classes, which are reviewed by specialized committees. If a course content is found equivalent to one in the study program, the student can transfer their grades, otherwise they must take the Faculty's equivalent course. If the course grade is different to the equivalent course in the study program, the grade is factored so that the total grade is the same (SER 5.1.3).

An orientation session is held for first year students to familiarize them with staff and study process. Academic counseling by faculty staff is available for students

to address any concerns about studies, performance, or registration. They can contact them during office hours, which are required to be at least one hour on two separate week days, or book an appointment outside of office hours. Students can also communicate with instructors via Microsoft Teams, where instructors are available for 10-15 minutes after lecture. Student support is set up by the Academic Support Unit, which assigns each academic advisor a group of 25-50 students. The academic advisors assist with class registration, mentoring of academic process, and recommendation of support measures for students with GPA below 2.0.

Financial social support schemes are primarily available to Egyptian students in accordance with national regulations. They must be enrolled full-time, and cannot fail more than two courses each academic year. Underprivileged students can apply for the Social Support Fund at the faculty. If the student's family income is less than 1000 EGP/month (approx. 17.58 EUR/month), they are eligible for a waiver of annual tuition fees. If the income is less than 600 EGP/month (approx. 10.55 EUR/month), they can receive a waiver of tuition years for current and previous academic year (SER 5.2.1).

### **Judgment**

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. In order to prepare students for the level of difficulty and number of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The organization of the education process ensures the successful implementation of the study program.

In addition to the regular spring and fall semesters, the University offers a shortened summer semester to help ease the workload on students. The semester is 7 weeks long and a smaller number of courses is offered. During this time, students can either repeat courses or take additional courses so that they have a lighter course load in the fall or spring semester, for example.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a group of students from the beginning of each semester. Students are supported through advisors and course coordinators with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be good and conducive to the health and success of the student body.

### **Decision**

From the experts’ point of view, the requirements of this criterion are fulfilled.

## **3.4 Examination system and transparency**

In accordance with ESG 1.8 Public Information

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students’ knowledge and competences. The requirements to students’ performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

### **Summary**

The Faculty utilizes a mix of formative and summative assessments for every module. This includes quizzes, discussions, projects/demonstrations, one electronic final exam, a final laboratory practical exam, and a final oral exam. The timetable

for each assessment is available in the table showed in 6.1.1. in the SER, with a standard semester schedule and a condensed 7-week long summer semester schedule. The module instructors prepare an exam matrix specific to the final exam, which covers the module learning objectives and module content by exam questions.

The passing percentage for all exams is set at 60%. The grade system, ranging from A to F, in addition to W (Withdraw), I (Incomplete), and Abs E (Absent), is converted into corresponding GPA and overall academic performance of cumulative GPA (cGPA). In case a student misses a final exam or practical exam due to circumstances such as illness, accidents, or death in immediate family, they must submit official documentation before or no more than 3 days after the day of scheduled exam. If approved, students can retake the exam in the next module offered in the upcoming semester, otherwise they must re-enroll for the course the next available semester and attend from beginning.

The Suez Canal University implements guidelines and rules for all practical, oral, and theoretical examinations. Cheating, attempts at cheating, and rioting in the examination halls is prosecuted according to the disciplinary laws set by the University Council and the Supreme Council of Universities (SER 6.1.1).

The website of the Faculty of Pharmacy provides information on curriculum, admission requirements, academic departments, faculty and staff, and student services. Besides the in-person freshman orientation lecture, students are able to acquire the electronic copy of the student handbook, which includes details on infrastructure, program structure, credits hours, field training, internship, student services, teaching methods, and code of conduct and ethics. Information on examination procedures, examination schedules, and upcoming events announcements are posted on the Facebook page of the information technology unit (SER 6.2.1).

### **Judgment**

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved.

The University explains, that every assessment is based on a combination of written examinations, oral examinations, and classwork, with some courses also including practical components. Students are required to achieve at least 60% to pass a course. In cases where this threshold is not met, the course must be repeated. Oral examinations cannot be retaken independently. Individual assessment components may be retaken; however, if students achieve an overall result below 60%, the entire course must be repeated. The expert panel considers this regulation to be appropriate. The exam period is between 3-4 weeks, which is manageable for the students.

According to the University, there is a system for the quality assurance of exams in place. It follows a two-step approach. First, an exam blueprint is developed by the responsible professor, ensuring that each question is clearly aligned with specific intended learning outcomes. Second, student performance is systematically reviewed after the examination to assess progress and the effectiveness of the assessment process. Students generally perceive the examinations as fair.

The experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the internal bylaws for the study program. The frequency of examinations, as well as their organizations, is appropriate.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

Although the program is delivered in English, the quality and accessibility of the English-language website are limited. In its current form, not all documents and information are available. The experts therefore recommend improving and regularly updating the English website in order to enhance transparency and attract a broader range of applicants, including international students.

Upon graduation, students are awarded a Bachelor graduation diploma. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

## **3.5 Teaching staff and material equipment**

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

### **Summary**

During full-time enrollment, the Clinical Pharmacy study program requires 58 faculty members and teaching assistants, based on total credit hours  $\times$  week days / average credit hours registered per student per semester  $(184 \times 5) / 16 = 58$ . The faculty consists of 53 full-time members (6 professors emerita, 13 professors, 10 associate professors, 24 lecturers), 26 full-time teaching assistants (18 demonstrators, 8 assistant lecturers), and 9 adjunct members from other faculties.

The average workload for members is as follows:

- Professors – 25 hours/week
- Associate professors – 27 hours/week
- Lecturers – 29 hours/week

- Assistants and demonstrators – 31 hours labs or tutorials/week.

Adjunct members teach 35 credits out of the 184-program credits, while the rest is taught by full-time staff. With the current number of 287 students enrolled, the faculty-to-student ratio is 1:5 (SER 7.1.1).

The Faculty follows an approved plan for appointments of faculty members. The need for additional staff is communicated to the Dean of the Faculty by each department. The Faculty Council then issues a directive for appointment of teaching assistants, who are recruited annually from the top students of previous cohorts. For faculty appointments, the Faculty Council submits a request to the University Council for approval. Upon receiving approval, job listings detailing the qualifications and evaluation criteria are published in public newspapers and on the university website. All applications are reviewed by a committee approved by the University Council, and applicants fulfilling the criteria are invited for an interview. Adjunct faculty members and professor emerita can be recalled to fill vacancies until permanent staff is appointed (SER 7.1.2).

The Faculty conducts an electronic survey annually for all faculty staff, surveying opinions of faculty and training needs. Based on the survey results and reports from previous years, a training plan for development is formed by the University's Faculty Leadership Development Program (FLDP). Most requested training programs by staff include use of electronic software, laboratory safety, research ethics, grant proposals and exam preparations.

To be appointed as demonstrator or be promoted within between faculty ranks, staff must attend 6 programs of the FLDP, which include effective teaching, use of technology in teaching, micro-teaching, research ethics, time management, and scientific research methods. Training also includes programs on professional development, quality assurance, and capacity building (SER 7.1.3).

Administrative departments in the program include the Students Affairs Department, Student Activities Department, and the Information Technology Unit. The Financial and Procurement departments ensure availability of equipment necessary for teaching. Laboratory technicians are responsible for material preparation, safety procedures, inventory and purchasing needs before practical lessons. The Faculty of Pharmacy employs 97 administrative staff and 13 cleaning workers (SER 7.2.1).

The Faculty of Pharmacy resides in three buildings on total area of 30,400 m<sup>2</sup>. The administrative building houses staff offices, an IT unit, an examination evaluation unit, administrative departments, and the library. The classroom building houses 6 classrooms with audio-visual equipment, 4 classrooms with audio-visual equipment and smartboards, 12 teaching laboratories, academic departments and faculty offices, and research laboratories. The lecture hall building contains 4 lecture halls with 250 student capacity, a simulated teaching pharmacy, an educational pharmaceutical factory (under construction), and quality assurance unit. (SER 7.3.1).

The library is situated on the ground floor of the administrative building and is open from 8:30 AM to 4:00 PM, Sunday to Thursday, with no weekend access. It contains a collection of:

- 1665 books procured by the faculty
- 689 donated books
- Over 400 masters- and doctoral theses and dissertations.

Students and staff have access to the Egyptian Knowledge Bank's journals, periodicals, e-books and encyclopedias. A certain amount of the faculty's annual budget is reserved for new acquisitions from public and private book suppliers, and a specific publication can be requested by faculty staff if unavailable (SER 7.3.2).

Two computer labs are situated in the basement of the classroom building, each equipped with 25 computers, 3 network switches, 2 data show projectors, and 2 smartboards. The labs are used for virtual laboratories and PCCAL. The examination evaluation unit contains 16 computers with installed electronic examination software, used primarily by faculty members. The lecture hall building contains two electronic examination halls equipped with 200 computers (SER 7.3.3).

The Faculty's income comes from the University budget, educational services fund, student tuition fees, research support fund and community service center. Additionally, it has received grants supporting to establish the examination evaluation unit, virtual labs, and international accreditation (SER 7.3.4).

## **Judgment**

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff

at the Suez Canal University shows commitment and potential for the execution as well as further development of the study program they are responsible for. The experts note the teaching staff with different degree backgrounds. Teaching usually starts as demonstrators, to assistant lecturers, lecturers, assistant professors, and professors. According to the University, many of the faculty members have been at the University for a long time; they started out with lower qualifications and then went on to pursue further education and qualifications. Although the experts appreciate the loyalty to the institution, they nevertheless recommend more exchange and input from outside sources to bring new ideas to the University and the program.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities. Faculty members engage in many individual exchanges with institutions abroad

The experts visited the premises of the Faculty of Pharmacy, where the skills labs of the study program are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. While the infrastructure meets the basic requirements, there is potential for further enhancement to align more closely with the standards of a modern pharmacy education environment. In particular, some shortcomings were observed with regard to the consistent implementation of safety standards in laboratory settings. The experts therefore recommend that the institution continue to invest in the upgrading of its facilities and place increased emphasis on the enforcement of laboratory safety protocols, in order to ensure a high-quality learning environment and compliance with international best practices.

In addition to the laboratories, the experts also visited the educational pharmacy and the future pharmaceutical plant. Both provide excellent opportunities for student training. Especially the future pharmaceutical plant, which is currently being built, is a unique feature of Suez Canal University.

As a whole, it was ascertained by the experts that the Bachelor study program “Clinical Pharmacy” has ample teaching facilities at its disposals.

### **Decision**

From the experts’ point of view, the requirements of this criterion are fulfilled.

### **3.6 Quality assurance**

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students’ workload, their academic accomplishments and feedback from graduates.

### **Summary**

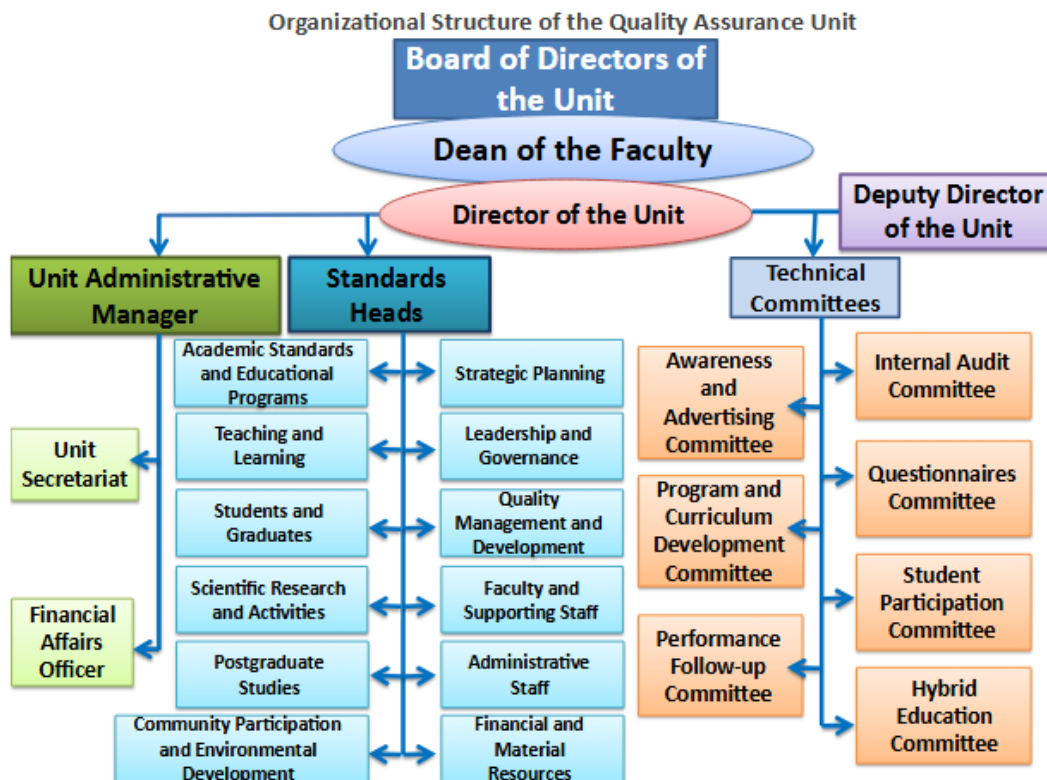
The Faculty of Pharmacy operates the Quality Assurance (QA) Unit, which works in coordination with the QA Center of the University, and fulfills the standards of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). The NAQAAE provides supporting documentation for performance indicators, evaluation systems, program templates, and course specifications. Their standards are grouped into the following 12 areas:

- Strategic planning,
- Leadership and governance,
- Quality management and development
- Faculty and teaching assistants,
- Administrative system,
- Human and financial resources,
- Academic standards and programs,

- Teaching and learning,
- Students and graduates,
- Scientific research,
- Post-graduate studies,
- Community service and development.

The QA Center of the Suez Canal University provides guidelines, support and specifies generic standards of learning outcomes in accordance with national standards. The directors of the QA Center advise and support faculty QA units, ensure adherence of quality assurance within the university’s mission, vision, and short- and long-term goals, coordinate institution-wide quality assurance activities, foster culture of quality assurance among the university staff, and implement accreditation of all university faculties and institutes through various means.

The QA unit of the Faculty of Pharmacy is responsible for quality assurance in the Clinical Pharmacy program. Under QA Centre supervision, the QA unit plans, implements, monitors, and evaluates quality assurance procedures of educational and research programs within the faculty. The unit prepares annual reports and



action plans for effective teaching, learning, research, and community service. Its methods of evaluation include questionnaires, internal audits with academic members, administrative staff, and QA unit members. The unit develops training plans with aim to develop skills of faculty staff, provide consultations on strategies for

quality improvement, assists departments in developing their own quality improvement strategies, monitor self-assessment processes, prepare student surveys, and collect academic performance reports (SER 8.1.1). The organizational structure of the faculty QA is as follows:

The Faculty of Pharmacy has been first accredited by the NAQAAE in 2018 and re-accredited in 2023.

Faculty departments assign a module coordinator for each course at the start of the semester. Their role is to oversee the module's delivery, course specifications, teaching methods, and assessment rubrics to faculty, teaching assistants, and students. At the end of each semester, the coordinator works with the teaching staff to prepare a course report which summarizes student performance, activities, and student evaluations of the course. Students evaluate modules and instructors through surveys using a scale, which ranges from strongly agree to strongly disagree. In Annex 14, students rate specific statements, such as, "The workload is appropriate for the course content," or "Instructors maintain a respectful class-room environment".

Based on these data, the team creates an action plan to improve the module and details any necessary changes, required equipment, and strategies to overcoming difficulties encountered during the semester. The Department Council must approve of this report before it is sent to the Faculty Quality Assessment Unit. Students also receive a student satisfaction survey to fill at the end of each academic year, which is designed to collect feedback on quality of lecture halls and classrooms, examination procedures, and student services provided (SER 8.1.4).

The faculty annually evaluates the practical relevance of its study program by surveying its stakeholders, which include graduates working in the relevant sectors, their immediate supervisors, potential employers, alumni, and field training supervisors. In Appendix 16, stakeholders are asked to evaluate graduate competence on a scale from 5 (Completely Satisfied) to 1 (Completely Dissatisfied). An example of a rated statement is: "The courses you studied had a positive impact on developing your practical skills and knowledge according to labor market needs." The survey also includes an open question that allows for stakeholders to propose suggestions and improvements for the curriculum.

Student workload is assigned based on GPA every semester, and ranges from minimum 12 credit hours and maximum 21 credit hours per semester. Students

with GPA 1.0 or less are not allowed to register for more than 12 credit hours. Students in their year can register for 23 credit hours, when approved by the Faculty Council.

The number of students enrolled in academic year 2024/2025 are shown in the following table:

Study Year	PharmD Clinical Pharmacy Program		
	Male	Female	Total
First	31	23	54
Second	11	21	32
Third	22	32	54
Fourth	19	28	47
Fifth	17	40	57
Sixth	20	23	43
Total			287

The University shows success rates for the graduating class of 2024/2025 over all 5 years of study in the following table:

Academic Year	Success rates		
	Male	Female	Total
2019/2020	73%	96%	84%
2020/2021	88%	100%	94%
2021/2022	92%	100%	96%
2023/2024	89%	100%	94%
2024/2025	86%	100%	94%

Rank	Number of Students (percentage)		Total
	Male	Female	
Excellent with Honor*	4 (9.3%)	15 (34.9%)	19 (44.2%)
Excellent	1 (2.3%)	1 (2.3%)	2 (4.6%)
Very Good with Honor*	4 (9.3%)	3 (7%)	7 (16.3%)
Very Good	9 (21%)	3 (7%)	12 (28%)
Good	2 (4.6%)	1 (2.3%)	3 (6.9%)
Total	20	23	43

**Judgment**

From the experts’ point of view, the University has a structured system of quality assurance spread across all of its units. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program “Clinical Pharmacy (PharmD Clinical Pharmacy)”.

The University monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning

environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a data collection system and gathers comprehensive data on its study programs and other activities. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The institution integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

For both study programs, an improvement in the analysis and interpretation of evaluation results is recommended by the experts. The conclusions drawn from the findings are not sufficiently plausible and should be reconsidered to ensure they are evidence-based and clearly justified.

In talks on site, the University explains that dropout rates are very low (5-6 students in the last 5 years). However, there is no systematic approach to monitoring and documenting student retention. The experts therefore recommend establishing a structured data collection and analysis process in this area to ensure reliable evidence and support ongoing quality assurance.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review

process.

The experts inquire about an alumni network. While the career paths of individual alumni are tracked to some extent, there is currently no structured or systematic approach to alumni follow-up. The experts therefore recommend developing a more formalized alumni tracking system or network, which would provide valuable feedback on graduate outcomes and support the continuous improvement of the program.

Students report that their feedback is taken seriously and that resulting measures are visibly implemented. This indicates a responsive feedback culture and a commitment to continuous improvement within the program.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

## **3.7 Gender equality and equal opportunities**

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

### **Summary**

The University follows an equal opportunity policy for employment, recruitment, and student admissions. Male and female students have equal rights and responsibilities under university laws. They attend joint lectures, practical laboratories, and student activities. Both genders are eligible to participate in student unions and run for leadership positions.

Students from outside of Ismailia have the opportunity to live in the university dormitory. International students can turn to the international office for support (SER 9.1.1).

Students suffering from chronic illnesses are entitled to medical treatment at the university teaching hospital. Additionally, a full-time medical doctor is available during working hours and examination periods at the Faculty of Pharmacy to provide urgent care and referrals to the university hospital when necessary. The

Faculty of Pharmacy buildings are equipped with elevators and ramps for better accessibility (SER 9.1.2).

Suez Canal University offers a Center for Student Services with Disabilities, which supports students in housing and transportation. Students with chronic illnesses undergo an evaluation by the university hospital's medical commissions, and based on their report, students may be provided extended time or assistance for completing assignments (SER 9.1.3).

### **Judgment**

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

## 4 Conclusion

The Bachelor program “Clinical Pharmacy (PharmD Clinical Pharmacy)” at Suez Canal University demonstrates a solid structure and clear qualification objectives. The program is well aligned with national standards and provides students with the necessary knowledge and competencies for professional practice. The program benefits from a well-balanced distribution of theoretical and practical component. The internship year and practical training components provide valuable hands-on experience and effectively bridge theory and professional practice.

At the same time, the experts identify several areas for further development. These include strengthening research integration, enhancing internationalization efforts, improving the accessibility of information—particularly via the English-language website—and further developing infrastructure and safety standards.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Clinical Pharmacy (PharmD Clinical Pharmacy)” offered at the Suez Canal University fulfil the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The learning outcomes of the two study programs should be described in greater detail, particularly in terms of how they differ from one another.
- The University should consider the allocation of credit points for the field training component, provided that national regulations allow this.
- The integration of students into the research activities of academic staff should be strengthened, for example through participation in research projects or laboratory work.
- The internationalization efforts should be expanded by establishing formal partnerships with other higher education institutions to facilitate student and staff exchange.

- The opportunities for short-term international mobility should be increased, such as summer schools or internships abroad. The University should also develop additional virtual internationalization formats, such as online guest lectures or international conferences.
- The English website should be improved and regularly updated to enhance transparency and attract international students.
- A Diploma Supplement should be provided in order to improve the international comparability of the qualification.
- The external input for teaching staff should be increased, for example through academic exchange and cooperation with other institutions.
- The University should further invest in the development of infrastructure and ensuring the consistent implementation of laboratory safety standards.
- A more systematic approach to collecting and analyzing data on student retention and dropout rates should be established.
- A structured alumni tracking system should be developed to better monitor graduate outcomes and support quality improvement.
- The analysis and interpretation of evaluation results should be improved. The conclusions drawn from the findings are not sufficiently plausible and should be reconsidered to ensure they are evidence-based and clearly justified.

## **5 Decision of the Accreditation Commission**

### **Decision of the Accreditation Commission May 11, 2026**

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on March 31 and April 01, 2026, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 184 credit hours according to the internal system. The regulated study period in the program "Clinical Pharmacy" is six years: 10 semesters at the University followed by a 1-year internship.

The study program comprises 75 modules, of which 71 are mandatory, 4 modules are university requirements, 67 modules are faculty requirements and 4 modules are elective. The language of instruction is English. The Bachelor study program "Clinical Pharmacy" is completed with awarding of the academic degree "Bachelor of PharmD Clinical Pharmacy". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2019/2020.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Bachelor study program "Clinical Pharmacy" is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.