



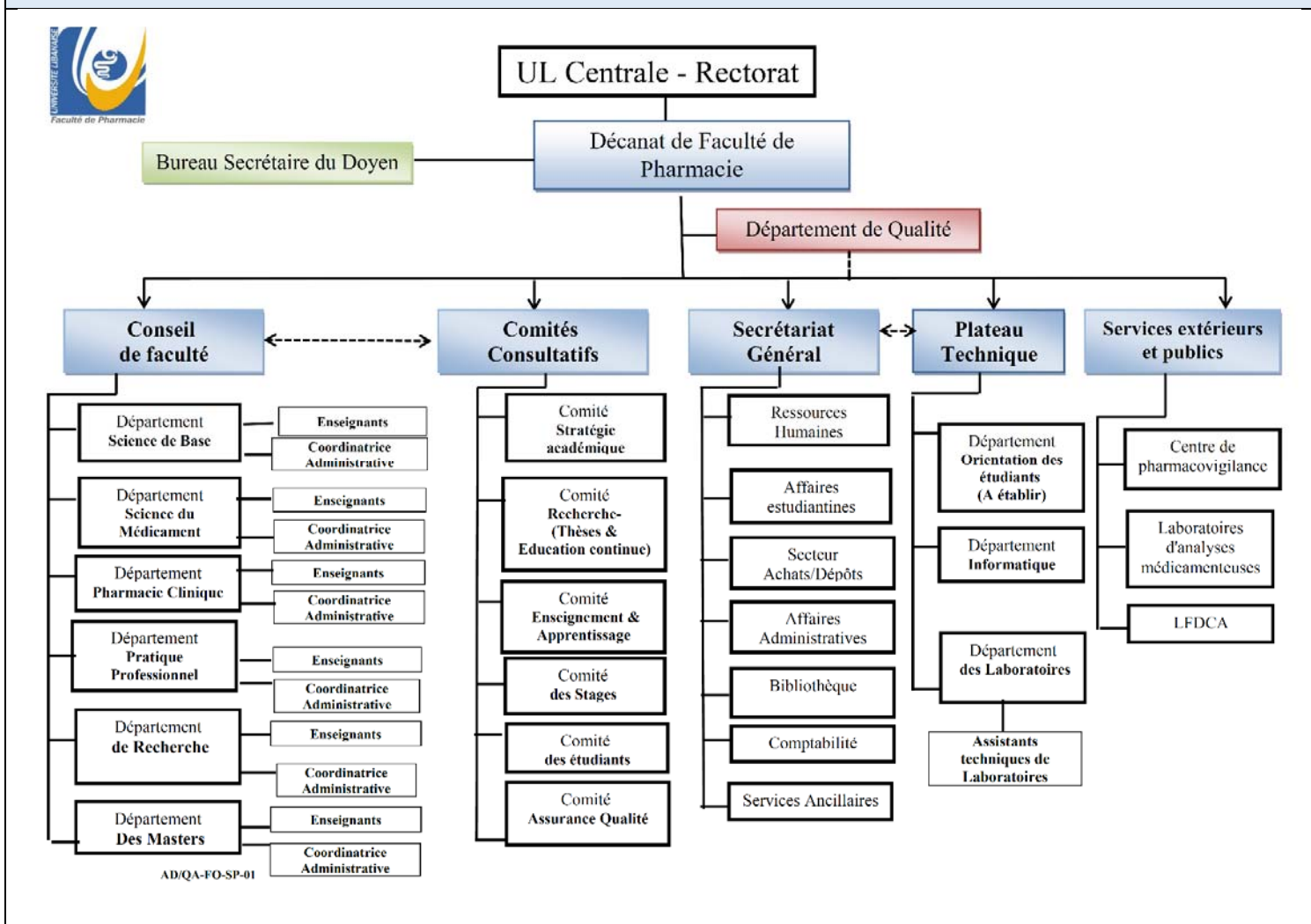
Quality Assurance Department Program Specifications Form



Lebanese University	Implementation Date		Next Revision Date		Faculty of Pharmacy
	Code	QA -FO-000	Edition	01	

Department	Undergraduate Pharmacy Program	Date	27-2-2020
		Department Head	Dean

Insert program administrative flowchart



A. Program Identification and General Information

1. Program title	Doctor in Pharmacy Practice	Program Code	PHDDOCP-PHAR
2. Total credits needed for completion of the program	300 ECTS		
3. Award granted on completion of the program			



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- Diploma of Doctor in Pharmacy Practice (Equivalent to the BS Pharmacy-5 years)
- A diploma supplement may be provided at the end of the studies, upon request by the student. Curriculum is built in a way to possibly deliver a diploma with an option if an optional elective path was validated by the student.

4. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)

- Community pharmacist
- Hospital pharmacist
- Clinical pharmacist in a multidisciplinary team
- Medical representative
- Supervisor/manager in pharmaceutical company
- Regulatory pharmacist
- Quality control pharmacist in pharmaceutical industry/ pharmaceutical company
- Instructor in private universities and schools
- Investigator in clinical research
- Students may also enroll in M2 professional or research programs in different pharmacy related fields and then pursue doctoral studies and academic or R&D careers

5. (a) New Program	NA	Planned starting date	
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(b) Continuing Program		Year of most recent major program review	
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6. Name of program chair or coordinator	Dean
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7. Date of approval by the authorized body?	1993: Creation of faculty of pharmacy Last update of curriculum in 2015
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B. Program Context

a. Explain why the program was established.

The only public pharmaceutical sciences program in the country; based on the national need to have a public program in pharmaceutical sciences, the faculty was established: first as a part of the Faculty of Medical Sciences (1983), then as an independent faculty (1993).

b. Explain the relevance of the program to the mission and goals of the institution.



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The program is in perfect harmony with the mission of the Lebanese University that aims to disseminate knowledge to all students coming from all geographical districts and from different learning communities as well as to provide scientifically qualified personnel in all fields particularly the health sector according to the society needs.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? Yes No

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

b. Does the program require students to take courses taught by other departments? Yes No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- The external course required is a free course. It has no specific requests. Students are free to choose any course that they find interesting from any other faculty, according to the decree 2225.
- For students who acquired some courses required in the faculty of pharmacy curriculum from other faculties of the Lebanese University or from other universities, an equivalence policy is present. These courses may be validated by an ad hoc committee after comparing the credit hours and syllabi of courses and lab work.

3. Does the system provide flexibility for students with difficulties? Yes No

Yes, the faculty faced some cases with students who had special family conditions (pregnancy during academic years), special work conditions (enrolled in the army and pursued pharmaceutical studies) and health conditions (dyslexia). Administration was flexible especially regarding exam scheduling, lab work with toxic materials, ... and students could finish successfully their curriculum without delays.

4. What modifications or services are you providing for special needs applicants?

- Flexibility for attendance policy, lab work and exams
- Open door policy (for both academic and administrative staff)

C. Mission, Goals and Objectives

1. Program Mission & Vision Statements

Mission: The Faculty of Pharmacy offers an innovative program to train a pharmacist capable of offering quality pharmaceutical care and contributing to the promotion of health responding to the evolving needs of society and the profession.

Vision: To graduate the best pharmacists in Lebanon and the region, with excellent practice corresponding to the Nine Star Pharmacists (as recommended by international authorities).

2. List Program Goals

Based on the Order of Pharmacists of Lebanon suggestions and the International Pharmaceutical Federation (FIP), the program goals of the Lebanese University – Faculty of Pharmacy Undergraduate Diploma are:

- 1- Deliver to the pharmacy student a solid fundamental knowledge
- 2- Train the pharmacy student to have a skillful and ethical professional practice
- 3- Entrust the student with personal values and skills



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- 4- Provide the student the needed expertise to supply medicines and manage pharmaceutical institutions
- 5- Lead the student to become knowledgeable in safe and rational use of medicines
- 6- Involve the student in the public health dimension of pharmacy

3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable Objectives	Measurable performance indicators (approximate)	Strategies
Deliver to the pharmacy student a solid fundamental knowledge	120 ECTS	Didactic courses, TD, TP
Train the pharmacy student to have a skillful and ethical professional practice	20 ECTS + 30 ECTS (training)	Didactic courses, TD, TP; Training in Pharmaceutical institutions; Conferences
Entrust the student with personal values and skills	30 ECTS + 30 ECTS (Training) + 10 ECTS (Thesis)	Didactic courses, TD, TP; Training in Pharmaceutical institutions; Conferences; extra-curricular activities
Provide the student the needed expertise to supply medicines and manage pharmaceutical institutions	30 ECTS + 30 ECTS (Training)	Didactic courses, TD, TP; Training in Pharmaceutical institutions; Conferences
Lead the student to become knowledgeable in safe and rational use of medicines	200 ECTS + 30 ECTS (Training) + 10 ECTS (Thesis)	Didactic courses, TD, TP; Training in Pharmaceutical institutions; Conferences
Involve the student in the public health dimension of pharmacy	10 ECTS + 30 ECTS (Training)	Didactic courses, TD, TP; Training in Pharmaceutical institutions; Conferences; extra-curricular activities

D. Program Structure and Organization

Program Description: List the core and elective program courses offered each semester from First Year to graduation using the below Curriculum Study Plan Table

The program starts with 2 semesters performed at the Faculty of Sciences (S1-S2); after a successful entrance examination, the student starts their journey at the Faculty of Pharmacy (S3-S6 + MS1-MS4).

Curriculum Study Plan Table

* Prerequisite – list course code numbers that are required prior to taking this course.

Semester #	Course Code	Course Title	Required or Elective	* Prerequisite Courses	Credits ECTS
S1	Math 171	Mathématiques (analyse)	Required		6
	Phys 171	Physique I (fluide, mécanique, thermodynamique)	Required		6
	Chim 100	Chimie générale I (atome, liaison chimique, cinétique chim., thermodynamique)	Required		6



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	Biol 100	Biologie cellulaire et histologie générale (animale et végétale)	Required		6
	Biol 111	Organisation du monde vivant animal + reproduction + embryologie	Required		6
S2	Phys 173	Physique II (électricité, électromagnétisme, optique)	Required		6
	Chim 101	Chimie générale II (états physiques de la matière et équilibres ioniques en solutions)	Required		6
	Chim 102	Chimie organique I (structure, stéréochimie, fonctions organiques et quelques mécanismes réactionnels)	Required		6
	Envi 100	Environnement	Required		6
	Biol 112	Organisation du monde vivant végétal + reproduction + génétique	Required		6
S3	CHIM 210	Chimie organique II	Required		4
	DROI 841	'Droits de l'homme/Ethique pharmaceutique/droit du patient	Required		3
	BIOL 100	Biochimie Structurale	Required		2
	CHIM 211	Chimie générale + Minérale	Required		3
	PHAR 400	Initiation aux sciences du médicament	Required		4
	BIOL 101	Biologie Animale & cytologie II	Required		3
	BIOL 102	Immunologie	Required		4
	SANT 700	Secourisme	Required		2
	COMM 800	Langue F/A	Required		3
	INFO 831	Informatique de base	Elective		2
	STAT 811	Statistiques de base	Elective		2
S4	PHCG 300	Pharmacognosie générale et botanique pharmaceutique	Required		4
	BIOL 104	Biochimie métabolique	Required		4
	PHMC 562	Introduction à la pratique officinale	Required		2
	BIOL 105	Physiologie générale et neuromusculaire	Required		3.5
	BIOL 107	Biophysique	Required		3
	CHIM 213	Chimie Analytique	Required		4
	BIOL 106	Hématologie	Required		2.5
	COMM801	Patient Coaching	Required		2
	SANT701	Système de soins et de santé au Liban	Elective		2
----	Cours Libre	Required		3	
S5	STAG900	Pratique Pharmaceutique I	Required		6
	BIOL108	Physiologie des grandes fonctions	Required		4
	BIOL109	Microbiologie – Bacteriologie	Required		4
	PHAR401	Pharmacologie Générale	Required	BIOL 105	2



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	CHIM214	Méthodes analytiques spectrales et électrochimiques de base	Required		4
	BIOL110	Microbiologie – Virologie	Required		2
	BIOL111	Biologie moléculaire et cellulaire	Required		2
	PHAR402	Calculs Pharmaceutiques	Required		2
	COMM803	Compétence de communication professionnelle	Required		2
	BIOL112	Hydrologie et Bromatologie	Elective		2
	SANT702	Santé buccodentaire	Elective		2
	PHCT607	Distribution et Dispensation des M	Elective		2
	PHCG301	Plantes toxiques et ornementales	Elective		2
S6	BIOL113	Parasitologie	Required		2
	BIOL114	Mycologie	Required		2
	CHIM215	Méthodes de séparation	Required		3.5
	PHCT600	Pharmacie Galénique	Required		4
	INFO832	Informatique spécialisée	Required		2.5
	PHAR403	Pharmacologie spéciale I	Required	PHAR 401	2
	PHAR404	Pharmacocinétique	Required	PHAR 401	4
	BIOL115	Physiopathologie	Required		4
	STAT812	Biostatistiques I	Required		2
	SANT703	Aspect psychocomportemental	Required		2
	BIOL116	Microbiologie alimentaire	Elective		2
	PHCT615	Application pharmaceutique en officine	Elective		2
	GEST821	Stratégies de commercialisation	Elective		2
	PHMC502	Sémiologie Clinique	Elective		2
MS1	STAG901	Pratique Pharmaceutique II	Required		4
	PHAR405	Pharmacologie spéciale II	Required	PHAR 401 BIOL115	3.5
	PHCT610	Biopharmacie	Required	PHAR404 PHCT600	4
	PHMC520	Nutrition	Required		2.5
	SANT704	Santé publique	Required		2
	PHAR407	Chimie Thérapeutique I	Required	PHAR 401 CHIM 210	4
	PHCT602	Contrôle Qualité	Required		2
	PHAR409	Toxicologie I	Required		4
	CHIM217	Méthodes analytiques de Séparation avancées	Elective		2
	GEST822	Gestion de l'entreprise pharmaceutique	Elective		2
	PHMC500	Immunologie Clinique	Elective		2
PHMC501	Pathologie Clinique	Elective		2	



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MS2	PHAR410	Pharmacologie Spéciale III	Required	PHAR 401 BIOL115	4.5
	PHCT603	Pharmacie Industrielle	Required	PHCT600	5
	PHAR412	Chimie Thérapeutique II	Required	PHAR 401 CHIM 210	4.5
	BIOL117	Biochimie Clinique	Required		2.5
	PHMC521	Pharmacie hospitalière	Required		2.5
	PHCG302	Pharmacognosie spéciale	Required	PHCG300	5
	DROI842	Législation pharmaceutique et déontologie	Required		2
	PHAR414	Toxicomanie et Dopage	Elective		2
	PHMC507	Pharmacogénétique et thérapie génique	Elective		2
	CHIM218	Méthodes d'analyses Spectrales avancées	Elective		2
	PHCT604	Génie pharmaceutique et formes innovantes	Elective		2
	GEST823	Assurance qualité	Elective		2
	GEST824	Introduction à la comptabilité	Elective		2
	PHMC529	Sémiologie Clinique	Elective		2
PHMC506	Maladies Infectieuses	Elective		2	
MS3	STAG910	Pratique Pharmaceutique III	Required		6
	PHAR415	Interactions médicamenteuses	Required	PHAR 403 PHAR405 PHAR 410	2.5
	PHCT572	Produits Biologiques	Required		2
	PHMC511	Introduction à la pharmacie clinique	Required		2
	PHMC640	Pharmacie Clinique spéciale	Required	BIOL115 PHAR 403 PHAR405 PHAR 410	4
	PHAR416	Pharmacocinétique Clinique	Required	PHAR404	3
	NUTR630	Nutrition Clinique	Required	PHMC520	2
	PHAR431	Toxicologie II	Required	PHAR409	2
	PHMC521	Dermopharmacie et cosmetology	Required		2.5
	PHAR430	Toxicocinétique	Elective		2
	PHMC545	Introduction à l'épidémiologie dans le domaine pharmaceutique	Elective		2
	PHCT606	Pharmacie clinicogalénique	Elective		2
	PHAR418	Evaluation et gestion du risque Toxicologique	Elective		2
	PHAR620	Méthodologie des essais cliniques I	Elective		2
	PHMC515	Médicaments radioactifs	Elective		2
	PHMC518	Oncologie	Elective		2
MS4	STAG903	Stage Clinique	Required		7
	STAG904	Pratique Pharmaceutique IV	Required	STAG910	7



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	THES1	Thèse	Required		8
	PHMC519	OTC et Conseils pharmaceutiques	Required		2
	RSCH002	Préparation du document de recherche	Required		3
	PHMC520	Cas cliniques	Required	PHMC640	3
Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)					
Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification					
a. Brief description of field experience activity					
Training in pharmaceutical institutions that has a minimum total duration of 12 months					
b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)					
On the second, third, fourth and fifth year of studies					
c. Time allocation and scheduling arrangement.					
12 months, daily from 8AM to 2PM.					
d. Number of credit hours (if any)					
Total = 30 Credits					
3. Project or Research Requirements (if any)					
Summary of any thesis requirement in the program. (Other than projects or assignments within individual courses)					
a. Brief description					
End of studies thesis					
b. List the major intended learning outcomes of the project or research task.					
Specific learning outcomes for the 5 th year thesis are for the student to be able to:					
<ul style="list-style-type: none"> • Deepen their knowledge into current research work. • Deeper knowledge of methods in the major subject/field of study. • Identify the issues that must be addressed within the framework of the specific thesis • Take into consideration all relevant dimensions of scientific, clinical, or professional aspects. • Use a holistic view to critically, independently and creatively identify, formulate and deal with complex issues. • Plan and use adequate methods to conduct literature review. • Critically and systematically integrate knowledge. • Clearly present and discuss the work in written and spoken English/French. • Have a consciousness of the ethical aspects of the research work and topic. 					
c. At what stage or stages in the program is the project or research undertaken? (e.g. level)					
The fifth (last) year					
d. Number of credits (if any)					
8 ECTS					
e. Description of academic advising and support mechanisms provided for students to complete the project.					



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Every student will be assigned a mentor that will give him the necessary advice for his thesis work: the mentor starts by helping the student putting a plan, writing according to the plan, checking the references, and ensuring the overall consistency of the work. At this stage, no experimental or filed work is required; however, if done, it will constitute an added value for the work. In addition, a thesis manual is available in both English and French to guide the student during the research work.

f. Description of assessment procedures (including mechanism for verification of standards)

Students present a copy of their thesis and defend it orally in front of a jury containing the supervisor and 2 reviewers. A clear grading table is provided for the jury members where each activity is assessed (writing skills, oral presentation skills and discussion) and the sum is calculated.

Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one coherent unit that articulates a consistent agreement between student learning and teaching.

The **National Qualification Framework** (NQF) provides three learning domains. We note that the Program Learning Outcomes were suggested by the Lebanese Order of Pharmacists, based on the FIP and ACPE recommendations.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
01	Knowledge		
1.1	Knows and understands basics of scientific fundamental knowledge courses	Didactic courses, TD and laboratory (practical work) [Online or on campus]	Formative and summative evaluation (exams), observation and oral assessment for practical work
1.2	Knows and understands basics of patient care knowledge courses		
1.3	Knows and understands basics of pharmaceutics knowledge courses		
1.4	Knows and understands basics of social, behavioral and administrative knowledge courses		
02	Know - How		
2.1	Performs efficiently various tasks in pharmaceutical plant and product quality control units.	Field training (pharmaceutical institutions such as community pharmacy, hospital pharmacy, clinical floors...).	Student portfolio (manual and training report), oral examination, written evaluation (training validation)
2.2	Ensures the quality, safety and integrity of products		
2.3	Dispenses a product safely and accurately that is appropriate for the patient.		
2.4	Gathers information and discusses with the patient medication and disease issues		



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2.5	Counsels patients and acts to promote the best patient care		
2.6	Monitors the patient's progress and assess therapeutic outcomes		
2.7	Prioritizes medication safety and acts accordingly		
2.8	Creates and maintains a working environment that promotes safety.		
2.9	Engages in health promotion activities with the patient		
2.10	Actively participates in health promotion issues		
2.11	Responds to questions using appropriate strategies		
2.12	Applies knowledge, research skills and professional judgment to the decision-making process		
2.13	Demonstrates personal organizational and management skills at work.		
2.14	Applies management principles and skills relevant to the workplace		
2.15	Applies management principles and skills relevant to human resource		
2.16	Applies management principles and skills relevant to financial resources		
2.17	Applies principles and skills relevant to quality assurance		
2.18	Understands the principles of pharmaceutical product development		
03	Social Skills and Attitude		
3.1	Implements professional requirements to practice settings	Specific courses (ethics, laws, psychology, coaching, ...) for soft skills Training in pharmaceutical institutions	Formative and summative evaluations for courses Oral and written evaluations for the training Training supervisors observations
3.2	Demonstrates awareness of codes of ethics and acts accordingly		
3.3	Demonstrates an understanding of the Lebanese pharmacy law and acts accordingly		
3.4	Demonstrates a patient-focused approach to practice		
3.5	Applies principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs		
3.6	Acts as a team member in all aspects of practice		
3.7	Demonstrates leadership abilities in the team processes.		



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3.8	Demonstrates the ability to take accurate, evidenced based and timely decisions		
3.9	Recognizes the value of the pharmacy team and of a multi-disciplinary team and acts accordingly		
3.10	Communicates effectively with patients and their caretakers, with other healthcare professionals, other support staff, and other relevant third parties		
3.11	Applies a minimum of IT in daily work		
3.12	Demonstrates accurate self-assessment, willingness to learn from errors, and controlled behaviors towards stress and work overload.		
3.13	Develops new ideas to improve quality or overcome barriers to enhance the profession		

Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction P = Proficient A = Advanced (see help icon) – [Mapping of courses to competencies Excel sheet](#)

Course Offerings MAP with PLO		Year 1 –	Year 2 –	Year 3 –	Year 4 –	Year 5 –
NQF Learning Domains and Learning Outcomes		Faculty of Sciences	Faculty of Pharmacy	Faculty of Pharmacy	Faculty of Pharmacy	Faculty of Pharmacy
01	Knowledge	10 I	18 I + 2P	17 I + 10 P	12 I + 17 P	2I+16P
1.1	Knows and understands basics of scientific fundamental knowledge courses	10 I	11 I + 1 P	7 I + 4 P	2 I	1 P
1.2	Knows and understands basics of patient care knowledge courses		4 I	5 I + 4 P	3 I + 7 P	1 I + 9 P
1.3	Knows and understands basics of pharmaceuticals knowledge courses		2 I	4 I + 1 P	5 I + 8 P	1 I + 6 P
1.4	Knows and understands basics of social, behavioral and administrative knowledge courses		1 I + 1 P	1 I + 1 P	2 I + 2 P	---
02	Know - How	---	54 I	37 I + 35 P	58 P	93 P
2.1	Performs efficiently various tasks in pharmaceutical plant and product quality control units.		4 I	3 P	4 P	1 P
2.2	Ensures the quality, safety and integrity of products		I	1 I + 3 P	4 P	1 P



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2.3	Dispenses a product safely and accurately that is appropriate for the patient.		2 I	1 I + 1 P	3 P	7 P
2.4	Gathers information and discusses with the patient medication and disease issues		3 I	1 I + 1 P	3 P	7 P
2.5	Counsels patients and acts to promote the best patient care		3 I + 1 P	1 I + 1 P	3 P	7 P
2.6	Monitors the patient's progress and assess therapeutic outcomes		3 I	4 I + 1 P	4 P	7 P
2.7	Prioritizes medication safety and acts accordingly		4 I	5 I + 1 P	5 P	9 P
2.8	Creates and maintains a working environment that promotes safety.		2 I	3 I + 1 P	6 P	5 P
2.9	Engages in health promotion activities with the patient		4 I	1 I + 3 P	6 P	3 P
2.10	Actively participates in health promotion issues		4 I	1 I + 3 P	6 P	3 P
2.11	Responds to questions using appropriate strategies		4 I	1 I + 3 P	6 P	3 P
2.12	Applies knowledge, research skills and professional judgment to the decision-making process		4 I	3 I + 1 P	5 P	17 P
2.13	Demonstrates personal organizational and management skills at work.		3 I	1 I + 3 P	3 P	5 P
2.14	Applies management principles and skills relevant to the workplace		1 I	1 I + 1 P	4 P	3 P
2.15	Applies management principles and skills relevant to human resource		2 I	1 I + 4 P	3 P	2 P
2.16	Applies management principles and skills relevant to financial resources		2 I	1 I + 2 P	4 P	3 P
2.17	Applies principles and skills relevant to quality assurance		3 I	6 I + 2 P	8 P	6 P
2.18	Understands the principles of pharmaceutical product development		4 I	5 I + P	12 P	4 P
03	Social Skills		34 I + 3 P	10 I + 46 P	2 I + 48 P	56 P
3.1	Implements professional requirements to practice settings		2 I	1 I + 4 P	5 P	4 P
3.2	Demonstrates awareness of codes of ethics and acts accordingly		3 I	1 I + 5 P	4 P	4 P
3.3	Demonstrates an understanding of the Lebanese pharmacy law and acts accordingly		4 I	1 I + 4 P	4 P	3 P



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3.4	Demonstrates a patient-focused approach to practice		4 I + 1 P	1 I + 4 P	2 I + 11 P	11 P
3.5	Applies principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs		1 I			2 P
3.6	Acts as a team member in all aspects of practice		4 I	1 I + 5 P	3 P	4 P
3.7	Demonstrates leadership abilities in the team processes.		4 I	5 P	3 P	4 P
3.8	Demonstrates the ability to take accurate, evidenced based and timely decisions		4 I	1 I + 5 P	3 P	7 P
3.9	Recognizes the value of the pharmacy team and of a multi-disciplinary team and acts accordingly		3 I + 1 P	2 I + 5 P	3 P	3 P
3.10	Communicates effectively with patients and their caretakers, with other healthcare professionals, other support staff, and other relevant third parties		1 I + 1 P	1 I + 5 P	3 P	3 P
3.11	Applies a minimum of IT in daily work		1 I	2 P	3 P	3 P
3.12	Demonstrates accurate self-assessment, willingness to learn from errors, and controlled behaviors towards stress and work overload.		2 I	1 P	3 P	4 P
3.13	Develops new ideas to improve quality or overcome barriers to enhance the profession		1 I	1 I + 1 P	3 P	4 P

5. Admission Requirements for the program

Success in Faculty of Sciences first year; success in the competitive entry examination (concours d'entrée)

6. Attendance and Completion Requirements

According to the LU laws, students are required to attend 90% of didactic courses and 100% of practical work and trainings

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (e.g., verify grading samples of tests or assignments?
Independent assessment by faculty from another institution)

No current process is being applied for the moment; this is being thought of for the quality improvement plan.

A. Student Administration and Support

1. Student Academic Counselling

Describe arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).



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For the moment, a students' committee takes into account the orientation of students on entry to the faculty and during the 4th and 5th year to help students select their career path. Faculty members have an open door policy and are available ad hoc or on appointment to discuss any matter with students, related to education, research or professions.

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

According to the Declaration of the students' rights and the internal regulations, appeals are possible for all academic matters, except for the entrance exam that is considered irreversible.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

1. Faculty members are invited to send a list of the books that they need for their teaching and/or that they find important for students to consult them.
2. Online resources (e-books, databases, ...) are offered by central administration and can be consulted through the university website.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

Each year, an inventory of the material, equipment and reagents is conducted for each lab by the lab assistant. The needs for next year are presented to the purchase department of the faculty to be ordered.

In parallel, purchase department also invites faculty academic and administrative staff to present their needs for the offices and classrooms.

For the library, a mail is sent for all academic staff to present their needs of books to be acquired for next year.

1. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

The faculty members themselves present lists of books and other resources that are relevant for their teaching activities.

2. What processes are followed by students for evaluating the satisfaction with textbooks, reference and other resource provisions?

The faculty members themselves present lists of books and other resources that are relevant for their teaching activities.

A satisfaction survey that involves the library and its content is regularly conducted.

3. What processes are followed for textbook acquisition and approval?

A list of requested books is generated by the faculty members, then a part of it or all of it will be purchased depending on the available budget and the presence of supplier in Lebanon.

H. Faculty and other Teaching Staff

1.Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

Recruitment and appointment of faculty members is in accordance with the Lebanese university rules described "Faculty Recruitment and Promotion system procedures" and consists of the following steps: Publish vacant position, assign a search committee or selection board, and approve the recruitment of the new instructor. A "Faculty Merit System" based on



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education background, academic experience and research activities of the applicant was developed by the research committee to facilitate selection process, but is not implemented yet.

2. Participation in Program Planning, Monitoring and Review

- a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

Many faculty members are involved in the QA Committee; once the Instructor Satisfactory Survey and students' assessment of courses are implemented, results are analyzed by the committee and sent to the dean to act upon it. Many decisions will involve the curriculum, training, students or research committees.

- b. Explain the process of the Advisory Committee (if applicable)

N/A because it is not compatible with the LU legislations.

3. Professional Development

What arrangements are made for professional development of faculty and teaching staff for:

- a. Improvement of skills in teaching and student assessment?

- **Conference, meeting and workshop cycles, ex:** Learning outcomes in higher education (2014), New teaching strategies (2016), Utilisation des Technologies de l'Information et de la Communication dans l'enseignement supérieur (TICE) (2020), Digihealth training (many sessions during 2020-2021)
- **Books and journals**

- b. Other professional development including knowledge of research and developments in their field of teaching specialty?

- **Autonomy and adaptability of the faculty himself (See Academic Freedom and Autonomy policy)**
- **Conferences:** yearly conference attendance through the LU - FOP (Health insight; related to medications in Lebanon)

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

- Department Chairs and Dean have open door policies: new faculty members can ask any question.
- Academic department meetings are regular and ongoing
- Co-operative teaching is frequently used

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

Procedures are similar to any other instructor and teaching staff

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

- a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?

Taking into account national and international guidelines, in addition to assessment results, a quality improvement plan was adopted for the coming years (Quality Improvement Plan).

- b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?



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Taking into account national and international guidelines, in addition to assessment results, a quality improvement plan was adopted for the coming years (Quality Improvement Plan).

2. Overall Program Evaluation

What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

Within the Quality management plan, a part is dedicated to assess students and graduates satisfaction

(ii) From independent advisors and/or evaluator(s)?.

The Faculty has already obtained ISO-9001 certification over 3 consecutive years (2016-2018) with regard to student affairs. In 2011-2012, the Faculty of Pharmacy of the Lebanese University completed an evaluation operation under the terms of the International Conference of Deans of Faculties of Pharmacy of French Expression (CIDPHARMEF). The process includes a self-assessment carried out by members of the Faculty followed by an external assessment visit. Following the visit, the external evaluators prepared a final evaluation report including recommendations. The final report of the external evaluation commission was submitted to the Dean of the Faculty and to the Rector of the University in April 2012. The report was taken into account to make the necessary changes, following which the CIDPHARMEF made a new visit in 2016; the report resulting from this visit showed satisfaction linked to the changes that had taken place, but still included some elements to be optimized. The following conclusion was made:

"The members of the monitoring committee were able to appreciate all the work accomplished since the 2012 evaluation visit. Indeed, the Faculty of Pharmacy of the Lebanese University has implemented many recommendations made in the final report of the CIDPHARMEF including, in particular, the revision of the curriculum, the implementation of a quality approach and the improvement of communication with students. In addition, the Faculty has created several Masters. These achievements bear witness to the importance given to the evaluation process and to the establishment of an action plan aimed at making the corrective measures deemed necessary.

As part of the follow-up visit, the external evaluators encourage the Faculty to continue its work, in particular:

- for the curriculum, consider creating a common first year in health and continue work to improve the current curriculum;
- for human resources, ensure the collaboration of all teachers in the implementation of the necessary revisions and offer pedagogical training and learning in new pedagogical techniques
- for physical resources, support the establishment of the simulation laboratory
- for research, continue efforts to raise awareness among students and encourage researchers to group together around common themes. "

These recommendations are still in progress.

(iii) From employers, Advisory Committee, and/or other stakeholders.

Satisfaction of external stakeholders is not currently measured; this is expected to be done in the quality improvement plan.

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures





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Name	Title	Signature	Date

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APPENDIX - SWOT ANALYSIS of the PHARMACY UNDERGRADUATE PROGRAM

This method is a strategic analysis tool. It combines the study of the strengths and weaknesses of the faculty's training with that of the opportunities and threats of its environment, in order to help in the preparation of the action plan. This work was carried out by the faculty's quality assurance committee. The results of the SWOT analysis are grouped in the following table:

STRENGTHS	
Teaching Strategy	
Public dissemination and communication with students and the administrative and academic framework of the mission, vision and objectives of the faculty	Preparation of a guide and a standardized syllabus format in two languages (French and English) for teachers including educational objectives, learning outcomes and teaching and learning methods used
Establishment of program committees with well-defined and perfectible mission, vision and objectives	Presence of a clear organization chart representing the administrative and academic hierarchy of the faculty
Continuous improvement and evaluation of the course by the academic strategy committee. Academic strategy based on a mission and vision emphasizing the evolving needs of society in health care, based on quality in education and services offered to students, and based on the development of research and academic exchange	Existence of a structure of the four academic departments and management of the studies of each cohort of students / year by an academic coordinator (full-time professor) and an administrative coordinator

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Previous evaluation of the Faculty by the Conférence Internationale des Doyens des Facultés de Pharmacie d'Expression française (CIDPHARMEF)	Commitment of the faculty in a quality approach at the level of the University and at the level of the deanship of the faculty
Adaptation of the course according to a "nine-star" skills framework required for a good pharmacist according to the recommendations of the International Pharmaceutical Federation (FIP)	Awarding of the ISO 2008: 9001 certification for the student affairs department
Implementation of innovative teaching formulas in certain courses including teaching according to the "reverse class" modality and the active participation of students in their training in certain courses	Assurance of pedagogical follow-ups within the training program by an effective pedagogical committee (Teaching & Learning; Training)
Quality management system	
Provision of academic guidance for students by two types of academic and administrative coordinators as well as the management of any situation concerning students or teachers of each academic year	Presence of the description of the roles of each administrative or academic position
Improving ergonomics in laboratory work by establishing a policy and procedure and preventive measures	Regular monitoring of students' proposals and problems through three strategies: the Dean's "open door" policy, creation of the complaints box and creation of the student committee
Carrying out of a continuous evaluation of the lessons (compulsory and optional courses, practical work (TP), internships) by the students at the end of each semester and	Active participation of students in socio-cultural life within the faculty and in activities organized by the Pharmaclub





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dissemination of the results to the teacher of this course in a confidential manner	
Research, projects and external relations	
Participation of teaching pharmacists at the faculty in the scientific committees of the OPL and LAPS	Commitment of the faculty in two projects funded by Erasmus + Program of the European Union 1. E-TALEB (Excellence in Teaching and Learning in Lebanese Universities) which aims to develop teaching and learning processes at the level of educational institutions. Lebanese higher education 2. DIGIHEALTH which aims to train teaching staff in digital and innovative teaching methods.
Creation of a website for the faculty, which increases its visibility	Creation of a monitoring center for the quality of drugs, food, water and chemicals (LFDCA) in collaboration with the faculty of public health
Relative existence of well-equipped research laboratories	Establishment of the national pharmacovigilance center, now active in collaboration with the Ministry of Health
National collaboration interview (research and teaching) with other faculties of the Lebanese University (UL) and with other Lebanese faculties of pharmacy	Fruitful international collaborations in the field of research formalized by inter-university agreements through faculty professors each according to their area of expertise
Participation of teaching staff in national and international scientific congresses.	

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Teaching and operating techniques	
Adoption of computerization in registration procedures. Establishment of a computerized system ensuring the confidentiality of examination results to students	Preparation of a national center of DIGIHEALTH funded by Erasmus + Program of the European Union within the faculty; it is a center aimed at improving the quality of teaching in the medical fields by adopting digital and innovative methods
Organization of workshops and training for teaching staff on teaching strategies and methods (design and writing of learning outcomes; teaching strategies; use of ICTs)	
Training and theses	
Assurance of better internship planning by the internship committee and better monitoring of interns by internship supervisors and preceptors	Development of detailed thesis guides (French and English) specifying the objectives to be achieved and of an internship guide based on the FIP Good Pharmaceutical Practices manual
Student access to resources at hospital internship sites, and provision of equipment provided by the faculty	Relative existence of well-equipped practical laboratories
Student access to laboratories outside the faculty (in UL or other universities / AUB)	
WEAKNESSES	
Public system sometimes inflexible, because it is based on laws that need updating	Lack of online teacher evaluation monitoring by students
Lack of application of digital teaching methods in practical work, for practical reasons	For the curriculum, the first year is outside the faculty of pharmacy (Faculty of Sciences)

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Change is slow to implement	Absence of a simulation laboratory
Presence of several stationary and difficult to manage teachers	Lack of an occupational health and safety system for laboratories
OPPORTUNITIES	
Creation of an educational and professional guidance center for students	Support of the strategic vision for inter-laboratory collaboration (national and international)
Possibility of collaboration with the Order of Pharmacists, associations of pharmacists (industrialists, hospital pharmacists, etc.), hospitals, industries, drug companies	Creation of online platforms for the communication of learning objectives and evaluation methods at the start of the course between teachers and students
Open day for laboratories in pharmaceutical research in particular and posters	Harmonization of the assessment of important information for each course, expected outcomes and learning via the faculty website
Motivation of students to organize and participate in national and international seminars	Continuing professional training offered to teachers in the field of innovative technological tools and teaching methods
Optimization of the use of digital teaching methods and tools	Research should be better structured, with a clear strategy and teams working on similar themes
Feasibility study for the launch of the simulation laboratory including the plan, resources, educational material and expertise necessary for the smooth running	Introduction of diversified optional courses to obtain better student support

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THREATS / CHALLENGES	
Threat of political and economic instability at the country level, and consequently at the university level	Risk of policy change at UL level, which would decrease technical and financial support.
Presence of a large number of part-time teachers with harsh working conditions	