



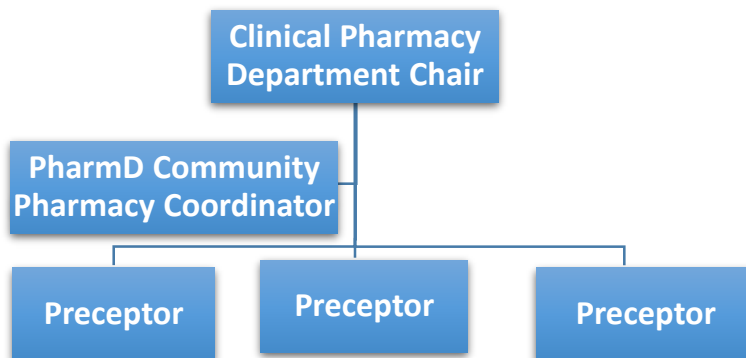
Quality Assurance Department Program Specifications Form



Lebanese University	Implementation Date		Next Revision Date		Faculty of Pharmacy
	Code	PHDDOCD-PHOF	Edition	01	

Department	PharmD Community Pharmacy	Date	
		Department Head	Pr. Amal. El-Hajje

Insert program administrative flowchart



A. Program Identification and General Information

1. Program title	PharmD Community Pharmacy	Program Code	PHDDOCD-PHOF
2. Total credit hours needed for completion of the program	60 ECTS		
Award granted on completion of the program			
A candidate who has passed in all the courses of PharmD program and has successfully completed the Community pharmacy Internship will be eligible for the award of Pharm. D degree, option Community Pharmacy			
3. 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)	<ul style="list-style-type: none"> • Community Pharmacist (Owner or employee) • Community pharmacist in a multidisciplinary healthcare team • Assistant pharmacist in community pharmacy or ambulatory care • Wholesale -distributor pharmacist • Operations or site manager, purchasing or supply manager, customer manager (In Pharmaceutical Company) • Quality manager or product manager in a pharmaceutical laboratory. • Employee or Assistant Pharmacist in the public sector • Instructor in private universities and schools • Investigator in community/clinical research (writing, research, publishing, consultancy, recruitment and training) • 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 		
4. (a) New Program	NA	Planned starting date	
(b) Continuing Program	Yes	Year of most recent major program review	2015
5. Name of program chair or coordinator	Chair: Pr. Amal. El-Hajje / Coordinator : Dr Samar Rachidi		
6. Date of approval by the authorized body	2013		
B. Program Context			



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1. Explain why the program was established	
<p>The Pharm D program is an emerging concept globally focusing mainly on improving health care system for a better drug therapy by assisting medical practitioners. Lebanon is facing a mismatch between the competencies of pharmacy graduates and the labor market needs.</p> <p>The Community Pharmacy PharmD Diploma was created to prepare practice-ready pharmacists with specialized and postgraduate training competencies related to the community/Ambulatory care practice (Disease/Drugs and medication safety toward the patients in community to improve the patient's health condition and patient safety, quality assurance, drug use optimization, medication therapy management, etc...) while, indirectly curbing the number of non-specialized graduates.</p> <p>There is an immense need for the Pharm D program in our country where enormous drug related problems, irrational drug use and non-compliance to therapy among patients exist which can be tackled by properly trained community pharmacists.</p> <p>Pharmacy is concerned with the procurement of medication, dispensing them directly to the patient as well as their applications for human drug therapy. This program basically prepares specialized pharmacist in community pharmacy, ensuring good pharmaceutical care, optimization of medication usage and then the patient safety. The program will give students the fundamentals that they will need for better job application in fields such as community pharmacy, ambulatory healthcare or public sector.</p>	
a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.	
<p>The PharmD in community pharmacy is a unique program in Lebanon. The cost of the program is very low compared to other PharmD diplomas dispensed in other institutions (private institutions), in consistency with the regulations of the Lebanese University, the public university.</p> <p>This program basically prepares specialized pharmacist in community pharmacy, ensuring optimization of medication use and then the patient safety. The program will give students the fundamentals that they will need for better job application in fields such as community pharmacy and ambulatory care or research. Moreover, the Lebanese University having students from diverse regional, cultural and social backgrounds, this program is expected to improve health and develop pharmaceutical care in remote regions.</p>	
b. Explain the relevance of the program to the mission and goals of the institution	
<p>The only public PharmD program in the country; the program is consistent with the missions of the Faculty of Pharmacy and the Lebanese University, contributing to the educational process as a main goal, beside its contributing in the pharmacy profession advance, scientific research and community services.</p>	
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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, what has been done to make sure those courses meet the needs of students in the other programs?	
Not applicable	
b. Does the program require students to take courses taught by other departments?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?	



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- Students of this program are required to have a BS in Pharmacy (Practicing Doctorate Degree), spanned over 5 years of pharmacy curriculum. It is preferred the pre-required degree be from the Lebanese University.
- 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. Do students who are likely to be enrolled in the program have any special needs or characteristics? (e.g. Part time evening students, physical and academic disabilities, limited IT or language skills).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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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 post-graduate studies) and health conditions (dyslexia). Administration was flexible especially regarding exam or training scheduling, and students could finish successfully their final examination without delays.

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

- English language, Computer Skills and Communication Skills are studied during the preparation of their pharmacy curriculum or as needed by student before the enrollment of the PharmD program
- Academic advising is offered by the program staff
- Flexibility for attendance policy is also applied for students with specific needs

C. Mission, Vision, Goals and Objectives

1. Program Mission Statement

According to the mission of the Faculty of Pharmacy, the PharmD Diploma in Community Pharmacy aims to graduate practicing pharmacists who are competent, compassionate and life-long learners, according to the national and international educational and professional standards related to pharmaceutical care, scientific research and community engagement. This mission summarizes the necessity to introduce a pharmacist that has a well-built knowledge, expert in pharmaceutical care, pharmacotherapy and health promotion in the community setting.

2. Program Vision Statement

The PharmD diploma in community Pharmacy will meet the growing needs of pharmacy practice to the global leader in pharmacy education, research and service, committed to providing a transformative learning experience in a collaborative and diverse environment, focused on improving the health and well-being of the communities and excelling in pharmaceutical discovery to advance evidence-based practice and the development of leaders in pharmacy and the pharmaceutical sciences

Values: Integrity, innovation, excellence, engagement, responsibility, communication, professionalism, continuous learning



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3. List Program Goals (e.g. long term, broad based initiatives for the program, if any)

The department is committed to provide the student with the following necessary attributes:

- Deal safely and effectively with chemicals and pharmaceutical products in compliance with pharmacy law and legalizations.
- Capable of formulating, preparing pharmaceutical products from natural/synthetic resources.
- Share effectively in systems for dispensing, storage and distribution of medications.
- Provide information and pharmacy services to community and patients about rational use of medications and medical devices.
- Demonstrate general and therapeutic communication skills with colleagues, healthcare teams and patients.
- Practice effective communication, leadership, business and entrepreneurial skills.
- Demonstrate comprehensive knowledge about code of ethics and human rights.
- Perform responsibilities in compliance with legal, ethical and professional rules.
- Demonstrate an updated knowledge in the infectious diseases and apply this in research and practical work in controlling microbial infections, epidemiology and public health issues.
- Apply principal of pharmacology and toxicology in selecting appropriate drug for patients and share effectively in design of therapeutic protocols to each patient.
- Be a life-long learner, creative researcher and effective participant in healthcare of the community, in addition to self-assessment for continuous development.
- Participate in community service such as pharmacovigilance and share effectively in environmental development and provide a tangible economic return by rationalizing the use of medicines in hospitals.
- Document medical order clearly and report medical interventions in patient file
- Educate and counsel individuals and communities to participate in optimizing therapeutic outcomes and minimizing the incidence of illness of individuals and population
- Work collaboratively and share therapeutic decision-making as a member of an inter-professional health care team.
- Demonstrate effective communication, leadership, business administration, and entrepreneurial skills

4. 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	Strategies	Measurable performance indicators
Deal safely and effectively with chemicals and pharmaceutical products in compliance with pharmacy law and legalizations.	Prerequisites level Theoretical courses	13/20 as a pre-requisite 12/20 for theoretical courses
Capable of formulating, preparing pharmaceutical products from natural/synthetic resources.	Professional training learning requirements	Success in Assessment
Share effectively in systems for dispensing, storage and distribution of medications.	Professional training learning requirements	Success in Assessment



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Provide information and pharmacy services to community and patients about rational use of medications and medical devices.	Professional training learning requirements	Success in Assessment
Demonstrate general and therapeutic communication skills with colleagues, healthcare teams and patients.	Professional training learning requirements	Success in Assessment
Practice effective communication, leadership, business and entrepreneurial skills.	Professional training learning requirements	Success in Assessment
Demonstrate comprehensive knowledge about code of ethics and human rights.	Theoretical courses Mapping to National Requirements	Success in Assessment
Perform responsibilities in compliance with legal, ethical and professional rules.	Theoretical courses Professional training Mapping to National Requirements	Success in Assessment
Demonstrate an updated knowledge in the infectious diseases and apply this in research and practical work in controlling microbial infections, epidemiology and public health issues	Professional training Thesis at the end of the training	Success in Assessment Publication of thesis results
Apply principal of pharmacology and toxicology in selecting appropriate drug for patients and share effectively in design of therapeutic protocols to each patient.	Theoretical courses Professional training	Success in Assessment
Be a life-long learner, creative researcher and effective participant in healthcare of the community, in addition to self-assessment for continuous development.	Thesis at the end of the training	Publication of thesis results
Participate in community service such as pharmacovigilance and share effectively in environmental development and provide a tangible economic return by rationalizing the use of medicines in hospitals.	Mapping to National Requirements	More than 90% agreement



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D. Program Structure and Organization

Program Description: See Course Specifications and syllabi for courses details

Curriculum Study Plan Table

* Prerequisite – Graduation as Pharmacist (5 years program)

Semester #	Course Code	Course Title	Required or Elective	Credit (ECTS)	Hours
S1	PHMC- M2 527	Education thérapeutique du patient	Required	3	27
	PHMC- M2526	Pharmacie clinique appliquée	Required	4	44
	PHMC- M2 820	Biostatistiques II	Required	3	27
S2	PHMC- M2 528	Advanced Community practice	Required	3	30
	STAG-M2 906	Stage Pharmacie Communautaire	Required	37	999
	THES-M2 20	Thesis	Required	10	480

2. Evaluation system of program

- Evaluation of theoretical courses: carried out by a project and a final written exam.
- Evaluation of the internship: The internship is evaluated by an oral presentation at mid-internship (10%), monitoring and presentation of reports throughout the internship (30%) and a final written exam (60%)
- Thesis: oral defense of a thesis defined at the beginning of the year on a community practice subject

3. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)

Summary of community internship component required in the program. Note: **Rotation Manual PharmD Community Pharmacy**

a. Brief description of field experience activity

- The internship is carried out in community pharmacy
- The internship manual describes the work plan to be followed as well as the various activities requested from the trainer during the 8 months of the internship.

Responsible : Pr Samar RACHIDI

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)

Semester 2/M2

c. Time allocation and scheduling arrangement.

Training : 8 months (35 weeks)

d. Number of credit hours (if any)

37 credits / 999 hours

4. Project or Research Requirements (if any)



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A thesis is required in the program, defined at the beginning of the year on the subject related to the community pharmacy practice. For more details, see PharmD thesis Guide.

a. Brief description

The general aim is to carry out a study on a subject related to the content of the university program and under the supervision of a university instructor-researcher and/or a health professional with the necessary skills. It should be noted that all work is strictly personal; plagiarism being formally prohibited and punishable.

This work will serve as an educational tool that is integrated into the scientific documentation of the faculty and can be used by the instructor, student, pharmacist, or anyone else who is willing to seek scientific knowledge.

b. List the major intended learning outcomes of the project or research task.

- Conduct a literature review related to the topic
- Write a structured research work plan
- Decide on the methods to be used
- Implement the research methods
- Analyze results appropriately
- Interpret and suggest the way forward

c. At what stage or stages in the program is the project or research undertaken? (e.g. level)

The project is conducted in parallel with the training (M2 level)

d. Number of credit hours (if any)

10 ECTS (credits) ; 480 hours

e. Description of academic advising and support mechanisms provided for students to complete the project.

The advisor is here the thesis supervisor, who is committed to help the student by:

- Explaining the working method;
- Providing him with all the information on the working method, the monitoring of the protocol, the bibliographical references that will seem necessary;
- Following up with him on the exploitation of the results, in case of original work (epidemiological mainly);
- correcting the writing of the text; the student may have recourse to a language specialist to correct the errors or language style in the manuscript.

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

There is no official National Qualification framework for hospital pharmacy in Lebanon. The Order of Pharmacists in Lebanon has however suggested a competency framework that can be used as such, whether for initial mapping or for assessment (See OPL Publication: <https://pharmacyeducation.fip.org/pharmacyeducation/article/view/985/987>).

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
K	Knowledge & Understanding		



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K1	Apply laws and regulations that impact pharmacy practice	Theoretical courses	Direct methods: Exams Indirect methods: Satisfaction surveys
K2	Optimize the concepts of quality measurement and improvement and Apply national standards and guidelines for best practices		
K3	Integrate knowledge from basic and applied pharmaceutical and clinical sciences to standardize materials		
K4	formulate and manufacture products, and deliver population and patient-centered care		
K5	Demonstrate knowledge of appropriate administration technique for dosage forms commonly dispensed in community pharmacy		
KW	Know–How(Intellectual (thinking) skills)		
KW1	Apply the principles of body functions to participate in improving health care services using evidence-based data.	Theoretical courses Training structured requirements Thesis requirements	Direct methods: Portfolio, Thesis Indirect methods: Satisfaction surveys
KW2	Provide counseling and education services to patients and communities about safe and rational use of medicines and medical devices		
KW3	Define and appropriately document comprehensive MTM services by using Use multiple MTM platforms as required by third party payers		



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KW4	Assist with patient self-care, including helping patients make appropriate selections of OTC medications, dietary and herbal supplements		
P	Professional skills		
P1	Work collaboratively as a member of an interprofessional health care team to improve the quality of life of individuals and communities, and respect patients' rights	Training structured requirements	Direct methods: Portfolio Indirect methods: Satisfaction surveys
P2	Standardize pharmaceutical materials, formulate and manufacture pharmaceutical products, and participate in systems for dispensing, storage, and distribution of medicines		
P3	Handle and dispose biologicals and synthetic/natural pharmaceutical materials/products effectively and safely with respect to relevant laws and legislations.		
P4	Actively share professional decisions and proper actions to save patient's life in emergency situations including poisoning with various xenobiotics, and effectively work in forensic fields.		
P5	Contribute in pharmaceutical research studies and clinical trials needed to authorize medicinal products.		
P6	Perform pharmaco-economic analysis and develop promotion, sales, marketing,		



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	and business administration skills		
S	Social Skills(General & transferable skills)		
S1	Demonstrate professional maturity, commitment and ethics	Training structured requirements Thesis work	Direct methods: Portfolio, Thesis Indirect methods: Satisfaction surveys
S2	Express leadership, time management, critical thinking, problem solving, independent and team working, creativity and entrepreneurial skills		
S3	Effectively communicate verbally, non-verbally and in writing with individuals and communities.		
S4	Express self-awareness and be a life-long learner for continuous professional improvement		

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

	Course Offerings NQF Learning Domains and Learning Outcomes	Education thérapeutique du patient	Pharmacie clinique appliquée	Biostati- ques II	Advance d communi- ty practice	Stage Pharmaci- e Commun- autaire	Thesis
01	Knowledge						
K1	Apply laws and regulations that impact pharmacy practice	P	P	P	A	A	A
K2	Optimize the concepts of quality measurement and improvement and Apply national standards and guidelines for best practices	P	P	P	A	A	A



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K3	Integrate knowledge from basic and applied pharmaceutical and clinical sciences to standardize materials	P	P	P	A	A	A
K4	formulate and manufacture products, and deliver population and patient-centered care	A	A	A	A	A	A
K5	Demonstrate knowledge of appropriate administration technique for dosage forms commonly dispensed in community pharmacy	P	P	P	A	A	
02	Know - How						
KW1	Apply the principles of body functions to participate in improving health care services using evidence-based data.	A	P	P	A	A	A
KW2	Provide counseling and education services to patients and communities about safe and rational use of medicines and medical devices	A	A		A	A	A
KW3	Define and appropriately document comprehensive MTM services by using Use multiple MTM platforms as required by third party payers	P			A	A	
KW4	Assist with patient self-care, including helping patients make appropriate selections of OTC medications, dietary and herbal supplements	P	P		A	A	
03	Professional skills						
P1	Work collaboratively as a member of an interprofessional health care team to improve the quality of life of individuals and communities, and respect patients' rights	P	P		P	P	
P2	Standardize pharmaceutical materials, formulate and manufacture pharmaceutical products, and participate in	P				P	



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	systems for dispensing, storage, and distribution of medicines						
P3	Handle and dispose biologicals and synthetic/natural pharmaceutical materials/products effectively and safely with respect to relevant laws and legislations.	P	P			P	
P4	Actively share professional decisions and proper actions to save patient's life in emergency situations including poisoning with various xenobiotics, and effectively work in forensic fields.	P	P		A	A	
P5	Contribute in pharmaceutical research studies and clinical trials needed to authorize medicinal products.						
P6	Perform pharmaco-economic analysis and develop promotion, sales, marketing, and business administration skills						
04	Social Skills						
S1	Demonstrate professional maturity, commitment and ethics	P					
S2	Express leadership, time management, critical thinking, problem solving, independent and team working, creativity and entrepreneurial skills	P	P	P		A	A
S3	Effectively communicate verbally, non-verbally and in writing with individuals and communities.		P		A	A	
S4	Express self-awareness and be a life-long learner for continuous professional improvement	P	P		A		

5. Admission Requirements for the program

Having a BS Pharmacy (Practicing Doctor of Pharmacy). Preferable from the Lebanese University.

6. Attendance and Completion Requirements

According to the laws of the university (90% of theoretical courses; 100% of 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) (Processes may vary for different courses or domains of learning.)



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The quality management and assessment plan includes points related to program learning outcomes assessment; this will be applied in the **quality improvement plan**.

F. Student Administration and Support

1. Student Academic Counseling

Describe arrangements for academic counseling 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).

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.

At the PharmD level, the low number of students allows for a closer follow up when needed.

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.

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?

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.

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 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. 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.



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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 in accordance with the Lebanese university rules described “Faculty Recruitment and Promotion system procedures”: Publish vacant position, assign a search committee or selection board, and approve the recruitment of the new instructor. A “Faculty Merit System” based on education, experience and research 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: Ongoing
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) 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.
<ul style="list-style-type: none"> - Department Chairs and Dean have open door policies: new faculty members can ask any question. - Academic department meetings are regular an 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



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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? **(Based on the SWOT analysis in appendix)**

Item	Suggested activity	Responsible	Timeline
Different internship locations (regions, pharmacy size). This makes the internship variable between PharmD students	Improvement of the training manual to make the training as homogeneous as possible	Coordinator	2 years
Lack of preceptors assisting the internship of students in hospitals	Increase the size of the team, if circumstances are appropriate	Chair & Dean	2 years
Community Pharmacists are not contractual with the Faculty for monitoring students: lack of supervision, coordination and evaluation of students	Involve the community pharmacists and try to give them an incentive	Coordinator	2 years
Economic and political situation of the country could affect pharmacies, which would affect the quality of internships	Try to make contacts with big pharmacies that are less affected	Chair & Coordinator	2 years
COVID-19 affects the quality of face-to-face internships	Apply vaccination to students, to allow for more flexibility in training	Dean	Ongoing
The program needs to be improved and its content should be upgraded	Application of competencies proposed by the Lebanese Order of Pharmacists and the International Pharmaceutical Federation, for mapping and assessment	Coordinator	2 years
Improve assessment methods	Include OSCEs and other modern methods	Coordinator	2 years
External stakeholders advice to be taken into account	Survey to external stakeholders	Coordinator & Quality	2 years

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



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Within the **Quality management plan**, a part is dedicated to teaching assessment and related students satisfaction.

2. Overall Program Evaluation

a. 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.





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(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			
Name	Title	Signature	Date

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Appendix – SWOT Analysis - PharmD Community

STRENGTHS (Internal Capacities)
<ul style="list-style-type: none"> – Additional and optional level of education – This diploma allows pharmacists to acquire essential skills to be able to manage a pharmacy and to be qualified as pharmacists with patients and the community. – The course teachers all hold a PhD with several years of experience in pharmacy – The taught program is structured in number of theoretical and practical hours. The theoretical courses provide advanced training and since the PharmD is a professional course, it offers 8 months of internship in pharmacies allowing students to apply all their pharmaceutical knowledge acquired during the years of study. – Since practical training is essential for the professionalization process, student interns in PharmD are accompanied and assisted during the 8 months of internship by pharmacist preceptors (or monitors) with several years of experience in the pharmacy field and holders at least a PharmD and/or Master 2 diploma. – Before making their choice, PharmD Community students should attend various orientation sessions at the end of the 5th year to encourage and guide them in choosing their specialization. – Regular follow-up is ensured by the collaboration of the instructors and the person in charge of the training in order to solve all the problems with which the students are confronted – Close student follow-up: A weekly meeting takes place between the preceptor and the corresponding group of students in this meeting at the faculty: a discussion of a topic, case presentations and order validations take place. – Availability of a rotation manual for the internship which contains all the necessary information to guide the student vis-à-vis the tasks and themes to be accomplished by the student. – Students are well supervised by their thesis supervisor throughout their preparation. – Availability of a thesis guide making it easier for PharmD students to prepare their thesis manuscript. The thesis defense takes place in front of two jury members (Examiners) who assess the student's work (poplycope, oral presentation and questions). – Evaluation of the internship: an oral presentation and a written exam



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WEAKNESSES (Internal limitations)

- Pharm D Community students do their internships in community pharmacies distributed in all regions of the country and recognized by the Lebanese Order of Pharmacists (OPL). Thus, the practice and the course of the internship, put us in front of non-homogeneous and different practical experiences relating on the one hand to the potentiality and the volume of the pharmacy as well as to the number and quality of customers of this pharmacy, and to the training of the pharmacist owner, his personality, his skills and the time necessary for the supervision provided for the students on the other hand
- Community pharmacists are not contractual with the faculty of pharmacy; this could have facilitated the internship and made it more homogeneous between the different students of PharmD official

OPPORTUNITIES (External Positive Factors)

- Application of skills proposed by the Order of Pharmacists of Lebanon, and those suggested by the International Pharmaceutical Federation. This will improve the program.

THREATS / CHALLENGES (External Barriers)

- Economic and political situation of the country could affect pharmacies, which would affect the quality of internships
- COVID-19 affects the quality of face-to-face internships