



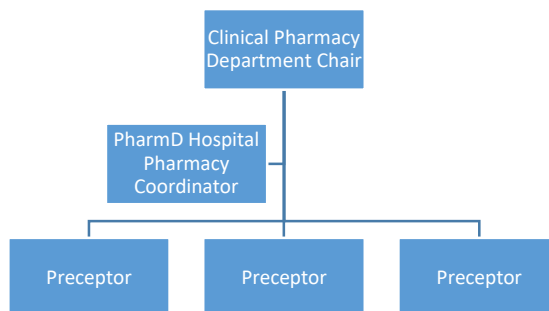
Quality Assurance Department Program Specifications Form



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

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

Insert program administrative flowchart



A. Program Identification and General Information

1. Program title	PharmD –Hospital Pharmacy	Program Code	PHDDOCD-PHHC
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2. Total credit hours for completion of the program	60 ECTS
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Award granted on completion of the program

A candidate who has passed in all the courses of PharmD program and has successfully completed the hospital Internship will be eligible for the award of Pharm. D degree, option Hospital Pharmacy

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)

- **Hospital pharmacist (Major field of work)**
- **Hospital pharmacist in a multidisciplinary team**
- Instructor in private universities and schools
- Investigator in Hospital/clinical research
- Quality control pharmacist in Hospital setting
- Hospital/Clinical Research assistance
- 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

3. (a) New Program	NA	Planned starting date	
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(b) Continuing Program	Yes	Year of most recent major program review	2015
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4. Name of program chair or coordinator	Pr. Amal El-Hajje
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5. Date of approval by the authorized body	2013
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B. Program Context

1. Explain why the program was established

According to the Ministry of Health, there are 165 hospitals in Lebanon (13 teaching hospitals); every hospital has to have at least one hospital pharmacist; big hospital might have more than one; this is why the number of available yearly positions is limited. Nevertheless, Lebanon is facing a mismatch between the competencies of pharmacy



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graduates and the labor market needs. The Hospital Pharmacy PharmD Diploma was thus created to elaborate practice- ready pharmacists with specialized and postgraduate training competencies related to the hospital practice (Management, regulations, patient safety, quality assurance, drug use optimization etc...) while, indirectly curbing the number of non-specialized graduates. It is an option of the PharmD program. Hospital Pharmacy is concerned with the hospital procurement of medications and medical devices, as well as their applications for human drug therapy. The program will give students the fundamentals that they will need for better job application in fields such as hospital pharmacy or hospital research.

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

The cost of the program is the lowest compared to other PharmD diplomas dispensed in other institution (private institutions), in consistency with the regulations of the Lebanese University, the public university. This program basically prepares specialized pharmacist in hospital pharmacy, ensuring optimization of medication usage and then the patient safety; students of the Lebanese University being from diverse cultural, regional and social backgrounds, they are expected to develop small peripheral hospitals in remote regions.

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

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.

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?

Not applicable

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?

- 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). 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 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.



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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

Program Mission Statement (insert)

According to the mission of the Faculty of Pharmacy, the PharmD Diploma in Hospital Pharmacy aims to qualify pharmacists graduating from the Lebanese University through academic and professional training oriented in the field of hospital pharmacy.

Program Vision Statement and Values

The PharmD diploma in Hospital Pharmacy will meet the growing needs of Lebanese hospitals in terms of training qualified pharmacists as effective partners of healthcare professionals in hospitals.

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

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

- The department is committed to:
- o Provide the basic theoretical training necessary for the hospital practice of the profession.
 - o Have professional training through an internship in hospital pharmacies.
 - o Provide effective and innovative education, diversified and focused on professional life, allowing the acquisition of the necessary skills.
 - o Orient students to quality patient care (disease prevention and treatment, drug safety, benefit-risk ratio, cost-effectiveness, patient education).
 - o Introduce students to the development of scientific research.
 - o Ensure the skills necessary for the practice of the profession
 - o Ensure continuous assessment of the quality of the academic program
 - o Ensure a partnership with the other departments of the faculty
 - o Consolidate the collaboration of the faculty with hospitals at the national level
 - o Ensure an environment open to communication, and innovation.
 - o Monitor scientific progress and support research.
 - o Support for continuing education.

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
Provide the basic theoretical training necessary for the hospital pharmacy practice	-Prerequisites level -Theoretical courses	-12/20 as a pre-requisite -12/20 for theoretical courses



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Have professional training through an internship in hospital pharmacies	Professional training learning requirements	Success in Assessment
Orient students to quality patient care (disease prevention and treatment, drug safety, benefit-risk ratio, cost-effectiveness, patient education)	Professional training learning requirements	Success in Assessment
Introduce students to the development of scientific research	Thesis at the end of the training	Publication of thesis results
Ensure the skills necessary for the practice of the profession	Mapping to National Requirements	More than 90% agreement

D. Program Structure and Organization

Program Description: See Course specification and syllabi for courses details

Curriculum Study Plan Table

* Prerequisite – Being a Graduate Pharmacist (5 year program).

Semester #	Course Code	Course Title	Required or Elective	Credit (ECTS)	Hours
S1	PHMC- M1 590	Sécurité du médicament et pharmacovigilance à l'hôpital	Required	3	30
	PHMC- M1 610	Gestion avancée de la pharmacie Hospitalière	Required	3	30
	PHMC- M1 650	Pharmacie hospitalière pratique	Required	2	20
	PHMC- M1 580	Hygiène hospitalière et infections nosocomiales	Required	2	20
S2	STAG-M2 593	Stage Pharmacie hospitalière	Required	40	999
	THESM22	These	Required	10	480

1. 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 hospital subject

2. Required Field Experience Component (e.g. internship, cooperative program, work experience)

A hospital internship component is required in the program (8 months). For details, see Rotation Manual PharmD Hospital.



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a. Brief description of field experience activity	
The internship is carried out in hospital pharmaceutical services The internship manual describes the work plan to be followed as well as the various activities requested from the intern during the 8 months of the internship. Responsible : Pr Salam ZEIN	
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	
d. Number of credit hours (if any)	
40 credits/999 hours	
3. Project or Research Requirements (if any)	
A thesis is required in the program, defined at the beginning of the year on a hospital subject. Oral defense of the thesis is required. 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.	
<ul style="list-style-type: none"> - 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	
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: <ul style="list-style-type: none"> - 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; 	



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	<ul style="list-style-type: none"> – following up with him on the exploitation of the results, in case of original work (experimental or clinical); – 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)			
<p>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).</p>			
	Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
K	Knowledge & Understanding		
K1	Specify issues relevant to the practice of hospital pharmacy and adherence to ethics	Theoretical courses	Direct methods: Exams Indirect methods: Satisfaction surveys
K2	Identify High alert medications and their use related competencies issues.		
K3	Understand the role of the pharmacist in drug, nosocomial infections, and other committees.		
K4	Identify the activities contributing to the quality of care: supply, manufacturing, information, vigilance, research		
KW	Know-How(Intellectual (thinking) skills)		
KW1	Select, critically evaluate, and integrate drug information from the medical and pharmaceutical literature	Training structured requirements	Direct methods: Portfolio, Thesis Indirect methods: Satisfaction surveys
KW2	Manage medication safety		



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		Thesis requirements	
KW3	Provision of medicines and medical devices		
KW4	Integrate information from different disciplines to solve patient problems		
P	Professional skills		
P1	Analysis and control of medications	Training structured requirements	Direct methods: Portfolio Indirect methods: Satisfaction surveys
P2	Manage medication related problems		
P3	Procure medication and avoid stock rupture		
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	Communicate effectively with other health care practitioners		
S3	Exercise sound judgment when cooperating with health care team in deciding on optimal drug therapy		
S4	Exercise self- assessment, time management and continuous self-learning as well as identify personal education needs		
S5	Work in a team and to show leadership when needed		
S6	Develop professional relationships with other health care practitioners.		

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



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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 / Learning Domains and Learning Outcomes	Sécurité du médicament et pharmacovigilance à l'hôpital	Gestion avancée de la pharmacie Hospitalière	Pharmacie hospitalière pratique	Hygiène hospitalière et infections nosocomiales	Stage Pharmacie hospitalière	Thèse
01	Knowledge						
K1	Specify issues relevant to the practice of hospital pharmacy and adherence to ethics	P	P	P	P	A	A
K2	Identify High alert medications and their use related competencies issues.	A	P	P	P	A	
K3	Understand the role of the pharmacist in drug, nosocomial infections, and other committees.	P	A	A	A	A	
K4	Identify the activities contributing to the quality of care: supply, manufacturing, information, vigilance, research	P	A	A	P	A	P
02	Know - How						
KW 1	Select, critically evaluate, and integrate drug information from the medical and	P	P	P	P	P	A



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	pharmaceutical literature						
KW 2	Manage medication safety	A	A	A	A	A	
KW 3	Provision of medicines and medical devices		A	A	P	A	
KW 4	Integrate information from different disciplines to solve patient problems	P			P	A	A
03	Professional skills						
P1	Analysis and control of medications		P	P		A	
P2	Manage medication related problems	A		P		A	
P3	Procure medication and avoid stock rupture		P	P		A	
04	Social Skills						
S1	Demonstrate professional maturity, commitment and ethics	P	P	P	P	A	A
S2	Communicate effectively with other health care practitioners			P		A	
S3	Exercise sound judgment when cooperating with health care team in deciding on optimal drug therapy	P	P	P	P	A	



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S4	Exercise self-assessment, time management and continuous self-learning as well as identify personal education needs			P		A	A
S5	Work in a team and to show leadership when needed			P		A	A
S6	Develop professional relationships with other health care practitioners.			P		A	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							
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.							
For the moment, a students' committee takes into account the orientation of students on entry to the faculty and during the 4 th and 5 th 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.							
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.							
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?							



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<p>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.</p> <p>2. Online resources (e-books, databases, ...) are offered by central administration and can be consulted through the university website.</p>	
<p>1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.</p> <p>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.</p>	
<p>1. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>The faculty members themselves present lists of books and other resources that are relevant for their teaching activities.</p>	
<p>2. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?</p> <p>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.</p>	
<p>3. What processes are followed for textbook acquisition and approval?</p> <p>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.</p>	
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:	



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<p>a. Improvement of skills in teaching and student assessment?</p> <p>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)</p> <p>Books and journals: Ongoing</p>													
<p>b. Other professional development including knowledge of research and developments in their field of teaching specialty?</p> <p>Autonomy and adaptability of the faculty himself (See Academic Freedom and Autonomy policy)</p> <p>Conferences: yearly conference attendance through the LU - FOP (Health insight; related to medications in Lebanon)</p> <p>Conferences: yearly conference attendance through the LU - FOP (Health insight; related to medications in Lebanon)</p>													
<p>4. Preparation of New Faculty and Teaching Staff</p> <p>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.</p> <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 													
<p>5. Part Time and Visiting Faculty and Teaching Staff</p> <p>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.)</p> <p>Procedures are similar to any other instructor and teaching staff</p>													
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)													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Strategic item to improve</th> <th style="text-align: left;">Suggested activity</th> <th style="text-align: left;">Responsible</th> <th style="text-align: left;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Motivation after graduation from hospital PharmD is unstable given the lack of legislation requiring hospitals to have multiple hospital pharmacists.</td> <td style="padding: 5px;">Contact with the OPL and legislators to start necessary regulations</td> <td style="padding: 5px;">Chair & Coordinator</td> <td style="padding: 5px;">2 years</td> </tr> <tr> <td style="padding: 5px;">Different internship locations: private and government hospitals. This makes the internship variable between PharmD students (size of the</td> <td style="padding: 5px;">Improvement of the training manual to make the training as</td> <td style="padding: 5px;">Coordinator</td> <td style="padding: 5px;">2 years</td> </tr> </tbody> </table>		Strategic item to improve	Suggested activity	Responsible	Timeline	Motivation after graduation from hospital PharmD is unstable given the lack of legislation requiring hospitals to have multiple hospital pharmacists.	Contact with the OPL and legislators to start necessary regulations	Chair & Coordinator	2 years	Different internship locations: private and government hospitals. This makes the internship variable between PharmD students (size of the	Improvement of the training manual to make the training as	Coordinator	2 years
Strategic item to improve	Suggested activity	Responsible	Timeline										
Motivation after graduation from hospital PharmD is unstable given the lack of legislation requiring hospitals to have multiple hospital pharmacists.	Contact with the OPL and legislators to start necessary regulations	Chair & Coordinator	2 years										
Different internship locations: private and government hospitals. This makes the internship variable between PharmD students (size of the	Improvement of the training manual to make the training as	Coordinator	2 years										



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hospital, budget of each hospital, etc.)	homogeneous as possible			
The course manager is himself the course coordinator Lack of preceptors assisting the internship of students in hospitals	Increase the size of the team, if circumstances are appropriate	Chair & Dean	2 years	
Pharmacists in charge of hospitals are not contractual with the Faculty for monitoring students: lack of supervision, coordination and evaluation of students	Involve the hospital pharmacists and try to give them an incentive	Coordinator	2 years	
Economic and political situation of the country could affect hospitals, which would affect the quality of internships	Try to make contacts with big university hospitals 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?				
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:				



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(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.	
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. " <p>These recommendations are still in progress.</p>	
(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.	




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Authorized Signatures				
Name	Title	Signature	Date	

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Appendix – SWOT Analysis- PharmD Hospital

STRENGTHS (internal capacities)
<ul style="list-style-type: none"> – Additional and optional level of studies – This diploma allows pharmacists to acquire essential skills to begin working in the hospital environment as a hospital pharmacist. – The taught program is structured as theory and practice. Theoretical courses are at an advanced level. And since the PharmD is a professional course, it offers 8 months of internship in hospital pharmacies allowing them to apply their pharmaceutical knowledge acquired during their year of study. – Different orientation sessions will take place at the end of the fifth year to encourage and guide students to choose their specialization. – The course teachers are qualified staff and holders of PhD with several years of professional experience – The number of students enrolled annually is a maximum of 5: students are more engaged and teaching is dynamic – Availability of an internship manual which contains all the information regarding the activities requested from interns within hospitals. An internship orientation takes place before the internship begins. – Availability of a thesis guide making it easier for PharmD students to prepare their thesis manuscript. – Students are well supervised by their thesis director throughout the preparation of their thesis. The PharmD manager can intervene to resolve any problems encountered. – The thesis defense takes place in front of two jury members who assess the student's work (polycopie, oral presentation and questions). – Evaluation of the internship: an oral presentation for a formative mid-internship evaluation; a final report at the end of the internship; written exam at the end of the internship

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WEAKNESSES (internal limitations)
<ul style="list-style-type: none"> – Motivation after graduation from hospital PharmD is unstable given the lack of legislation requiring hospitals to have multiple hospital pharmacists. – Different internship locations: private and government hospitals. This makes the internship variable between PharmD students (size of the hospital, budget of each hospital, etc.) – The course manager is himself the course coordinator. – No monitors assisting the internship of students in hospitals, except for the instructor. – Pharmacists in charge of hospitals are not contractual with the Faculty for monitoring students: lack of supervision, coordination and evaluation of students
OPPORTUNITIES(External Positive Factors)
<p>Application of skills proposed by the Lebanese Order of Pharmacists, and those suggested by the International Pharmaceutical Federation. This will improve the program.</p>
THREATS/CHALLENGES (External Barriers)
<ul style="list-style-type: none"> - 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