

# Concordance diplôme & LQF

TLQAA+ - septembre 2018

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## *Guide for reviewer (p4&5)*

Question	Answers and evidences	
Are the programme intended learning outcomes consistent with the LQF descriptors at the knowledge plane? (BLOOM taxonomy, type of knowledge, breadth and depth of knowledge)		
Are the programme intended learning outcomes consistent with the LQF descriptors at the know-how plane? (BLOOM taxonomy, shall the acquired skills help the learner to solve problems whose level of complexity corresponds to the level of the qualification?, does the programme train the learner to select the appropriate skill in a specific context)		
Are the programme intended learning outcomes consistent with the LQF descriptors at the social skills plane? (BLOOM taxonomy, coherent levels of autonomy and responsibility with the level of the qualification, ability to self learning, ...)		
Do the learning outcomes of the courses collectively lead to the ILOs of the programme and at the level of the qualification? (separate for knowledge, know-how and social skills, check the mapping)		
Are the entry requirements for the programme in compliance with the appropriate LQF level?		
Does the programme allocate sufficient credits and times to achieve the courses outcomes and thereby the programme ILOs?		
Does the programme dedicate sufficient spaces for requirements related to the profession associated with the qualification? (training, internship, clinical placement, ...)		

Table 1. Tool to help assessment of the alignment between an academic programme and the Lebanese Qualifications Framework.



LQF

Référentiel  
par domaine

Standards  
évaluation des  
programmes

Référentiel de  
compétence  
interne

#	CORE STANDARDS
1.	Mission, Goals and Governance
2.	Curriculum
3.	Student Services
4.	Assessment and Student Success
5.	Faculty
6.	Budget, Resources and Facilities
7.	Continuous Improvement

Table 2. Core standards as suggested in the Erasmus+ TLQAA+ project.

Level	Knowledge	Know how	Social skills
<b>level 7</b>	<p>Has highly specialised knowledge, some of which are in the vanguard of knowledge in a sphere of work or study, based on original ideas and/or research.</p> <p>Has critical awareness of knowledge in a certain field and at the interface of several fields.</p>	<p>Can solve problems relating to research and innovation, to develop new knowledge and new procedures by mobilising highly-specialised skills.</p> <p>Can integrate knowledge from different areas and communicate the knowledge and the results of activities with specialists and non-specialists.</p>	<p>Can act on complex, unpredictable professional or study contexts that require new strategic approaches.</p> <p>Can make judgements and exercise responsibilities, considering the social and ethical aspects associated with the decisions.</p> <p>Can take on responsibilities to contribute to knowledge and professional practices and/or to revise the strategic performance of teams.</p>

Table 1. The descriptions of the levels 5 to 8 of the Lebanese Qualifications Framework adopted within the Erasmus+ TLQAA+ project from the ETF project.

# Référentiel libanais pour les ingénieurs

<p>4. Respect economic/commercial dimension, quality, competitiveness,</p>	<p>8. Advance engineering knowledge, practices, processes and systems</p>	<p>6. Apply professional codes and respect ethical and professional values</p>
<p>productivity, safety, and sustainability in the design and implementation of an engineering solution</p>	<p>9. Apply enquiry competences and search for new engineering solutions and systems</p>	<p>while exercising engineering</p> <p>10. Adapt to new working contexts</p> <p>11. Work in an international context showing good linguistic skills and cultural knowledge</p>

LQF

Référentiel  
domaineStand  
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3.	Student Services
4.	Assessment and Student Success
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Table 2. Core standards as suggested in the Erasmus+ TLQAA

Level	Knowledge	Know how	Social skills
level 7	Has highly specialised knowledge, some of which are in the vanguard of knowledge in a sphere of work or study, based on original ideas and/or research. Has critical knowledge and at the several fields	Can solve problems relating to research and innovation, to develop new knowledge and new procedures by mobilising highly-specialised skills. Can integrate knowledge	Can act on complex, unpredictable professional or study contexts that require new strategic approaches. Can make judgements and exercise responsibilities,
	4. Respect economic/commercial dimension, quality, competitiveness,	8. Advance engineering knowledge, processes and systems	6. Apply professional codes and respect ethical and professional values
	productivity, safety, and sustainability in the design and implementation of an engineering solution	9. Apply engineering competences and search for new engineering solutions and systems	7. Adapt to new working contexts 1. Work in an international environment showing good

**PROFIL D'ENSEIGNEMENT**

**Ingenieur civil électricien**

Formuler et résoudre des problèmes techniques et scientifiques, complexes, ou des questions inédites, en mobilisant des capacités d'abstraction, de modélisation, de simulation et d'analyse multidisciplinaire, en répondant aux exigences de la recherche universitaire, en intégrant les besoins, les contraintes, le contexte et les enjeux techniques, socio-économiques, éthiques et environnementaux, en vue d'apporter des solutions concrètes.

...devoir et développer, en intégrant différentes techniques et jusque dans le détail... ou d'urbanisme qui réponde à une question ouverte

...ensemble structuré de connaissances

#	CORE STANDARDS
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3.	Student Services
4.	Assessment and Student Success
5.	Faculty
6.	Bu
7.	Co

Table 2. Core

Level	Knowledge	Know how	Social skills
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4. Respect economic/commercial dimension, quality, competitiveness,	8. Advance engineering knowledge, processes and systems	6. Apply professional codes and respect ethical and professional values
productivity, safety, and sustainability in the design and implementation of an engineering solution	9. Apply engineering competences and search for new engineering solutions and systems	while exercising engineering Adapt to new working contexts
<b>PROFIL D'ENSEIGNEMENT</b>		
<b>Ingénieur civil électricien</b>		

Formuler et résoudre des problèmes techniques et scientifiques, complexes, ou des questions inédites, en mobilisant des capacités d'abstraction, de modélisation, de simulation et d'analyse multidisciplinaire, en répondant aux exigences de la recherche universitaire, en intégrant les besoins, les contraintes, le contexte et les enjeux techniques, socio-économiques, éthiques et environnementaux, en vue d'apporter des solutions concrètes.

...voir et développer, en intégrant différentes techniques et jusque dans le détail ... ou d'urbanisme qui réponde à une question ouverte

...semble structuré de connaissances



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Niveau LQF	Connaissance	Savoir faire	Compétences sociales
Niveau 7		LQF	
		Référentiel / domaine	
		Référentiel de l'I	
		Analyse/explication	

Are the programme intended learning outcomes consistent with the LQF descriptors at the social skills plane? (BLOOM taxonomy, coherent levels of autonomy and responsibility with the level of the qualification, ability to self learning, ...)

Do the learning outcomes of the courses collectively lead to the ILOs of the programme and at the level of the qualification?  
(separate for knowledge, know-how and social skills, check the mapping)

Are the entry requirements for the programme in compliance with the appropriate LQF level?

# Concordance cours & référentiel



	Comp 1	Comp 2	Comp 3	Comp 4	Comp 5	...
Cours 1						
Cours 2						
Cours 3						
Cours 4						
Cours 5						
Cours 6						
....						

# Concordance cours & référentiel



	Comp 1	Comp 2	Comp 3	Comp 4	Comp 5
Cours 1		X		X	
Cours 2			X		
Cours 3		X			
Cours 4		X		X	
Cours 5					
Cours 6	X	X		X	



Does the programme allocate sufficient credits and times to achieve the courses outcomes and thereby the programme ILOs?	
Does the programme dedicate sufficient spaces for requirements related to the profession associated with the qualification? (training, internship, clinical placement, ...)	

Table 1. Tool to help assessment of the alignment between an academic programme and the Lebanese Qualifications Framework.

Informations Générales	
Intitulé du cours *	
Langue d'enseignement *	
Cycle *	
Niveau dans le cycle *	
Discipline *	
Titulaire(s) *	
<b>Pré-requis:</b>	
Cours pré-requis	
Autres pré-requis	
Place du cours dans le programme	

Objectifs et méthodologies	
Objectifs du cours et compétences visées *	Cou fran com Veri com poli
Contenu du cours *	La p aspe per
Méthodes d'enseignement *	Cou lect
Syllabus *	Oui
Autres supports de cours	Cou d'au
Références, bibliographie et lectures recommandées *	Voit

Evaluation	
Méthode *	En pr to cc pe d'
Construction de la note, pondération des différentes activités *	

- Retour des étudiants
- Retour des employeurs
- Retour des alumni
- Retour des maîtres de stage
- Retours des enseignants
- ...

Des questions ?