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# Standards for the Evaluation of Health and Life Sciences Programmes

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## Introduction

The Erasmus+ Project “Programme Evaluation for Transparency and Recognition of Skills and Qualifications” has defined a set of standards and procedures for the evaluation of programmes in the Lebanese Higher Education. These standards have been shaped for the domain of health and life sciences. The Lebanese Qualifications Framework (LQF) has also been transformed to a sectoral one for the Nursing field. The sectoral LQF for medical studies is also defined. The standards and the sectoral LQF are provided in the following. Please note that the general descriptors of the LQF can be used if no sectoral version of the LQF is available.

## Standards for Health and Life Sciences Programmes

### Standard 1. Mission, Goals and Governance

- a. The programme has clearly defined, comprehensive mission that include measurable programme goals.
- b. *The goals and mission must be revised regularly while assuring the participation of all stakeholders in the revision process.*
- c. The programme's mission and goals are consistent with mission of the faculty and the University including, where applicable, contribution to strategic initiatives.
- d. The programme has an organizational structure that supports the achievement of its mission, and the success of its students, faculty and staff.
- e. *The programme needs to be clearly focused on the delivery of quality health and life sciences education and practice.*
- f. *The programme has to include aspects of global health.*
- g. *The programme describes lifelong learning which refers to continuing education in the knowledge and skills of health care practice.*

### Standard 2. Curriculum

- a. Programme provides broad, well-integrated knowledge of the discipline, is responsive to changes in the field, and exhibits a curricular design that ensures graduates demonstrate disciplinary knowledge appropriate to their degree.
- b. The academic programme has specific learning outcomes that are designed to meet the programme's intended purpose.
  - i. Learning outcomes are appropriate for the degree designation (i.e., associate degree vs. bachelor's degree vs. master's degree vs. doctoral degree or the level in the LQF when applicable).
  - ii. Course requirements and delivery mechanisms provide sufficient opportunities for students to meet learning outcomes.
  - iii. The programme learning outcomes address the major issues and concerns in the discipline or professional area.
- c. The learning outcomes defined for the courses build together the programme learning outcomes.
- d. The programme curriculum shall be aligned with the Lebanese Qualifications Framework when applicable.

- e. *The programme identifies the future roles of the graduates according to each discipline as health care providers and offers appropriate foundation for future career in the corresponding discipline.*
- f. *The curriculum involves the health needs of the community, health care delivery system and other aspects of social commitment.*
- g. *The curriculum considers ethical values and community needs, clinical/pharmaceutical research according to each domain.*
- h. *The study plan must be descriptive and properly designed. The programme must show the profiling of the medical or health graduate according to each discipline.*
- i. *The curriculum must show a good balance between courses and practice or clinical hours according to each discipline and level of study.*
- j. *The curriculum must include courses in the biological sciences, health sciences, health ethics, communication, management of time, management of conflict, and other transversal skills according to each discipline and level of study.*

### Standard 3. Student Academic and Support Services

- a. The institution provides student administrative services according to established and publicly declared policies in the following areas: Recruitment, Admission, Financial aid, Scholarship applications, Transfer credit and prior learning evaluation, and Student records management.
- b. The process for the evaluation and recognition of prior learning shall be documented and public.
- c. The institution provides student support services, including:
  - i. Advising and assessment as needed
  - ii. Advising and assessment for credit transfer and recognition of prior learning
  - iii. Academic support for students with disabilities and other learning needs
  - iv. Physical or mental health counselling
  - v. Orientation services
  - vi. Career services.
- d. The programme has in place remedies, where necessary, to ensure student progression and completion.
- e. The programme routinely evaluates the effectiveness of its support services including advising.

- f. Based on the evaluation results, the Programme makes appropriate adjustments necessary to support student achievement.

#### Standard 4. Assessment and Student Success

- a. The programme has an appropriate number of students to ensure viability.
- b. The retention rate is sufficiently high to ensure viable completion numbers.
- c. *The programme shows a reasonable rate of completion.*
- d. The programme assesses and evaluates student achievement of the Programme learning outcomes rigorously through direct and indirect methods.
- e. Formative and summative assessments inform faculty members and students of student progress in the programme. Assessment results are communicated in ways that enable improvements.

#### Standard 5. Faculty

- a. The number, qualifications, and credentials of *core* faculty members are adequate.
- b. *The number, qualifications, experiences of clinical or practitioners associated faculty members are adequate.*
- c. *The interaction and cooperation between core faculty members and clinical and practitioners associated faculty members are well defined and efficient.*
- d. Faculty resources are sufficient to meet the teaching, scholarship, service, and advising needs of the programme.
- e. Faculty development is assured as appropriate to the teaching in the discipline and advancing disciplinary knowledge.
- f. The programme regularly evaluates the effectiveness of faculty with respect to departmental, college, and institutional criteria. The evaluation includes teaching effectiveness, evidence of research, and service to the institution. The evaluation also includes scholarly activity, grants and awards.

#### Standard 6. Budget, Resources, and Facilities

- a. The programme's allocated resources are sufficient to support its goals and objectives. The resources include:

- Financial resources
  - Human resources/Physical facilities (e.g., classrooms, laboratories) under the disposal of the student population and the programmes offered. Library resources and services support Technology resources (e.g., hardware, software and professional development) to advance teaching and learning
- b. *The clinical or other practical infrastructures are available and sufficient for the clinical and/or practical parts of the programme.*
- c. Policies are in place to ensure the safety and security of students, faculty and staff.

### Standard 7. Continuous Improvement

- a. The programme engages in periodic self-review, has established evaluation procedures, and shows evidence of improvements based on these processes.
- b. Multiple direct and indirect assessments are used to inform continuous programme improvement.
- Assessments are linked to the programme's mission and goals
  - Assessments include student performance in courses, labs and clinical experiences, and alumni performance in the workforce
  - Faculty members are involved in defining the expected outcomes and in determining whether these outcomes are achieved
  - Assessments provide faculty with the opportunity to examine student performance in the context of progressively more challenging problems, projects, and standards for performance
- c. The programme engages in periodic self-evaluation, has established evaluation procedures, and shows evidence of improvements based on these processes.
- d. *Self evaluation covers both academic and clinical/practical parts of the programme.*
- e. Faculty and administrators regularly review the effectiveness of the assessment system.
- f. Assessment results are available to stakeholders, including faculty members and students.

## Lebanese Qualifications Framework

### LQF levels 6 and 7 for Health and Life Sciences

Sectoral qualifications framework for the nursing levels 6 and 7 of the LQF is provided in the following table.

	<b>Knowledge</b>	<b>Know-how</b>	<b>Social skills</b>
<b>Level 6</b>	Has in-depth knowledge in a sphere of work or study requiring a critical understanding of theories and principles applicable to a range of professional situations and diverse studies.	Can devise technical, methodological and conceptual solutions and demonstrate expertise and innovative ability to resolve complex and unpredictable problems in a specialist sphere of work or study, using advanced skills.	Can implement unpredictable complex technical or professional activities or projects, including responsibilities in terms of taking decisions in professional or study contexts requiring one to adapt/adaptation to new technologies and methods and to new forms of organisation. Can take on responsibilities in connection with individual and collective professional development.
	<p>Has an understanding of relevant biological, social and related sciences as they apply to nursing practice.</p> <p>Integrate knowledge and has an understanding of a systematic approach to care and a specific range of nursing interventions and of the concepts and methods that pertain to clinical practice skills and that are essential for effective and safe nursing practice.</p> <p>Critically analyse and evaluate relevant knowledge in nursing sciences and health</p>	<p>Assist individual, families and groups in achieving optimum health, independence, recovery or a peaceful death in a professional caring manner.</p> <p>Provide and manage direct practical promotional, preventive, curative, rehabilitative or supportive nursing.</p> <p>Plan and initiate care and treatment modalities within agreed interdisciplinary protocols and evaluate their effectiveness.</p> <p>Identify and promote health promotion strategies and priorities.</p>	<p>Establish and maintain therapeutic interpersonal relationships with patients and communities.</p> <p>Effectively manage the nursing care of clients.</p> <p>Demonstrate the ability to team work.</p> <p>Educate individuals and groups to maintain and promote health care.</p> <p>Respect the codes and ethics of the nursing practices.</p>

	promotion.		
<b>level 7</b>	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 awareness of knowledge in a certain field and at the interface of 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 from different areas and communicate the knowledge and the results of activities with specialists and non-specialists.	Can act on complex, unpredictable professional or study contexts that require new strategic approaches. Can make judgements and exercise responsibilities, considering the social and ethical aspects associated with the decisions. Can take on responsibilities to contribute to knowledge and professional practices and/or to revise the strategic performance of team.
	<p>Demonstrate the integration of knowledge from a broad range of disciplines and of major research methodologies relevant to and allowing the development of the nursing domain.</p> <p>Demonstrate a knowledge base necessary to exercise higher levels of judgement and decision making within nursing practices.</p> <p>Generate nursing knowledge and innovative clinical practices.</p>	<p>Demonstrate expert skills in providing care within practice framework and multidisciplinary team.</p> <p>Conduct a comprehensive health needs assessment as the basis of independent nursing practice within a specified area.</p> <p>Assess and critically evaluate the complex concepts underpinning professional nursing practices.</p> <p>Act as an educational resource for health care professionals.</p> <p>Master different approaches to research and justify their use in practice.</p>	<p>Demonstrate autonomy, accountability, authority, leadership and responsibility in nursing.</p> <p>Actively contribute to the nursing knowledge of the nursing team and generate and transmit innovative practices.</p> <p>Review critically the working of teams and demonstrate skills in management of conflict.</p> <p>Assure the respect of and develop the codes and ethics of nursing practices.</p>

The following table provides the sectoral qualifications framework for the general medical education level 8 of the LQF.

	<b>Knowledge</b>	<b>Know-how</b>	<b>Social skills</b>
<b>Level 8</b>	Has knowledge at the most advanced frontier of a sphere of work or study and at the interface of several fields.	Can deal with critical problems of research and/or innovation and explore new spheres, extend and redefine existing knowledge or professional practices by mobilising the most advanced and most specialised skills and techniques, including in relation to synthesis and evaluation.	Can demonstrate a high level of authority, innovation, autonomy, scientific or professional integrity and a sustained commitment to the production of new ideas or new processes in a sphere in the vanguard of work or study, including in relation to research.
	<p>Demonstrate an understanding of the physical, psychological, pharmacological, and ethical matters that impact patient care and show the ability to discuss the structure and function of the human body at the whole body, organ system, organ, tissue, cellular and molecular levels.</p> <p>Demonstrate an understanding and the ability to use the most advanced knowledge in genetics, biochemical basis of cellular function, immunology, epidemiology, statistics.</p> <p>Recognise normal psychological development.</p> <p>Identify main pathological mechanisms.</p>	<p>Perform a complete and focused physical exam taking into consideration the patient context by gathering and analysing the patient's information.</p> <p>Apply the most advanced clinical, laboratory, imaging, pathology and pathophysiological principles and exams to diseases.</p> <p>Develop differential diagnosis and design an optimal treatment in clinical medicine and patient care.</p> <p>Plan the patient's investigations and management needs, and use information technology and other advanced resources for this purpose.</p> <p>Demonstrate understanding of the need to collaborate with others in caring for patients and appraise the need for requesting consultation with other health care professionals for the well-</p>	<p>Apply the medical profession ethical principles and discuss the role of medical jurisprudence in health care.</p> <p>Demonstrate honesty and integrity in all interactions with patients, families, colleagues, and the healthcare team.</p> <p>Demonstrate a commitment to scientific knowledge and improvement of care quality.</p> <p>Promote access to medical care.</p> <p>Interpret information about health indicators to identify needs of communities and plan appropriate interventions.</p> <p>Analyse the organisation, financing, and delivery of health care and apply the principles of cost-</p>

	<p>Analyse the principles of both curative and palliative therapeutics necessary to provide the best therapeutic options.</p> <p>Discuss the role of health care policies in improving patient care, including non-biological determinants of health, economic, psychological, social and cultural factors.</p>	<p>being of the patient.</p> <p>Practice confidentiality.</p> <p>patient</p>	<p>effectiveness.</p> <p>Determine personal and professional conflicts of interest.</p>
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