Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences

Assessment Report

for the Application of
Beirut Arab University, Lebanon
Faculty of Health Sciences,
Medical Laboratory Technology Department,
for the Accreditation of the Study Program "Medical Laboratory Technology",
Bachelor of Sciences in Medical Laboratory Technology

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Decision	February 15, 2024

Table of Content

1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master' programs in the fields of health and social sciences, as well as in related domains such as law or economics. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, AHPGS also joined the European Association for Quality Assurance in Higher Education (ENQA) and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Furthermore, the AHPGS has been listed in the European Quality Assurance Register (EQAR) since 2009.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria[1]:

1. Program aims and learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this

[1] Approved by the AHPGS Accreditation Commission

information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria valid in Lebanon. Consequently, the experts comprise a short summary regarding the study programs.

III. Site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the on-site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group writes the expert report. This report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the report is made available to the University for the opportunity to issue a response opinion.

The expert report as well as the University's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

IV. The AHPGS accreditation decision

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the summary comprised by the AHPGS, the expert report, as well as the University's response opinion. These documents represent the foundation for the commission's decision regarding the recommendation for accreditation of the study program. Consequently, the decision – together with all

other documentation – is forwarded to AHPGS Accreditation Commission for it to reach a decision regarding the accreditation of the study program.

2 Information about the University

Beirut Arab University is a private non-profit institution for higher education that was founded by the Lebanese El-Bir and Ishan Society in 1960 with the Faculty of Arts (since 2016: Faculty of Human Sciences) and the Faculty of Law and Political Sciences. Other faculties were established during the following years, the last of which was launched in 2005, which was the Faculty of Nursing. The Faculty of Nursing was transformed into the Faculty of Health Sciences (FHS) in 2008 to meet the rising needs of the local community for professionals specialized in health sciences and is considered the most recent addition to the Beirut Arab University (Annex 10). It hosts the departments of Nursing, Nutrition and Dietetics, Physical Therapy and Medical Laboratory Technology.

The University campus is located in the center of Beirut, Lebanon. The Faculty of Health Sciences is situated on the 5th to 6th floors of the Hariri Building, which is an annexation to the main campus that was constructed in 1978. In recent years, the University has established three branch campuses in the cities of Debbieh, Tripoli, and Bekaa. Currently, there are a total number of 7,383 undergraduate and 740 postgraduate students enrolled at the University. The University consists of the 10 following faculties, which together offer 45 undergraduate and 67 postgraduate study programs:

- Faculty of Human Sciences

- Faculty of Law and Political Science

- Faculty of Business Administration

- Faculty of Architecture-Design and Built Environment

- Faculty of Engineering

- Faculty of Science

- Faculty of Pharmacy

- Faculty of Medicine

- Faculty of Dentistry

- Faculty of Health Sciences

The University describes itself as an educational institution classified as a non-profit organization. It is described that BAU's budget and expenses rely mainly on students' tuition fees and all other types of administrative fees that contribute to about 90% of the University's income. BAU has also delivered its stream of revenues to develop a new funding model in the light of a highly competitive market. The revenue streams are detailed as follows: BAU specialized clinics (the dental clinics, the nutrition and dietetics clinic); consultancy services, laboratory testing and experimentation; Center for Continuous Professional Development (CCPE); Governmental funds for scientific research projects at BAU such as those coming from the National Council for Scientific Research (CNRS); Philanthropic funding coming mainly from donating bodies (SER 2.3.4).

Information about the Department

The Department of Medical Laboratory Technology was established in the year 2008 as one of the major departments at FHS. Currently, the Department is offering the Bachelor of Science in Medical Laboratory Technology and Masters in Medical Laboratory Sciences (Microbiology & Immunology track, Hematology & Blood Banking track).

Since the spring of 2014, all students of the Medical Sector Faculties have participated in the Interprofessional Education for Healthcare course (IPEH512) as a mandatory requirement for graduation. In IPEH, students encounter clinical case scenarios and try to solve problems using evidence-based practice along with students from other medical fields, including medical doctors, pharmacists, dentists, nurses, physical therapists and nutritionists and dietitians.

Through interactive learning, students will explore ways in which their professions can work together to optimize patient's care while respecting each other's roles and responsibilities.

3 Overview

3.1 Procedure-related documents

The Self-Evaluation Report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study programs (hereinafter the SER) of the Beirut Arab University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on the June 23, 2023. The contract between the University and the AHPGS was signed on the January 12, 2023.

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Medical Laboratory Technology", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Medical Laboratory Technology"

Annex 01	Curriculum
Annex 02	Module Descriptions
Annex 03	Teaching Matrix
Annex 04	Teachers CV (Beirut-Tripoli)
Annex 05	Faculty Handbook I
Annex 06	Faculty Handbook II
Annex 07	Module Chart
Annex 08	Diploma Supplement
Annex 09	Mobility Agreements
Annex 10	Clinical Rotation Manual
Annex 11	Makassed Hospital Agreement
Annex 12	Formal Declaration

Annex 13	Laboratory Manuals

Alongside the study-program-specific documents, the following documents pertain to all study programs submitted for external evaluation:

Annex A	University Code of Ethics
Annex B	University Strategy (2020-2030)
Annex C	Institutional Review Board
Annex D	Undergraduate Academic Advising
Annex E	Undergraduate Rules and Regulations
Annex F	Student Assessment Guidelines
Annex G	Grading Policy
Annex H	Online Exams Guidelines
Annex I	Online Exams Student Directives

The application, as well as the additional documents, build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard within the University.

3.2 Structural data of the study program

University	Beirut Arab University (BAU)
Faculty/Department	Faculty of Health Sciences (FHS), Department of Medical Laboratory Technology
Cooperation partner	- Al-Makassed General Hospital - Beirut; - Sahel General Hospital - Beirut; - Bahman Hospital – Beirut; - Zahraa Hospital – Beirut; - Khoury General Hospital – Beirut; - Saint George Hospital University Medical Center – Beirut; - Lebanese Hospital Geitaoui – Beirut; - Dar Al-Ajaza Al-Islamia Hospital - Beirut; - Central Military Hospital - Beirut;

	- "Modern Laboratories" (private) - Beirut; - "Medical Analysis and Pathology laboratory (M.A.P.)" (private) - Beirut; - "Doctor Center Laboratory" - Beirut - Hammoud Hospital University Medical Center - Sidon; - Al-Raii Hospital - Ghazieh
Title of the study program	Medical Laboratory Technology
Degree awarded	Bachelor of Sciences (B.Sc.) in Medical Laboratory Technology
Form of studies	Full-time
Organizational structure	Day-time on Campus program. Monday-Friday 8:00 – 16:00
Language of Studies	English
Period of education	Three years: Six Semesters and two summer terms
Credit Points (CP) according to the European Credit Transfer System (ECTS)	200 ECTS
Hours/CP	1 lecture contact hour = 1 credit 2/3 hours of tutorial, practical or clinical classes = 1 credit (Each credit point requires 2 hours of self-study.)
Workload	Total: 2660 hours Contact hours: 1792 hours Individual: 868 hours
CP for the final paper	n/a
Launch date of the study program	academic year 2008/2009
First accreditation	2017 by AHPGS
Time of admission	Fall semester
Number of available places on the program	50 students per year
Number of enrolled students by now	154 students in Beirut 74 students in Tripoli

Particular enrollment conditions	Entrance exam (held twice annually); English test; Aptitude Test (Thinking Skills, Scientific Knowledge: Biology, Chemistry, Physics); Interview
Tuition fees	The average fees per semester are around 43,187,000 LBP + $2,451. Fees are calculated based on credit hours undertaken

Chart 1: Structural data of the study program

4 Expert Report

The site visit was carried out virtually on November 15-16, 2023, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on September 15 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the virtual site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Health Sciences, the teaching staff of the program "Medical Laboratory Technology" as well as with students currently studying in the program from both campus in Beirut and Tripoli.

The expert report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the Experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, Faculty of Health Sciences and the Department of Medical Laboratory Technology serve as the foundation for the statements made in the expert report.

4.1 Program aims and their implementation

Summary

The Medical Laboratory Technology program aims to prepare competent medical laboratory scientists with the necessary skills, attitudes, and professional integrity and to provide laboratory technologists with qualifications compatible with international standards. The program provides sufficient knowledge and skills in all aspects of medical laboratory science to produce graduates proficient in performing the full range of clinical laboratory tests in areas such as hematology, clinical chemistry, microbiology, serology/immunology, urinalysis, molecular, and other emerging diagnostics. The main objective of the program of Medical Laboratory Technology is to graduate distinguished, highly qualified and competent technologists in all areas of laboratory practice and who are dedicated to long-life learning. To achieve this objective, the program is structured on a solid and well-designed but dynamic curriculum.

Furthermore, the program's intended learning outcomes were set at four levels including: 1) knowledge and understanding, 2) intellectual 3) practical and professional 4) general and transferrable skills.

Knowledge and Understanding:

The intended learning outcomes include acquiring preliminary knowledge about fundamental medical and social sciences, understanding laboratory safety procedures, identifying modes of transmission of infectious pathogens, recognizing criteria for handling different specimens, and comprehending molecular techniques used in medical laboratory sciences, among other topics.

Intellectual Skills:

The intended learning outcomes for intellectual skills involve determining the functions of body systems, evaluating specimens for the presence of drugs/toxins, interpreting laboratory results, correlating antibiograms with microorganisms, differentiating between normal and abnormal blood pictures, and applying standard operating procedures for specimen collection and processing, among other skills.

Practical and professional Skills:

The intended learning outcomes cover performing infection prevention measures, applying laboratory techniques related to basic sciences, handling specimens

according to established criteria, setting up equipment and conducting quality control protocols, preparing stains and media, performing various analyses on clinical specimens, and instructing patients in proper specimen collection and preservation.

General Skills:

The intended learning outcomes for general skills involve demonstrating respect for diversity and cooperation in the workplace, practicing effective time management, communicating professionally with colleagues and patients, working effectively as part of a team, respecting patient dignity and privacy, understanding coping skills for workplace stress, and engaging in continuous education to stay updated with scientific advances.

Labor market

Graduates have diverse career opportunities in the public health sector (health centers, public health departments) and the private sector (hospitals, medical laboratories, pharmaceutical companies, research institutions). They can also pursue higher education degrees for further advancement.

The field of Medical Laboratory Technology is constantly expanding due to technological advancements and increasing demand for testing. However, specific statistical data on the labor market in Lebanon is not available. According to a recent graduate survey, most graduates work in healthcare facilities, some are lab instructors, while a smaller percentage pursue postgraduate studies or work in other domains.

The COVID-19 pandemic has emphasized the vital role of medical laboratory technologists in public health. The pandemic has increased the demand for testing and laboratory procedures, with an ongoing need due to an aging population and medical advancements. However, Lebanon currently faces complex challenges, including an economic and political crisis, currency devaluation, and a breakdown of the healthcare system. This has led to a shortage of skilled laboratory professionals, as many seek better opportunities and salaries abroad (SER 1.4.1 and 1.4.2)

Judgement

The experts inquire about the impact of the previous accreditation in 2017. The University explains that due to the international accreditation, many international partnerships were created. According to the University, the number of students increased significantly and the students are aware that their University and study program meet the international standards. The international accreditation is also part of the continuous quality improvement process within the University. The experts are very positive about this development.

The experts also talk to the University about the ability to continue studying after the Bachelor's degree. The University assures a good connectivity to the University's Master's study programs in "Medical Laboratory Sciences – Hematology and Blood Banking Track" or "Medical Laboratory Sciences – Microbiology and Immunology Track". The Master's programs are offered in Beirut only, and many students are willing to commute from Tripoli to Beirut to continue their studies at BAU.

From the experts' point of view, the Bachelor's study program "Medical Laboratory Technology" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment, and personal development.

According to the explanation of the University and the students, the employability after the graduation is high. According to the students and the University, many graduates are seeking job opportunities outside of Lebanon.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.2 Structure of the study program

Summary

The program comprises 39 modules, out of which 27 are major core courses, 3 are major elective courses and 9 are general university requirements. There are 5 to 7 modules in total provided for each semester. (SER 1.2.1).

The list of modules offered:

Nr.	Title	Sem.	CP
	Semester 1		
1	Basic biology	1	3
2	General Chemistry	1	3
3	Organic chemistry	1	3
4	Human anatomy and physiology	1	3
5	Epidemiology and biostatistics	1	3
6	Human rights	1	1
7	English	1	2
	Total		**18**
	Semester 2		
8	Biochemistry	2	3
9	Microbiology	2	3
10	Healthcare profession and bioethics	2	1
11	Evidence-based laboratory research	2	1
12	Principles of medical laboratory sciences	2	3
13	Arabic language	2	2
	Total		**13**
	Summer Semester 1		
14	Elective		4
15	Elective		3
	Total		**7**
	Semester 3		
16	Virology and mycology	3	3
17	Medical parasitology	3	3
18	Clinical laboratory hematology	3	3
19	Clinical laboratory immunology	3	3
20	Quality control and laboratory management	3	3
21	Communication skills	3	2
	Total		**17**
	Semester 4		
22	Toxicology for medical laboratory	4	3

23	Clinical chemistry	4	3
24	Blood banking and transfusion medicine	4	3
25	Clinical laboratory bacteriology	4	3
26	Elective	4	3
	Total		**15**
	Summer semester 2		
27	Elective		2
28	Elective		3
	Total		**5**
	Semester 5		
29	Genetics and molecular biology	5	3
30	Laboratory body fluid analysis	5	3
31	Clinical rotations I	5	4
32	Clinical seminar	5	1
33	Elective	5	3
	Total		**14**
	Semester 6		
34	Diagnostic Laboratory procedures	6	3
35	Histopathology	6	3
36	Clinical rotations II	6	4
37	Interprofessional education for healthcare	6	1
	Total		**11**
	Total:	**6**	**100**

Table 2: module matrix

Please refer to the module descriptions (Annex 2) for detailed information on the modules, including the level, the amount of assigned credits, language of instruction, pursued learning outcomes and skills, content of studies and examinations foreseen in every course of the program. The following modules are studied with students from other faculties:

- University Mandatory Courses: Arabic, English, Human Rights, Communication Skills

- Basic Sciences Courses, designed to equip students with foundational knowledge: Basic Biology (BIOL223), General Chemistry (CHEM213), Biochemistry (BCHM215), Human Anatomy and Physiology (HESC201), Microbiology (BIOL226), Organic Chemistry (CHEM215), Epidemiology and Biostatistics (COMM201)

- Foundational Medical Laboratory Sciences Courses: Healthcare Profession and Bioethics (HESC202), Interprofessional Education for Healthcare (IPEH512)

The specifications of these courses are designed and appraised by the Faculty members and the quality assurance member of the Medical Laboratory Department together with the course instructors to assure specific objectives (SER 1.2.2).

Overall, the program's courses build upon one another. The first-year courses, in "Basic Sciences" are required to equip the students with a sound scientific and medical knowledge that is necessary to comprehend the professional and practical skills needed in the advanced courses. Under the category of "Foundational Medical Laboratory Sciences" (6 CP) and "Pre-Clinical Professional Courses" (6 CP), courses are necessary to introduce students to professionalism including work ethnics, healthcare profession, research, evidence-based practice, patient care, quality control and management. The "Clinical Professional Courses" of this program are attended throughout the second and third year of studies, where students are provided with theoretical background and relevant laboratory skills. During this professional phase, students will also rotate through the laboratories of the affiliated hospitals to gain practical skills of the acquired knowledge (SER 1.3.4).

Didactic concepts

Concerning the teaching methods used for the study program, the Department of Medical Laboratory Technology aims at leaving didactic, teacher-cantered methods of teaching behind and turns towards a more active, student-focused method, in which students are more engaged in the learning process. In addition, students are also provided coaching sessions during the faculty office hours, in order to meet their advisors or faculty members and explore topics directly related to their assignment. For every 3-credit hour course, there is at least one office hour students can attend to, in order to explore the topics directly related to their assignment (SER 1.2.4).

The classrooms and lecture theaters at the Department of Medical Laboratory Technology are all equipped with data-shows, PCs and sound system, which provide a dynamic and interactive environment for utilization of various multimedia forms. In addition, the University has a secure academic website, which provides students, faculty and administrative staff with intranet and internet services. The website also provides a portal to access databases and the library web page (SER 1.2.5).

In addition, the student information system (Banner) is available through which students' related operations and processes are performed, such as acceptance, registration processes, fees, grades and transcripts (SER 1.2.5).

There are no e-learning or distance learning services at the faculty. The language center at BAU provides an intensive online English course (INTEA 104) through the Auralog program (SER 1.2.5).

Internship

The Bachelor program in Medical Laboratory Technology aims to prepare students for a career in the medical laboratory profession by providing theoretical knowledge and practical skills in various disciplines of the specialty. Clinical rotations, offered as part of the final year of the study program, are integral to the program's design, allowing students to integrate and apply their knowledge and technical skills in actual clinical settings. Under the supervision of experienced medical laboratory technologists, students gain hands-on experience and understanding of the roles of Medical Laboratory Scientists and other healthcare professionals. Clinical rotations offer numerous benefits, including the development of practical skills, critical thinking, teamwork and communication, exposure to real-world scenarios, and networking opportunities (SER 1.2.6).

The internship support and supervision are well-organized within the University's Department of Medical Laboratory Technology. Two senior faculty members are assigned specific roles: one as the academic coordinator responsible for overall supervision of students' rotations, and the other as a liaison officer to ensure effective communication between the department and hospitals. The hospitals receive a "Clinical Rotation Manual" containing student assessment forms, and the students are provided instructions on preparing their training report, summarizing all their activities during rotations. The liaison officer oversees the students' clinical and professional practice during the rotation period, reporting

regularly to the academic coordinator. As students are not yet licensed professionals, they observe and occasionally receive training to operate equipment and perform tests, typically under the supervision of certified medical technologists or technicians. This structured support and supervision ensure that students meet requirements and receive proper and professional training during their clinical rotations.

The objectives of the clinical rotations in various medical laboratory areas are to acquire real work environment experience, process samples for testing, perform and/or observe laboratory tests and procedures, develop troubleshooting and quality control abilities, and interact professionally with colleagues, patients, and other healthcare professionals. As such, the primary goal of the clinical rotations is to correlate theory and practice, creating a meaningful learning experience in each placement area and preparing students for the workforce (SER 1.2.6).

The Department of Medical Laboratory Technology is responsible for ensuring the quality of clinical rotations to provide the best hospital experience for students. Before starting the rotations, students undergo orientation on hospital policies and safety regulations. They have weekly one-to-one meetings with the academic coordinator for updates and feedback. Upon completing the rotations, the hospital conducts a practical/oral exam to assess students' knowledge, critical thinking, practical, and professional skills in all covered specialties. The head of the medical lab division evaluates the acquired skills and tasks performed by each student. Additionally, students submit a summative training report covering all specialty areas visited during the training, graded according to the clinical rotation rubric. The training report and the assessments from the hospitals, including the student performance evaluation carry the weightage of 50% of the final grade. The remaining 50% is awarded through seminars/oral mock colloquium and written exams. The oral mock colloquium prepares students for the official colloquium exam which focuses on successful answers to questions in different clinical areas, and a booklet with sample questions and answers is provided to aid students in their preparation (SER 1.2.6).

International aspects of the curriculum

The curriculum is designed to enable competent Medical Laboratory technologists who can pursue careers or further education either in Lebanon or abroad. To ensure international standards, the curriculum has been enhanced through benchmarking with renowned universities such as St John's University (NY),

George Washington University (Washington, DC), and University of Surrey (UK). The curriculum requires 100 credit hours for graduation, comparable to other programs, and includes 37 credits of basic science and university requirement courses. Major core courses, totaling 54 credit hours, along with 9 credits from major electives courses, provide professional knowledge and skills in Medical Laboratory Technology. The curriculum incorporates international topics and perspectives across various courses, ensuring students are prepared for success in a globalized world. International experiences, such as internships and research opportunities, are encouraged to expose students to different cultures and healthcare systems. The department also promotes international collaboration by inviting guest speakers from other countries to share their expertise with students (SER 1.2.8).

Mobility

The University actively promotes learning and research experiences abroad through student and staff mobility initiatives. The University has participated in three ERASMUS MUNDUS projects in collaboration with nineteen European partner universities and sixteen Arab universities. The current strategy emphasizes encouraging international student mobility, supporting the exchange of international staff, and streamlining credit transfer procedures. To facilitate mobility, the International Relations Office assists students and academic staff with relevant international institutions and paperwork. Furthermore, the University has signed inter-institutional agreements with various European universities under Erasmus+, and other cooperation agreements with international universities. Examples of mobility experiences include a teaching mobility for the head of the Department at the Center for Research in Molecular Medicine and Chronic Diseases (CiMUS) at Universidade de Santiago de Compostela, Spain, and research internships for two students at the school of medicine, Mohamad Ben Rachid University in Dubai and the French Institute of Health and Medical Research (Inserm U1183) in Montpellier, France (SER 1.2.9).

Integration of research in the curriculum

The "Evidence-Based Laboratory Research" course introduces students to basic research concepts, methodologies, and proposal writing, emphasizing evidence-based practice to make informed clinical decisions. Students complete a literature review on a specific disease and its diagnostic tests as part of this course. Moreover, faculty members actively integrate research into their teaching by

presenting current research examples in lectures. Additionally, the department has established a system for course-based assignments that encourage students to integrate medical laboratory concepts with research-oriented approaches using online and University library databases.

Furthermore, students have the opportunity to participate in research projects within the department, gaining valuable hands-on experience in scientific research and preparing them for careers in research or related fields. As part of the program, students generate and present seminars on current medical laboratory themes, rapid tests, and cutting-edge discoveries during the "Clinical Rotation I" course (MELS 405). Moreover, the department actively encourages students to take part in research activities such as seminars, workshops, conferences, and research studies conducted by faculty members, as well as engage in research activities in clinical settings (SER 1.2.7).

Judgement

The Bachelor study program “Medical Laboratory Technology” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within course syllabi. The course syllabus contains information on the module number, level and semester, module title, credit hours, language, learning outcomes, goals, and skills, content of the module and the examination. The experts value the detailed syllabus, which enables students to prepare adequately for the individual lectures as well as the scheduled examinations.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

During the round of talks, the experts inquired about interdisciplinary taught modules. According to the University, the General University Requirement courses total to 16 credit hours and can be studied with students from other faculties. They comprise courses like Arabic, English, Human Rights and Communication Skills and also further elective courses. This common learning experience consists of courses that are selectively designed to help students develop their learning skills of writing, speaking, critical reading and thinking, and logical argumentation as well as introduce students to the principles of human rights and its foundations.

In addition, an interprofessional education for health care course (IPEH) is offered as an interdisciplinary course in collaboration with all other health and medical faculties in the University. The experts are convinced of the strong interdisciplinary and interprofessional approach of the Faculty of Health Sciences. The staff of the different study programs are in a constant professional exchange.

The experts further inquired about a thesis or graduation project. The teaching staff of the program "Medical Laboratory Technology" show that the study program comprises an obligatory research project to be conducted and presented by every student in the last year of their studies, incorporated in the "Clinical Rotation" courses in order to be related to the student's practical experiences. As a consequence, the experts confirm that the study program requires the students to apply research methodology and to train academic writing and, thus, prepares the students for further studies on Master level.

The experts and the University discuss student-centered teaching methods. The University explains its developments in moving towards interactive, multimethod teaching within the last years. The efforts are clearly recognizable, and engaging students in critical discussions is intended.

The arrangement of internships in the study programs allows acquisition of credits. During the interviews, the experts learned that a clinical manual is used for each course with clinical aspects, aligning with intended learning outcomes. In the course of the studies, every student completes 600 practical hours in simulated laboratory environments in the University, followed by 360 hours of real clinical and laboratory settings. These internships are incorporated into the curriculum and awarded with credit hours. The Clinical Rotation Manual ensures that every student experiences clinical rotations in the fields of phlebotomy, hematology, bacteriology, parasitology, immunology/serology, blood banking, clinical chemistry and histopathology and that every student is evaluated after the rotation. The internship support and supervision are well-organized within the University's Department of Medical Laboratory Technology. Two senior faculty members are assigned specific roles: one as the academic coordinator responsible for overall supervision of students' rotations, and the other as a liaison officer to ensure effective communication between the department and hospitals. On site, the experts had the opportunity to confirm a successful and well conceptualized arrangement of internships.

The University attaches great importance to internationality, like for example, international professional exchange. The University further extended its partnerships with universities abroad since the last accreditation. The number of outgoing and incoming students, for example from/to Norway or Italy, is growing. According to the University, research-oriented mobility is possible as well. The experts see this development as positive.

Thus, the experts conclude that the study program aims at providing students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. Furthermore, the experts acknowledge the very detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.3 Admission and Feasibility

Summary

Admission policies and procedures along with the requirements are listed in the "Rules and Regulations for the Undergraduate Programs" (Annex E). In order to be accepted to the study program, students must complete the admission process for BAU and the program's requirements (SER 1.5.1 and Annex E):

- Hold the official Lebanese Secondary School Certificate or its official equivalent issued by the Lebanese Ministry of Education & Higher Education.

- Pass an entrance exam which is held twice annually (April, July) as well as an interview.

- Pass the BAU English Language entrance exam with a grade not less than 60%, TOEFL Exam with a minimum score of 500, IELTS Exam with a minimum score of 5 or the SAT I writing with a minimum score of 380. Should the English exam not be passed, the student will have to enroll for an intensive English course provided by the University.

After being accepted and before registration, students have to perform certain medical tests. According to the Faculty of Health Sciences, all immunizations must be verified by a health care provider. The hepatitis series must be started, and all other immunizations completed prior to the first day of class. Students have also to meet with the MLT program advisors regarding application, program admission and development of program of study (SER 1.5.1)

Full details on admission requirements, transfer student procedures, and other policies are accessible on the BAU admission website. The entire admission process, along with foundational and freshman programs, registration, academic probation, and withdrawal, is outlined in Annex E: "Rules and Regulations for Undergraduate Programs".

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts find these requirements fitting and proportional to the study program: Therefore, it was determined that the admission and student selection procedures correspond to the standards and learning objectives of the study program.

The experts determine a relatively high number of exams to be passed during the "Medical Laboratory Technology" study program. The University credibly conveys that the workload of the students is monitored. Asking the students on site about their workload, they consider the workload, the amount, and the examination cycle as appropriate. The type as well as the time of the different examinations is defined and communicated to the students transparently and at the beginning of the course.

The experts confirm that the feasibility of the study program is guaranteed and the amount of student workload is appropriate. As a whole, the organization of the education process ensures the successful implementation of the study program.

Advisors and counselors are available to students who find themselves in need of academic or administrative assistance. Every faculty member holds the position of an academic advisor to a specific group of students. The students on site confirm a very well-working consultation and advising system. The teaching staff is easily

approachable and students are provided with academic support and guidance required for the accomplishment of the program-related assignments. Students are also provided with social support required for the organization of the learning process. There is a psychological clinic and psychological counselling for students that are affected by trauma, for example.

According to the University, there is a financial aid system for students. Scholarships are, on the one hand, offered to the top three students of the class, and, on the other hand, for financially disadvantaged students.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.4 Examination system and transparency

Summary

The University uses a continuous assessment approach to measure students' achievement of each course's intended learning outcomes throughout the semester. The Medical Laboratory Technology program's courses have specific learning outcomes aligned with the program's overall intended learning outcomes. These outcomes, encompassing Knowledge and Understanding, Intellectual Skills, Professional Skills, and/or Practical Skills, are evaluated through various assessment methods, including written exams, quizzes, practical exams, reports, seminars, presentations, classroom discussions, and mock colloquiums. Students are informed about the type, timing, and weighting of each assessment at the beginning of each course. The assessments are designed following the "Guidelines for Student Assessment" (Annex F) to ensure fair and comprehensive evaluation. Additionally, a test blueprint is established to ensure all course outcomes are adequately represented in the exams (SER 1.2.3).

According to University regulations, the course's instructor is asked to present at least 2 written exams during the semester if the course is mainly theoretical without any laboratory or clinical sessions (SER 1.2.3).

Considering the aforementioned, the timing of exams for undergraduate courses is designed to achieve an optimum and highly appropriate scheme of assessment

and on a continuous basis, taking into consideration variations in the types and weighing of assessments. The assessments are carried out as follows:

- Weeks 1 – 7 comprises 30% of the total final grade
- Weeks 8 – 12 comprise 20% of the total final grade
- Weeks 13 – 14 comprises 10% of the total final grade
- Weeks 15 comprises 40% of the total final grade (Final Exam).

For all types of assessment forms, excluding final exams, students facing legitimate reasons for not taking these exams can apply for re-examination. The course instructor assesses the merit of the petition and recommends approval or denial to the Department's council, adhering to the University's prescribed by-laws. Decisions for internal assessment procedures are made based on individual cases' merits. Students who couldn't attend the final course examination or fulfil some course requirements due to uncontrollable conditions may apply for an incomplete grade "I" within a week from the final exam's date. This option is available if they have completed at least 80% of the course requirements and gain approval from the course instructor. The unfinished requirements must be fulfilled by the end of the first week of the following semester, or else a failing grade "F" will be recorded on the student transcript for that course (SER 1.2.3).

Lastly, the University has a non-discriminatory policy towards students with disabilities, providing support tailored to their individual needs. The department council assesses individual cases and recommends appropriate compensation measures to ensure equal opportunities for success. For example, students with ADHD were offered extended exam time, and adjustments were made to accommodate the needs of a student with mental illness during the clinical chemistry (MELS 304) final exam. Furthermore, the University also offers counselling services, assistive technology, and other resources to support students with disabilities and chronic illnesses. However, it is essential to note that the Medical Laboratory Technology profession requires a high level of physical and mental fitness, and students whose disabilities affect their technical standards may not be able to join the program (SER 1.2.3).

Judgement

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination

system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students.

From the experts' point of view, the examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. Nevertheless, in the experts' opinion, the study program includes a high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. The frequency of examinations, as well as their organizations, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits, attendance and formal requirements of the study process as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published on the website.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.5 Teaching staff and material equipment

Summary

The program employs five full-time core academic faculty members in Beirut and four full-time core academic faculty members in Tripoli. The expected teaching load for core academic faculty is about an average of 15-24 contact hours/week, which is documented in the contracts between BAU and the faculty members. Part-time faculty teaching hours will be based on the type of agreement with the University (SER 2.1.1).

In Beirut, a total of six adjunct professors contribute to teaching the program. Two adjunct professors are involved in teaching three core courses and four teach basic science courses. The two adjunct professors are involved in teaching Clinical

Laboratory Hematology, Blood Banking and Transfusion Medicine as well as Medical Parasitology (SER 2.1.1).

In Tripoli, a total of four adjunct professors contribute to teaching the program. Two adjunct professors are involved in teaching five core courses and two teach basic science courses.

Out of the total credit hours, 84% of classes are taught by core and adjunct professors. The remaining 16% is taught by members of other faculties in the University. These comprise courses shared with other faculties.

The student ration is based on full-time instructors. In Beirut, the student/faculty ratio is 134/7 (5 full-time core academic faculty members and 2 full-time lab instructors) or 19 students per professor. In Tripoli, the student faculty ration is 97/5 (4 full-time core academic faculty members and 1 full-time lab instructors) or 19 students per professor.

Furthermore, the University assures to focus on the academic staff development to enhance the capabilities of its staff by providing them, whenever possible, with professional-development workshops and training courses that are usually organized by the Deanship of Academic Development and Quality (SER 2.1.3; Annex C). According to the University, BAU also encourages the participation of academic and non-academic staff in Tempus and Erasmus Mundus programs to give them the opportunity to recognize new practices that enhance their skills, performance and attributes. All faculty members are also encouraged to attend national and international conferences, symposia and workshops, by giving them financial support for transportation, registration fees and living allowance for the event duration as well as to publish their scientific research works in top-ranked journals (SER 2.1.3; Annex B: University strategy)

Concerning further human resources, the Department of Medical Laboratory Technology assigns two faculty members to oversee clinical rotations in campus and in hospital venues (SER 2.2.1). Two full-time lab managers as well as four part-time lab instructors are available for tutoring practical sessions, lab management and maintenance (SER 2.2.1).

Premises

The Faculty of Health Sciences, of which the Department of Medical Laboratory Technology is part, is located on the fifth and sixth floor of the Hariri building on

the Beirut campus. That space encompasses six classrooms, teaching offices, the dean's office, the registrar's office, the student affairs office, faculty members' offices, alongside the laboratories (SER 2.3.1):

- Biomedical Laboratories
- Molecular Testing Laboratory
- Nutrition and Dietetics Laboratory
- General chemistry laboratory
- Organic chemistry laboratory
- Pharmacology
- Pharmaceutical microbiology
- biochemistry

Additionally, the Department cooperates with various hospital and private laboratories (Annexes 10 & 11). The detailed equipment available in the laboratories is listed in the department status report. Two full-time laboratory managers are always available to instruct, demonstrate and assist students with experimental setup as well as keep up with basic maintenance and calibration of equipment. All laboratory experiments and instructions are available in the Laboratory manuals; besides, health and safety guidelines are posted inside and outside the lab to ensure the safety of students.

Library

The University contains eight libraries spread among the Beirut site and Tripoli branches. The Medical Sciences Library is located in Beirut and on Tripoli campus and serves students of all Medical Sector Faculties of the University. The library can accommodate 60 users in Beirut Campus and 75 users in Tripoli campus at the same time which can benefit from the photocopying, printing and scanning machines available to serve users' needs. Interlibrary and interlibrary loan services are also available (SER 2.3.2)

The Library of Health Sciences contains 1022 books, 175 dissertations and 173 multimedia items in the Beirut Campus (SER 2.3.2). The inventory can be found in physical or electronic format. Students also have access to several electronic library full-text databases, such as Science Direct, Scopus, Access Medicine, CINAHL Plus and MEDLINE Complete. An electronic list of new arrivals will be issued to faculties concerned to be distributed to faculty members. Then books will be delivered to the medical sciences library (SER 2.3.2).

The University library has an agreement with the Lebanese Academic Library Consortium (LALC) since 2011, to attain better prices from suppliers for electronic resource subscriptions (SER 2.3.2).

Library opening hours are between 8:00 a.m. and 8:00 p.m., Monday through Thursday, on Friday from 8:00 a.m. to 4:00 p.m.

Students have access to the multi search database "EBSCO", which enables them to inquire in other databases. This service is offered free of charge to all faculty, staff and registered students through the BAU portal system "I-connect".

Through this portal, students will have access to automatically add or drop their courses, manage their schedules, look up information about examinations, their grades and cumulative GPA. The Medical Laboratory Technology students benefit from a concentrated collection of Medical Laboratory related books as well as from several electronic library full-text databases such as: Science Direct, Springer, Up-to-date, CINAHL Plus, MEDLINE Complete (SER 2.3.2)

Furthermore, "I-connect" enables students to check their emails and keep online communication between them and their instructors. This tool also allows instructors to send their students announcements regarding exams, assignments and can safely upload the lecture notes on it. This system provides remote and on campus access to the electronic library using subscription credentials. Mobile access is also available using the QR-code Reader App (SER 2.3.2; SER 1.6.7).

A computer lab, offered by the University, is also available for students to allow them internet access. Recently, BAU has begun providing campus-wide wireless internet for all its registered students (SER 2.3.3).

Judgement

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the BAU show a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamic among the University and the faculty administration. As motivations to teach at BAU, the faculty cites the University's good reputation, good working

atmosphere, and support mechanisms related to research and academic development.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

The University attaches special value to supporting and promoting young scientists. Top students are supported to work as lecturers after graduation and get the opportunity to gain experience as instructors during their studies.

The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas, that used to train students in the program, are sufficient.

The two University locations, Beirut and Tripoli, work well together. The curriculum is identical in both locations. The exchange is very active on a student and teaching staff level. The students report that there are buses between the campus. As a whole, it was ascertained by the experts that the Bachelor's study program "Medical Laboratory Technology" has ample teaching facilities at its disposals.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.6 Quality assurance

Summary

Beirut Arab University has a Quality Assurance Center (UQAC), whose main function is to evaluate the academic performance of different faculties and to facilitate the improvement of the educational process within the institution (Annexes 5 and 6: Faculty Handbook). Every Faculty of the University has a Quality Assurance Unit that is supervised by the faculty dean.

The quality assurance system of the University includes the following procedures:

- Course evaluation questionnaires, in which students evaluate the quality of teaching and learning, conducted online through I-connect,
- Students' satisfaction survey (Exit Survey), in which students evaluate the availability of learning resources and the support offered by the University and its units,
- Preparation of the staff development program to improve the qualifications of the academic staff members,
- Academic staff-members evaluation, which is monitored by the dean of the faculty,
- The University's Quality Assurance Committee carries out site visits of each faculty once per semester in order to monitor the academic performance, with a special focus on undergraduate programs and the experiential learning ones. The Committee of the QAC prepares a visit report and forwards it to the University President, who then sends a copy of the report to the relevant dean to take appropriate actions.

In the Medical Laboratory Technology (MLT) Department, the curriculum has been achieved and enhanced based on international benchmark standards (SER 1.2.8). This continuous enhancement is supervised by the faculties' quality assurance units (FQAU) and the University Quality Assurance Center (UQAC), which both perform regular internal auditing to assess the academic performance of the department and make sure the curricular changes are compatible with the University rules, regulations and policies.

The University claims to seek excellence in research. As a result, the University has established a deanship for graduate studies as well as an Institutional Review Board (IRB) (see Annex C), which is committed to applying BAU research policy (Annex C).

The University assures that quality assurance is monitored by "everyone". All members of the department are expected to be involved in curriculum planning and development, meeting monthly at the departmental council to discuss departmental issues and concerns including curricular enhancement, staff

members' issues, students' issues and quality assurance related issues (SER 1.6.2).

At the beginning of the academic year, a course coordinator is assigned under the supervision of the dean. By the end of each semester, a course report is written related to each course offered during the relevant semester. This report includes basic course information, topics taught and their relevant hours, statistical information about students' attendance, students' assessment and examination results, used teaching and learning methods, administrative constraints, students' evaluation, course enhancement suggestions and an action plan for the following year. Any recommendations regarding revision of the course intended learning outcomes, the assessment method, modification of the course content; requirements for special tools/equipment for implementing the course objectives or any other difficulty faced during the semester are stated in the course report. The course report is then submitted by the termination of the course. Noted issues will be discussed in the departmental council and then raised at the faculty council. The course report will also be analyzed by the UQAC representatives during their regular visits to the faculty every semester to evaluate the academic performance (SER 1.6.3).

Other measures taken to course evaluation and enhancement are through feedbacks from stakeholders who are members of the faculty's Advisory Committee, as well as feedback from the students. Moreover, BAU has also included student representatives in the faculty's committees and councils, to ensure their participation in decision-making, to get their feedback and to ensure their satisfaction (SER 1.6.3).

According to the University, practical relevance of the study program is assessed through feedback obtained from students during their rotations at different hospitals and the evaluation of the instructors from the rotation sites regarding their satisfaction with the students' performance. In addition, the MLT department follows-up on graduated students working in various settings.

The feedback and comments of the stakeholders, who are members of the Advisory Committee of the faculty, are also of upmost priority to assess the study program. The feedback and follow-up data are collected and discussed in the Faculty Council (SER 1.6.4).

The University assures that all relevant information in concerning the study program is published on the University's website. Information posted includes but is not limited to the mission and vision of the department, program overview with course descriptions, degree requirements and study plan. Furthermore, the I-connect system provides information to the students about their academic requirements; in terms of number of credits taken/left, the complete academic plan and their grades.

In concern with the support of students at the University, every faculty member is assigned as an academic advisor to a group of students, providing them with counselling and guidance. The academic advisor assists in course selection and helps solve any issues or problems his/her advisees might encounter throughout their enrollment.

All newly enrolled students attend numerous orientation sessions organized by the Student Affairs Deanship with the participation of the staff members of the faculty. New students also receive a student file, brochures, and a CD containing information about the faculty and departments, requirements for graduation, duties, and rights and the registration for university, faculty, and department mandatory and elective courses.

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program "Medical Laboratory Technology".

On site, the University explains the relevance of the quality assurance system at the University. For example, a SWOT analysis is carried out every two years to set new goals and create an action plan to close possible loops. Feedback from students is highly appreciated and taken into consideration.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from

graduates. The experts appreciate that regularly meetings on different levels are held to improve the study programs.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.7 Gender equality and equal opportunities

Summary

BAU is committed to create an atmosphere of intellectual freedom to support personal growth, and calls for respecting differences among people. According to the University, they believe in the equality of people, the value of individual differences, and the unlimited potential of the human spirit. They have a vision of being a multiracial, multicultural, multi-religion and multigenerational academic community.

BAU has its own Code of Ethics (Annex A), a document that is meant to determine the basic ethical standards for the conduct of persons active within the context of the University, to adhere to the freedom of scientific research and teaching, to promote social responsibility and equality among individuals regardless of race, religion, family status, gender, age, physical disability or social status, and to encourage creative thinking as well as constructive criticism. In case of any violation of the University's Code of Ethics, the dean of the faculty issues a misconduct citation for the students' breach of the University's customs and rules, and/or performing prohibited acts as mentioned in the Code of Ethics and Conduct. If three misconduct citations are issued throughout the enrollment period, students may be suspended by the University Council (Annex E: Rules and Regulations).

Judgement

During the visit, it became clear that the University has a well-established concept for gender equality. Both the students and the University report that the concept is being put into practice.

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the

provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

5 Conclusion

The experts see the positive development of the University over the last five years since the last accreditation.

Overall, the experts were impressed and highlight the strong commitment and engagement demonstrated by all levels of the Beirut Arab University. The student-centered philosophy of the University is highly appreciated, as students are treated with care and respect. The structure of the Bachelor's study program “Medical Laboratory Technology” is clear, with a good balance between theoretical and practical work. The program follows both national and international requirements and uses modern learning techniques to create a well-rounded curriculum.

The examination system is well-regulated and fair, with various tools available to assess student progress. The staff is highly qualified and there is a good balance between research and teaching. The quality assurance system in place is robust. Evaluation results are used to make changes. The institution has non-discriminatory practices in place for admission and promotes gender equality.

Based on the information from written documents and the results of the site visit, the experts concluded that the Bachelor's study program “Medical Laboratory Technology” offered at the Beirut Arab University fulfil the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

6 Decision of the accreditation commission

Decision of the accreditation commission February 15, 2024

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on November 15-16, 2023, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the „Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 100 Credit Hours (CP) according to the internal credit hour system. 100 Credit Hours are equivalent to 200 Credit Point according to the European Credit Transfer System (ECTS). The regulated study period in the program "Medical Laboratory Technology" is three years. The program comprises 39 modules, out of which 27 are major core courses, 3 are major elective courses and 9 are general university requirements. The language of instruction is English. The Bachelor study program "Medical Laboratory Technology" is completed with awarding of the academic degree "Bachelor of Sciences in Medical Laboratory Technology". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2008/2009.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Bachelor study program “Medical Laboratory Technology” is accredited for the duration of five years until September 30, 2029.