



raiSe libyAn Higher education heAlth sector for the benefit of local society



Cofinanziato dal  
programma Erasmus+  
dell'Unione europea



## SAHA Project

**raiSe libyAn Higher education health sector for the benefit of local society**

**Reference Number: 619002-EPP-1-2020-1-IT-EPPKA2-CBHE-JP KA2  
ERASMUS+ CAPACITY BUILDING IN THE FIELD OF HIGHER  
EDUCATION PROGRAMME**

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unimed



University Of Granada



University Of Wes Bohemia



LIMU



University Of Sirte



University Of Tripoli



University Of Zawia



University Of Misurata



University Of SEBHA

## D5.1 First year of the new curricula started

**Project Reference Number: 619002-EPP-1-2020-1-IT-EPPKA2-CBHE-JP  
KA2 ERASMUS+ CAPACITY BUILDING IN THE FIELD OF HIGHER  
EDUCATION PROGRAMME**

**Report written by:**  
University of Granada (UGR)

**Granada, 1 May 2024**



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## Description of Erasmus+ SAHA Project

SAHA aims to answer to the following challenge: the needs for the Libyan Higher Education system, as well as the whole society, to improve the quality of health sector in the country. This can be done only through a complex and multi-faced project targeting mainly, but not only a curricula development aspect as well as the policy dialogue and, finally, by creating health data management centers for the benefit of the society at large. The project consists of one preparation work package, three development packages as well as quality planning, dissemination and sustainability and management packages. In the first step the goal is to identify key stakeholders in Partner institutions who would support in realizing the project objectives. SAHA partners work together side by side to make sure that the process proceeds smoothly and sustainably over time. The sharing of responsibilities between project partners will take place in the preparatory work package. The project is implemented at two levels:

- 1) Structured level: definition of a work plan of 8 WPs, which will be logically sequenced and interrelated. A leader and a co-leaders will carry out each WP in order to stimulate additional cooperation among the involved partners. Other partners participate as indicated in WP. Only project management WP has only 1 leader which is the coordinator of the Project (UNIPV).
- 2) Informal level: creation of a network among the relevant staff in EU and PS HEIs based on mutual exchange of successful experiences, good practices and lessons learnt from past activities, transfer of technology and knowledge between EU-LY, LY-LY.

## General SAHA Project goals

- To promote the modernization, accessibility, and internationalization of higher education in the field of health economics and healthcare management.
- To strengthen education in response to key problems today (employment, economic stability, and growth), especially in the field of healthcare facilities
- To enhance human resources capacities in the field of healthcare management and health economics in Libyan higher education institutions by improving or/and upgrading quality, equity of access, planning, and upgrading the quality of existing courses and enhancing relevance for the labour market and society.
- To enhance the importance of higher education in the area of healthcare administration for the job market and society.
- To promote a reform process in the field of the Libyan health system by involving Libyan higher education institutions representatives, national and international stakeholders, and public authorities.
- To encourage the voluntary integration of training offerings in the Health Care Management of higher education programs.
- To improve the level of competencies and skills by developing new and innovative performance and healthcare education programs.
- To set up data centres in all universities to reinforce reliability of data and statistics related to health management.

To accomplish the above-mentioned objectives, the project is structured as eight main work packages, each one targets specific results and contains several tasks and activities to be implemented to come up with the required deliverables and outcomes.

## **Introduction of the WP5 leader: UNIMED**

UNIMED is an association of Universities from Mediterranean basin countries ([www.uni-med.net](http://www.uni-med.net)) counting 113 associated Universities from 23 countries of both shores of Mediterranean (data updated to November 2018). UNIMED has a long experience in developing university research and education, contributing to scientific, cultural, social and economic cooperation. UNIMED is currently engaged in the promotion of the international dimension of universities and in a wide number of capacity building actions.

In the current project, UNIMED offers to the Consortium the possibility to exploit its network to disseminate the project achievements and engage in the activities stakeholders coming from different countries and numerous fields of expertise. UNIMED has more than 7000 contacts in the Euro-Mediterranean region and a number of institutional partnerships which may play a key role in the sustainability strategy of the project.

In collaboration with UNIMED the UGR contributed to the WP5, in particular in the Trial implementation of the new Health Management integrated curricula and related centers and the Deliverables D. 5.1 First year of the new curricula started aAnd D.5.2 Monitoring visits performed.

The UGR (1531) is a public comprehensive research university with approx. 56,000 students, 3,600 academics, 1,900 administrative and support staff. Its 27 Faculties and Schools and 124 Departments offer 62 undergraduate degrees, 106 master's degrees and 28 doctoral programs organized in 3 overarching doctoral schools. It has 15 research institutes and over 400 research teams working in all disciplinary fields.

## Overview of WP5

As a result of the activities of WP5, *Trial implementation of the new Health Management integrated curricula and related centers*, we expect to have the basis to set up a trial implementation of the first year of the new curriculum in at least two HEI in the project, even better, it could be foreseen to build up in each one of the LY University an interuniversity group of medical trainees wishing to test the new training system.

Experience thus gained will be extremely useful to test on practical grounds the feasibility of the new designed curricula, to fine tune their design, to make the changes needed for the full implementation of the new curricula in a foreseeable future structural project aimed to formalize the new proposed postgraduate training organization within the national medical education regulations.

The trial implementation of the first year will be subject, among other conditions, to the possibility each HEI has of ensuring the development of the whole career, apart from financing the action and supervising and evaluating the whole implementation process.

For the trial implementation of this first year of the new curriculum, the following activities have been planned:

- Management of the approval of the trial by legal authorities, by month 24.
- Selection and designation of the teachers, from month 20 to month 24.
- Pre-enrollment and admission procedures for the new trainees, from month 20 to month 24.

The implementation of the first year of the courses will be carried out from month 25 to month 36. The evaluation of the training process will be carried out at the end of the implementation of the first year of the courses, through an examination performed by an external authoritative European institution.

Tasks:

## 5.1 Trial implementation of the first year of the new curricula

## 5.2 Monitoring activities of new curricula.

### Deliverables:

D. 5.1 First year of the new curricula started.

D.5.2 Monitoring visits performed

Final monitoring visit in the 6 partner universities in Libya and final assessment on the 6

Masters in charge of UNIPV (due by April 2024)

Training courses will be mainly based on long-distance teaching via teleconference performed in the second year of the project, preceded by a practical stage in EU Countries.

Further teleconferencing will be organized in the middle of the third year to create an opportunity of interaction while implementing the trial course.

There will be two important training cornerstones, one which will be centered on the pedagogic and didactic aspects, mainly linked to the utilization of innovative teaching systems to be introduced, and another one centered on the perspective over the contents.

The training centered on pedagogical and didactic aspects will include the incorporation of innovations for the perspective over the contents, which will be focused on the development of professional competences defined on the baseline. Starting from the most consolidated international experiences, new teaching techniques will be introduced and evaluated in the different contexts. In particular, it will emphasize the use of IT in the teaching process, from the elementary task of creating an effective presentation to the use of virtual reality and to the critical access to the main medical databases available on the net. Specific attention will be devoted to the introduction of innovative teaching techniques such as simulation-based training laboratories, Objective Structured Clinical Examination, Management Information System training, etcetera.

## Overview of this report

This report corresponds to deliverable 5.1 *First year of the new curricula started*, Work Package 5 (WP5) *Trial implementation of the new Health Management integrated curricula and related centers* of the SAHA Project.

This report aims to show the process of the Final updating of the Masters syllabi in the 6 partner universities according to EU standards and requirements. UGR was in charge of this quality process in Libyan partner universities.

### **Previous analysis of the syllabi of Libyan universities (English version)**

Each one of the universities involved in SAHA project prepared syllabi based on the Master's study plan and the contents developed in the SAHA project. The English version of these syllabi was sent by the partners, checked, and analysed by the SAHA UGR team involved in the project. So, in this section it is presented how the syllabi looked before the process of improving them.

General remarks from the previous analysis of syllabi:

Several general conclusions and characteristics can be drawn for the previous analysis of the Syllabi:

1) Great heterogeneity. There are great differences between syllabi in each one of the universities. It can be observed the uneven development; it ranges from cases where a quite complete development of the syllabi is presented, for example, LIMU and ZAWA, in contrast to the other ones. In this regard, it should be mentioned that the only information analysed is the English version of the syllabi.

2) Lack of a uniform criterion to define the credits. Syllabi presents the information

in terms of local credits, and the information of credits changes a lot, in some cases more the difference is more than twice as large.

- 3) Different criteria are used in assessment methods and teaching methodologies and their specifications in syllabi are quite heterogeneous.
- 4) Course contents and descriptions are not very detailed in most of the syllabi. The information is quite concise in many cases, and it may be unspecific.
- 5) Inclusive Design and Technology Integration issues are no longer considered in syllabi.
- 6) The syllabi are quite different in structure and format.
- 7) In reference to course learning outcomes, since it is a key point in the master design, three major points arise. The first one is that the level of the Bloom's Taxonomy as a framework is not clear in many learning outcomes. The second one is the formulation of some learning outcomes is not clear, i.e. they do not express clearly what students are expected to achieve and express it in a way that allows for assessment. Finally, they are not homogeneous and somewhat different in the same subjects.

Specific conclusions from the previous analysis of syllabi in the Libyan universities:

In addition to the general comments, the following remarks can be pointed out about the syllabi of each of the Libyan Universities:

- a) LIMU University:
  - The syllabi maintain a homogeneous structure and coherent information among them.
  - It contains a useful alignment between Course LOs, Learning and Teaching Methods, & Assessment Methods
  - There is a lack of previous information to be included in a starting page with a

table describing the name and ECTS of the courses.

- It is not included general information regarding the course objectives and Global Learning Outcomes.

- ECTS credits should be revised.

b) MISURATA University

- The syllabi maintain a homogeneous structure and coherent information.

- There is a lack of previous information to be included in a starting page with a table describing the name and ECTS of the courses.

- It is not included general information regarding the course objectives and Global Learning Outcomes.

- ECTS credits should be revised.

c) SEBHA University

- There are no really syllabi but a course outline. It should be developed the information in English.

- The syllabi should be checked for spelling errors.

- There is a lack of previous information to be included in a starting page with a table describing the name and ECTS of the courses.

- It is not included general information regarding the course objectives and Global Learning Outcomes.

- The syllabi include other subjects in addition to SAHA course.

- It is not included general information regarding the course objectives and Global Learning Outcomes.

- Syllabi should maintain homogeneous text style and layout.

- ECTS credits should be revised.
- d) SIRTE University
- There are no really syllabi but a course outline. It should be developed the information in English.
  - The syllabi should be checked for spelling errors.
  - There is a lack of previous information to be included in a starting page with a table describing the name and ECTS of the courses.
  - It is not included general information regarding the course objectives and Global Learning Outcomes.
  - The syllabi include other subjects in addition to SAHA course.
  - It is not included general information regarding the course objectives and Global Learning Outcomes.
  - ECTS credits should be revised.
  - Syllabi should maintain homogeneous text style and layout.
- e) TRIPOLI University
- Syllabi have to maintain a homogeneous text style and layout as they already have.
- f) ZAWIA University
- The syllabi maintain a homogeneous structure and coherent information.
  - It contains a useful alignment between Course LOs, Learning and Teaching Methods, & Assessment Methods
  - It is not included general information regarding the course objectives and Global Learning Outcomes.

- It is not included general information regarding the course objectives and Global Learning Outcomes.
- ECTS credits should be revised.
- Syllabi should maintain homogeneous text style and layout. Page numbers should be revised.
- It is recommended a short course description or course contents (a short paragraph, prior to the topics and their planning).

Main recommendations and steps to follow from the previous analysis of syllabi in the Libyan universities:

From the previous analysis of the syllabi of Libyan universities involved in SAHA project, the following recommendations and methodological steps were achieved from the team:

- It is recommended to include a starting page with a table describing the name and include the ECTS of the courses.
- It is recommended to include general information regarding the course objectives and Global Learning Outcomes. It is recommended a short course description or course contents (a short paragraph, prior to the topics and their planning)
- It is recommended a short course description or course contents (a short paragraph, prior to the topics and their planning in all syllabi.
- Formulating effective learning outcomes is a crucial aspect of designing a university degree program. Learning outcomes articulate what students are expected to know, understand, or be able to do upon completion of a course or degree. They serve as a guide for both educators and students, providing a clear roadmap for the educational journey. It should be used action verbs that indicate observable behaviours (e.g., analyze,

design, demonstrate).

- As a global recommendation for the new curriculum for the postgraduate training should define general learning outcomes, which could be acquired by students through the curriculum of the postgraduate training. Learning outcomes defined in the D2.1 refers more to objectives rather than a strict formulation of course learning outcomes.
- Syllabi should maintain homogeneous text style and layout.

## **Methodology for the review/improvement of the syllabi. Guidelines.**

In view of these general recommendations, it is suggested to follow a methodology for revising and updating the syllabi.

This methodology is based on two documents following two main steps, which were provided to the universities and explained in a virtual meeting with each one of the Libyan universities.

**First step:** Feedback and review of the Syllabus proposed by the Libyan universities involved in SAHA project based on the recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)

**Outputs:** Each syllabus is checked against the 12 general guidelines as explained below. One meeting for each university is performed to explain the procedure and suggest the main changes to the syllabi.

The methodology followed to perform this step is as follows:

a) DEFINITIONS

**SYLLABUS and COURSE OUTLINE:** A course outline gives the basic components of the course required to be taught by all instructors; whereas a syllabus describes how an individual instructor will teach that course in terms of specific assignments, dates, grading standards, and other rules of conduct required by that instructor.

b) METHODOLOGY

The methodology for checking the syllabi in the SAHA project was based on the recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) Brussels, Belgium). Specifically, the standards covered in Part 1: Standards and guidelines for internal quality assurance are considered in this revision.

In the afore mentioned Part 1 the following standards should be fulfilled:

Standard 1.2:

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Standard 1.3:

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

#### Standard 1.8:

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

#### Standard 1.9:

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

In accordance to these ESG standards, the development of syllabi within the European Higher Education Area (EHEA) is guided by overarching principles and frameworks established by the Bologna Process. While there might not be a single, standardized template for syllabi across all EHEA countries, there are common elements and principles that institutions are encouraged to follow. Here are some general guidelines:

1. Learning Outcomes:
  - o Clearly define the intended learning outcomes of the course. Learning outcomes should be specific, measurable, and aligned with the broader goals of the program and the Bologna Qualifications Framework.
2. ECTS Credits (see final paragraph in this section):
  - o Specify the workload required for the course and express it in terms of European Credit Transfer and Accumulation System (ECTS) credits. ECTS credits represent the total time students are expected to spend on the course, including lectures, seminars, independent study, and assessments.

3. Course Description:

- o Provide a concise and informative course description that outlines the content, goals, and relevance of the course within the broader program.

4. Teaching and Learning Methods:

- o Clearly describe the teaching and learning methods that will be used in the course.

This may include lectures, seminars, practical sessions, projects, or other forms of instruction.

5. Assessment Methods:

- o Outline the assessment methods and criteria for evaluating student performance.

Specify the weightings of different assessments and provide details on grading scales.

6. Required and Recommended Readings:

- o Provide a list of required readings, textbooks, and any other essential materials.

Additionally, you can include a list of recommended readings for students who wish to explore the topic further.

7. Schedule of Topics:

- o Present a schedule that outlines the topics to be covered in each session or week.

This provides a roadmap for students and helps them understand the progression of the course.

8. Prerequisites:

- o Clearly state any prerequisites or prior knowledge required for the course. This

helps students assess their preparedness for the content.

9. Learning Resources:

- o Identify additional learning resources, such as online materials, multimedia

resources, or external references that can enhance students' understanding of the subject.

10. Academic Staff. Contact Hours and Office Hours:

o Specify the number of contact hours (lecture and seminar hours) and provide information about the instructor's office hours for student consultations.

11. Inclusive Design:

o Design the syllabus to be inclusive, considering diverse learning styles, backgrounds, and abilities. Clearly communicate any accommodations or support services available to students.

12. Technology Integration:

o If applicable, specify how technology will be integrated into the course, including the use of online platforms, digital tools, or multimedia resources.

The revision of the Syllabi of the six universities was made according these 12 guidelines. The results are shown in the attached excel file which contains a table for each one of the universities (see excel file).

Finally, the syllabi should include information about the number of credits. This information could include the number of local credits (if applicable) and the ECTS (European Credit Transfer and Accumulation System) credits. Below it follows a description of the ECTS credits and some suggestions to calculate them.

The number of ECTS credits is based on the student workload required to achieve the objectives of a program or a course. A general guide on how to compute ECTS credits is as follows:

- Define the Workload: ECTS credits are based on the total student workload, including contact hours (lectures, seminars, labs), self-study, preparation for exams, and other learning activities. One ECTS credit is generally equivalent to 25 to 30 hours of total workload. You have to fix the equivalence, for example, you can fix the Credit norm 1 ECTS= 30 hour workload.
- Identify the Academic Year or number of weeks of the semesters or year:

Determine the duration of the academic year, which may vary from country to country.

The standard is often around 30 weeks of study.

- **Calculate Contact Hours with teachers:** Identify the number of contact hours per week for lectures, seminars, and practical sessions. Multiply this by the number of weeks in the academic year. For example, if there are 3 contact hours per week in a subject and the academic year is 30 weeks, the total contact hours would be 90.
- **Include Self-Study and Preparation:** Estimate the amount of time students are expected to spend on self-study, research, and exam preparation. For example, if it is suggested that students spend 15 hours per week on self-study in a subject, the total self-study hours for the academic year would be  $15 \text{ hours/week} * 30 \text{ weeks} = 450 \text{ hours}$ .
- **Total Workload:** Add the total contact hours and self-study hours to get the overall workload. Using the previous examples, the total workload would be  $90 \text{ contact hours} + 450 \text{ self-study hours} = 540 \text{ hours}$ .
- **Divide by ECTS Credit Norm:** Divide the total workload by the ECTS credit norm, for example 25 hours of workload. For example, if one ECTS credit is equivalent to 30 hours, then  $540 \text{ hours} / 30 \text{ hours/ECTS credit} = 18 \text{ ECTS credits}$ .

Finally, please consider that the number of ECTS credits in an academic year must not exceed 60 ECTS, i.e. 30 ECTS for each semester.

## Proposal of a general example for syllabi.

Outputs: This example provide an example to complete the syllabi. Each team in the university should apply this suggestion to improve the public information of the master's syllabi.

The Master of Healthcare Management syllabus template is given in the appendix and was provided to all the universities in the SAHA project. (see document entitled “Master of healthcare management syllabi template”)

### **Master of healthcare management General Master Overview**

#### **Introduction**

Introduce the goal of the Course, with a special emphasis in the level of the course.

This is an example taken from syllabi:

Master Degrees prepare students to apply advanced knowledge for professional practice, further learning corresponding to level **XX**.

The Master of Healthcare management course is designed for clinicians, managers and administrators who wish to up skill in areas of leadership and management, quality and safety, health economics, health policy, health systems as well as planning and evaluating health services as well as experience an introduction to research in the discipline. Students gain practical leadership and management skills that can be translated to the workplace, allowing them to lead and manage high performing teams in the healthcare environment. This course focuses on practical ways that students can approach challenging issues that are associated with the complexity of a modern health care environment and how to manage relationships with other service providers, consumers, and policy makers.

#### **Vision**

To be a leading department in the region that produces graduate and qualified leaders in the area of health and hospital administration who can make appropriate health decision making in solving health care issues and problems.

#### **Mission**

To facilitate health care institutions, in both public and private sectors, with qualified health decision makers who can conduct scientific research and contribute to meet health needs of the population.

## The General Master Objectives

- 1 - Acquire skills necessary to prosper in the increasingly competitive health care field.
- 2- (include objectives)

In the following pages, please introduce the General information of the Master's courses

### Study plan (Master of Healthcare Management) Program Structure and Organization

seq	Module Name	Module Code	ECTS CREDITS	Prerequisites Description	Teaching staff (Responsible)
1	Introduction to Health economics and healthcare management		8	None	
2	Healthcare Management		8	None	
5	Healthcare economic		8	None	
8	Telemedicine		8	None	
9	Performance Management		8	None	
10	Business development		8	None	
11	<b>FILL IN WITH OTHER COURSES</b>			Permission	
<b>Total of credits</b>					

**Faculty:**  
**Schedule of the Global Academic Program**

**SEMESTER 1**

<b>SUBJECTS</b>			
	<b>Subject name</b>	<b>ECTS Credits</b>	
<b>1</b>	Introduction to health economics & health management	8	
<b>2</b>	Healthcare management	8	
<b>3</b>			
<b>4</b>			

SEMESTER 2 , 3, etc [Please complete with the different semesters](#)

**Study plane & Weekly time table of MSc Healthcare management**

**Semester 1**

<b>Study plan for intake 1</b>		
Start study	1-9	1 September 2023
Midterm exam	Week 6	
Deadline of the assignment		
The end of study		
The final exam		

**Semester 2**

<b>Study plan for intake 2</b>		
Start study	1-1	1 February 2024
Midterm exam	Week 6	
Deadline of the assignment		
The end of study		
The final exam		

[Please complete with the different semesters](#)

## Syllabi of the courses

**This is Syllabi model for each course (please fill in for each course like the following example). This is an example of how to organize the information, but you can decide how to present it.**

### 1. Name of the Course: Health Economics Course

**ECTS:**

**Teaching staff:**

**Prof.**

**Office**

**Contact hours:**

**Email:**

**Course Objectives** (*introduce the main objectives of this course*)

*Example:*

1. Introducing the student to administrative theories and the nature of the administrative process in health institutions.
2. Enhancing the student's conviction of the important role of administrators in the field of healthcare in modern societies
3. Providing the student with concepts related to the functions, tasks and duties of the manager and the decision-making process.
4. Add specific objectives for the course.

**Learning outcomes** (*introduce the main learning outcomes of this course*)

Clearly define the intended learning outcomes of the course. Learning outcomes should be specific, measurable, and aligned with the broader goals of the program and the Bologna Qualifications Framework (MECES 3).

Here's a basic template to write them:

"At the end of [learning activity], the learner will be able to [action verb] [specific task] at [performance criteria] with a minimum of [degree of proficiency] by [specific date]."

**Prerequisites (if any):** Specify if the subject requires prerequisites.

### Course Contents (Schedule of Topics) (example to harmonize the information)

Week	Syllabus Outline (contents)	Delivered Hours	ECTS	Lectures
1	Health and health care and its determinants	3	9	1
2	Supply and Cost functions for healthcare Determinants of supply of healthcare	3		3
3	Production functions of healthcare and healthcare productivity Issues including hospital cost and efficiency analysis	3		
4	Healthcare markets Characteristics of healthcare goods and services Positive and negative externalities in healthcare	3		
5				
6				

## Course Evaluation

Evaluation method Syllabus Outline		valuation Date	Weight (%)
1	ce	7 <sup>th</sup> week	20 %
2	Midterm Exam		
3			
4	Other evaluation or assessment instruments		

## Teaching and learning methods

Teaching method Syllabus Outline		Course contents (according to previous table)	Space
1	Lectures	1-3 <sup>th</sup> week	Classroom 4
2	Practical sessions	4 <sup>th</sup> week	Laboratory of ...
3	Seminars		
4	Projects, or other forms of instruction.		

## Recommended Textbooks

Please include all textbooks or other references interesting for students. Please cite according to citing standards. Examples:

1-Wonderling, D., Gruen, R & Black, N (2005) Introduction to Health Economics, Open University Press, England.

2-Folland S., A. Goodman & M. Stano (2010) The Economics of Health & Health Care, Sixth Edition, Prentice Hall, New Jersey.

3-Witter, S., Ensor, T., Jowett, M. and Thompson, R. (2015). Health Economics for Developing Countries: A Practical Guide. KIT Publishers, 2015

## Other Learning Resources:

Identify additional learning resources, such as online materials, multimedia resources, or external references that can enhance students' understanding of the subject. Always ensure that the selected resources align with the learning objectives of the course and are accessible to students. Additionally, provide clear instructions on where and how students

can access these resources.

Here are examples of learning resources you might include in a syllabus:

- **Articles and Journals:** Assign specific readings from academic journals, articles, or research papers.
- **Online Readings:** Provide links to relevant online articles, blog posts, or other web resources.
- **Lecture Notes:** If you have lecture notes, slides, or presentations, let students know where to access them.
- **Video Lectures:** Include links to pre-recorded video lectures or instructional videos.
- **Tutorials and Demonstrations:** If there are tutorials or demonstrations, mention where and when they will be available.
- **Case Studies:** Assign case studies that apply theoretical concepts to real-world situations.
- **Simulations:** If applicable, provide information on any simulations or interactive learning experiences.
- **Online Quizzes and Assessments:** Include links or details about online quizzes, self-assessment tools, or practice exams.
- **Discussion Forums:** If you use online forums for discussions, provide instructions on how students can participate.
- **Assigned Projects:** Clearly outline any projects, their requirements, and resources for completion.
- **External Resources:** Encourage students to explore additional resources relevant to the course, such as documentaries, podcasts, or expert interviews.
- **Software or Tools:** If the course involves specific software or tools, provide information on how students can access and use them.
- **Library Resources:** Mention any specific resources available in the campus library or online library databases.
- **Collaborative Tools:** If collaborative tools like Google Docs, Slack, or others are used, provide instructions on how to use them for group work.

### **Inclusive Design:**

Please, add some considerations about inclusive design of the course. Here are some examples of inclusive design elements for syllabi:

- **Diverse Reading Materials:** Include readings and resources authored by a diverse group of voices, representing different backgrounds, cultures, and perspectives. Ensure that readings are available in multiple formats, accommodating various learning styles and preferences.
- **Accessible Design:** Use accessible fonts, colors, and formatting in your syllabus to make it readable for all students, including those with visual impairments. Provide alternative formats of the syllabus, such as plain text or accessible PDFs.
- **Flexible Policies:** Consider flexible attendance policies that accommodate diverse student needs, such as those related to health, disability, or family responsibilities. Allow for flexibility in assignment deadlines when possible.
- **Cultural Sensitivity:** Be mindful of cultural and religious holidays.
- **Universal Design for Learning (UDL):** Incorporate multiple modes of instruction, such as text, images, videos, and interactive elements, to cater to different learning styles. Provide options for students to demonstrate their understanding through various assessment methods.
- **Accessibility Resources:** Include information about campus resources for students with disabilities. This might include the accessibility office, captioning services, or assistive

technology support.

- Collaborative and Inclusive Learning Spaces: Foster an inclusive environment in the classroom by promoting respectful and open discussions. Encourage collaborative group work that allows students to learn from each other's diverse perspectives.
- Accommodation and support services: Clearly communicate any accommodations or support services from the University available to students.

### **Technology Integration:**

If applicable, specify how technology will be integrated into the course, including the use of online platforms, digital tools, or multimedia resources. Remember to provide support and resources for students who may not have easy access to technology, ensuring that your tech integration promotes inclusivity rather than creating barriers.

Here are examples of how you can incorporate technology into your syllabi (include what is applicable):

- Online Learning Platforms: Use learning management systems (LMS) like Moodle, Canvas, or Blackboard to centralize course materials, assignments, and communication. Provide tutorials on how to navigate the online platform for students who might be unfamiliar with it.
- Digital Texts and Resources: Utilize e-books, online articles, and digital resources to reduce the financial burden on students and increase accessibility. Provide links to relevant online databases and libraries for additional research.
- Multimedia Presentations: Incorporate multimedia elements into your lectures, such as slideshows, videos, and interactive simulations. Encourage students to create multimedia presentations or projects to demonstrate their understanding.
- Collaborative Tools: Integrate collaborative tools like Google Docs, Microsoft Teams, or Slack for group projects, discussions, and real-time collaboration. Provide guidelines on how to use these tools effectively for academic collaboration.
- Virtual Labs and Simulations: Explore virtual labs and simulations relevant to your field, allowing students to conduct experiments or simulations online. Provide instructions on accessing and navigating these virtual resources.
- Online Assessments: Use online assessment tools for quizzes, exams, and assignments. Platforms like Google Forms, Quizlet, or dedicated assessment tools within your LMS can be useful.
- Social Media Integration: Create a class hashtag and encourage students to share relevant content on social media platforms. Use social media for discussions, sharing resources, or connecting with experts in the field.
- Podcasts and Webinars: Recommend relevant podcasts or host webinars with guest speakers to expose students to industry insights and diverse perspectives. Record and archive webinars for students who may not be able to attend live.
- Online Discussion Forums: Set up discussion forums within the LMS or use dedicated platforms like Piazza for asynchronous discussions. Establish guidelines for respectful and inclusive online discussions.
- Other options: Augmented Reality (AR) and Virtual Reality (VR), Coding and Programming (platforms like Codecademy, GitHub, or Jupyter Notebooks, Interactive Learning Modules, Gamification).

## Actions performed for the review from the Libyan partner universities.

To review the syllabi, virtual meetings were held with the heads of the Libyan universities involved in the SAHA project. The meetings were held at a time agreed with the participating universities and the evidence of these meetings is shown below. All the documents described and explained during these six planned virtual meetings has been sent via email to the six Libyan Universities and another copy to Prof. Antonio Morone, leader of SAHA Project.

All the meetings had the following objective: to study and analyze their own data and achievements, and a recommendation to implement the quality academic standards for their Master Syllabi.

### Master Syllabi Review Virtual Meetings Report 1st - 2nd and 14th November 2023 Plus 15th December 2023 <https://meet.google.com/ngj-moif-yvy>

LIMU 1/11/23 10AM EU TIME.

Salma Bukhtawa (salma.bukhatwa@limu.edu.ly)

Abdulla Elmansoury

Raniero Chelli (UNIMED)

Diego Pablo Ruiz Padillo (UGR)

Jacobo Cambil Martín (UGR)



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diego pablo RUIZ PADILLO (Presenter)

SYLL... - Ultima modi...

Archivo Inicio Inserto Dibuja Diseña Dispo: Refere Corres Revisa Vista Ayuda RCM Quilib: Autho doPDI Edición

**12 GUIDELINES FOR SYLLABUS REVISION:**

- Present a schedule that outlines the topics to be covered in each session or week. This provides a roadmap for students and helps them understand the progression of the course.
- Prerequisites:**
  - Clearly state any prerequisites or prior knowledge required for the course. This helps students **assess their preparedness for the content**.
- Learning Resources:**
  - Identify additional learning resources, such as online materials, multimedia resources, or external references that can enhance students' understanding of the subject.
- Academic Staff, Contact Hours and Office Hours:**
  - Specify the number of contact hours (lecture and seminar hours) and provide information about the instructor's office hours for student consultations.
- Inclusive Design:**
  - Design the syllabus to be inclusive, considering diverse learning styles, backgrounds, and abilities. Clearly communicate any accommodations or support services available to students.
- Technology Integration:**
  - If applicable, specify how technology will be integrated into the course, including the use of online platforms, digital tools, or multimedia resources.

The revision of the Syllabi of the six universities was made according these 12 guidelines. The results are shown in the attached excel file which contains a table for each one of the universities (see excel file).

10:20 | ngj-mof-yyv

diego pablo RUIZ PADILLO (Presenter)

SAHA PROJECT: ASSIGNMENT OF SYLLABUS

	Assessment	Health Economics and Healthcare Management	Health Economics	Healthcare Management
<b>Justification of the Syllabus</b>	Assessment	Health Economics	Health Economics	Healthcare Management
<b>Learning Resources</b>	Assessment	Health Economics	Health Economics	Healthcare Management
<b>Prerequisites</b>	Assessment	Health Economics	Health Economics	Healthcare Management
<b>Academic Staff, Contact Hours and Office Hours</b>	Assessment	Health Economics	Health Economics	Healthcare Management
<b>Inclusive Design</b>	Assessment	Health Economics	Health Economics	Healthcare Management
<b>Technology Integration</b>	Assessment	Health Economics	Health Economics	Healthcare Management

10:20 | ngj-mof-yyv

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**Master of healthcare management**  
General Master Overview

**Introduction**  
Introduce the goal of the Course, with a special emphasis in the level of the course.

This is an example taken from syllabi:

Master Degrees prepare students to apply advanced knowledge for professional practice, further learning corresponding to level XX.

The Master of Healthcare management course is designed for clinicians, managers and administrators who wish to up skill in areas of leadership and management, quality and safety, health economics, health policy, health systems as well as planning and evaluating health services as well as experience an introduction to research in the discipline. Students gain practical leadership and management skills that can be translated to the workplace, allowing them to lead and manage high performing teams in the healthcare environment. This course focuses on practical ways that students can approach challenging issues that are associated with the complexity of a modern health care environment and how to manage relationships with other service providers, consumers and policy makers.

**Semester 2**

Study plan for intake 2	
Start study	1 February 2024
Midterm exam	Week 6
Deadline of the assignment	
The end of study	
The final exam	

Please complete with the different semesters

**Syllabi of the courses:**  
This is Syllabi model for each course (please fill in for each course like the following example). This is an example of how to organize the information, but you can decide how to present it.

1. Name of the Course: Health Economics Course

ECTS:

Comparison of Content .xlsx

Introduction to Health Economics for Healthcare Management

COURSES OF THE CURRICULUM	LIMU		MISURATA		SEBHA		SIRTE		TRIPOLI		ZAWYA	
	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits
Introduction to Health Economics for Healthcare Management	X	8	X	6	X	8	X	Non specified	X	3	X	12
Healthcare management	X	8	X	9	X	8	X	Non specified	X	3	X	12
Health Economics	X	8	X	9	X	8	X	Non specified	X	3	X	12
Business Development	X	8	X	9	X	8	X	Non specified	X	3	X	8
Performance Management	X	8	X	9	X	8	X	Non specified	X	2	X	12
Telemedicine	X	8	X	9	X	8	X	Non specified	X	1	X	10

ZAWYA 1/11/23 11AM

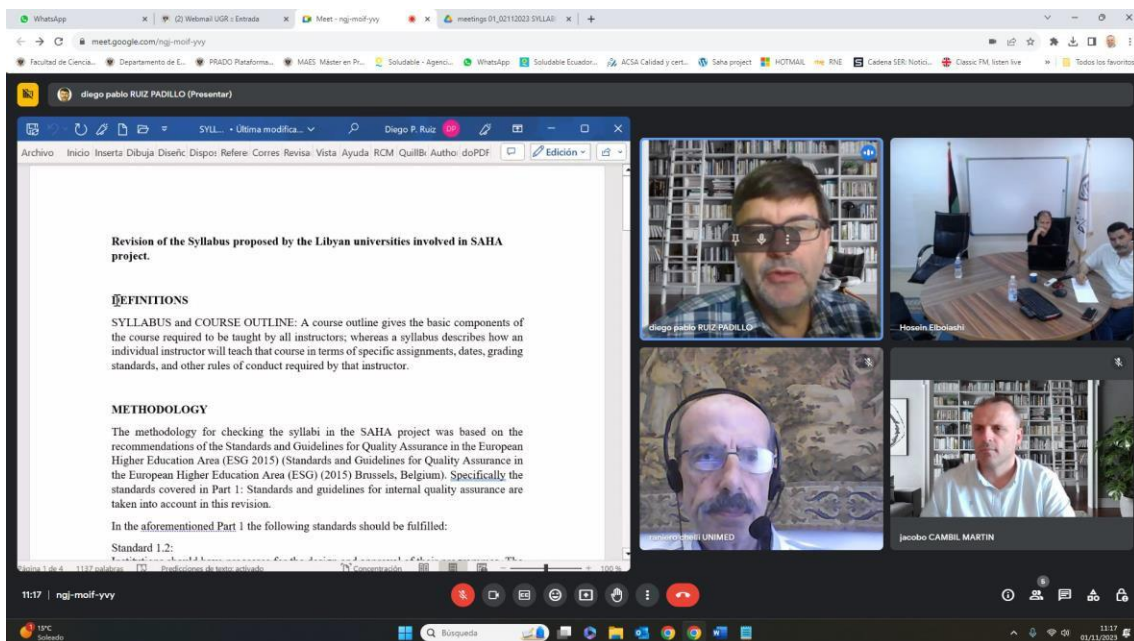
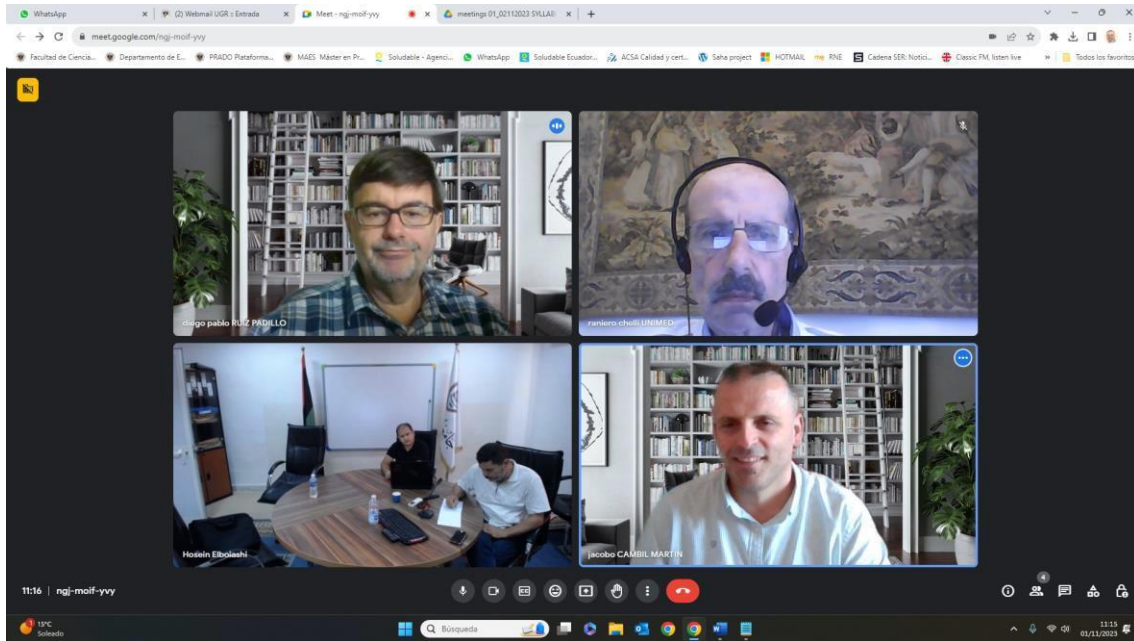
Hosein Helboiashi (helboiashi@zu.edu.ly)

Ibrahim Belhaj (ibrahim.82belhaj@gmail.com)

Raniero Chelli (UNIMED)

Diego Pablo Ruiz Padillo (UGR)

Jacobo Cambil Martín (UGR)



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Comparison of Content

COURSES OF THE CURRICULUM	LIMU		MISURATA		SEBHA		SIRTE		TRIPOLI		ZAWYA		
	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits	
Introduction to Health Economics for Healthcare Management	X	8	X	8	X	8	X	8	Non specified	X	3	X	12
Healthcare management	X	8	X	9	X	9	X	8	Non specified	X	3	X	12
Health Economics	X	8	X	9	X	8	X	Non specified	X	3	X	12	
Business Development	X	8	X	9	X	8	X	Non specified	X	3	X	8	
Performance Management	X	8	X	9	X	8	X	Non specified	X	2	X	12	
Telemedicine	X	8	X	9	X	8	X	Non specified	X	1	X	10	

SYLLABUS SAHA PROJECT

GUIDELINES OF THE SYLLABUS	Introduction to Health Economics and Healthcare Management		Health Economics		Healthcare Management	
	Included	Recommendations	Included	Recommendations	Included	Recommendations
Learning Outcomes (LO)	X	Further efforts are required to include a level in the subject ID and contextualise them.	X	Further efforts are required to include a level in the subject ID and contextualise them.	X	Further efforts are required to include a level in the subject ID and contextualise them.
ECTS Credits	X		X		X	
Course Description	X		X	Course description should be more concrete and specific in line with the objectives and topics.	X	Course description should be more concrete and specific in line with the objectives and topics.
Teaching and Learning Methods	X		X		X	
Schedule of Topics	X	Further details in the structure of exams would be advisable.	X	Further details in the structure of final exams would be advisable.	X	Further details in the structure of exams would be advisable.
Required and Recommended Reading/Prerequisites	X		X		X	
Assessment Methods	X	Further details in the structure of exams would be advisable.	X	Further details in the structure of exams would be advisable.	X	Further details in the structure of exams would be advisable.
Learning Resources	X	It would be advisable further specifications on required resources. It is recommended to include	X	It would be advisable further specifications on required resources. It is recommended to include	X	It would be advisable further specifications on required resources. It is recommended to include

Master of healthcare management

### General Master Overview

**Introduction**  
Introduce the goal of the Course, with a special emphasis in the level of the course.

This is an example taken from syllabus:

Master Degrees prepare students to acquire knowledge for professional practice, further learning corresponding to level XX.

The Master of Healthcare management course is designed for clinicians, managers and administrators who wish to up skill in areas of leadership and management, quality and safety, health economics, health policy, health systems as well as planning and evaluating health services as well as experience an introduction to research in the discipline. Students gain practical leadership and management skills that can be translated to the workplace, allowing them to lead and manage high performing teams in the healthcare environment. This course focuses on practical ways that students can approach challenging issues that are associated with the complexity of a modern health care environment and how to manage relationships with other service providers, consumers and policy makers.

**Visas**

MISURATA 1/11/23 12AM

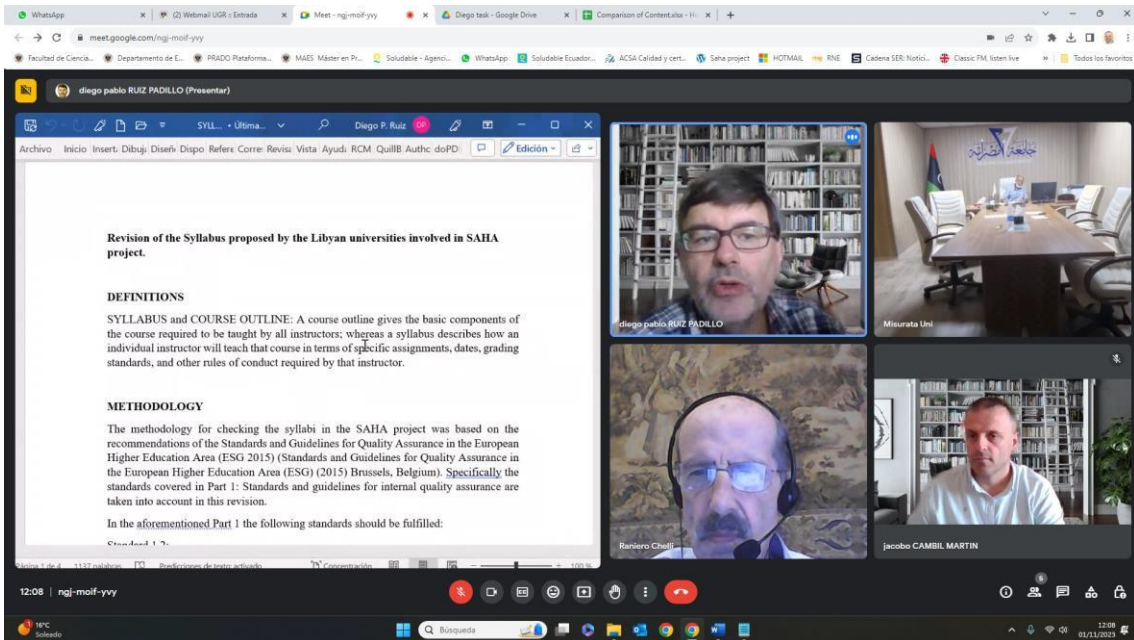
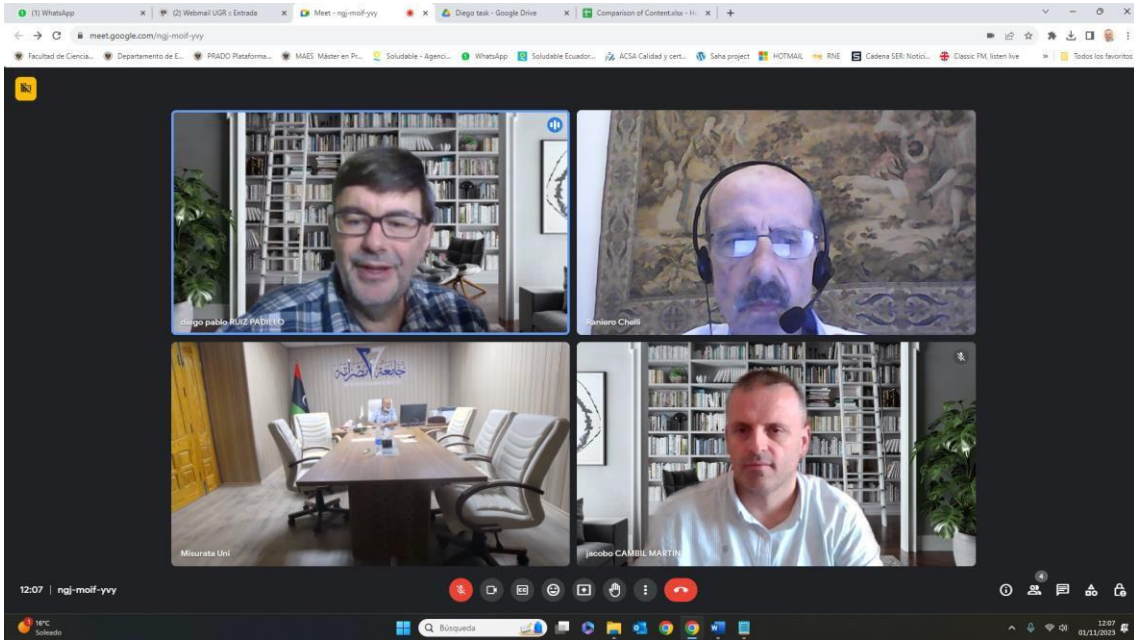
Mohamed Abugharsa (director.ico@misuratau.edu.ly)

Abdulhamid A. Elmagsabi (a.elmagsabi@eps.misuratau.edu.ly)

Raniero Chelli (UNIMED)

Diego Pablo Ruiz Padillo (UGR)

Jacobo Cambil Martín (UGR)



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The spreadsheet compares syllabi for 'Introduction to Health Economics' and 'Introduction to Healthcare Management' across five universities: LIMU, MISURATA, SEBHA, SIRTE, and ZAWYA. The table includes columns for 'Included', 'Credits', and 'Included' for each course.

COURSES OF THE CURRICULUM	LIMU		MISURATA		SEBHA		SIRTE		TRIPOLI		ZAWYA	
	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits
Introduction to Health Economics for Healthcare Management	X	8	X	6	X	8	X	Non specified	X	3	X	12
Healthcare management	X	8	X	9	X	8	X	Non specified	X	3	X	12
Health Economics	X	8	X	9	X	8	X	Non specified	X	3	X	12
Business Development	X	8	X	9	X	8	X	Non specified	X	3	X	8
Performance Management	X	8	X	9	X	8	X	Non specified	X	2	X	12
Telemedicine	X	8	X	9	X	8	X	Non specified	X	1	X	10

The presentation slide includes an introduction to the course, its goals, and a list of courses. The text states: 'Master Degrees prepare students to apply advanced knowledge for professional practice, further learning corresponding to level XX.' It also mentions that the course is designed for clinicians, managers, and administrators who wish to improve their leadership and management skills.

Comparison of Content

CSC.CIO	Introduction to Health Economics for Healthcare Management	LIMU		MISURATA		SEBHA		SIRTE		TRIPOLI		ZAWYA	
		Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits	Included	Credits
5	Introduction to Health Economics for Healthcare Management	X	8	X	6	X	8	X	Non specified	X	3	X	12
6	Healthcare management	X	8	X	9	X	8	X	Non specified	X	3	X	12
7	Health Economics	X	8	X	9	X	8	X	Non specified	X	3	X	12
8	Business Development	X	8	X	9	X	8	X	Non specified	X	3	X	8
9	Performance Management	X	8	X	9	X	8	X	Non specified	X	2	X	12
10	Telemedicine	X	8	X	9	X	8	X	Non specified	X	1	X	10

Recuento: 6

SEBHA 2/11/23 10AM LIBYAN TIME.

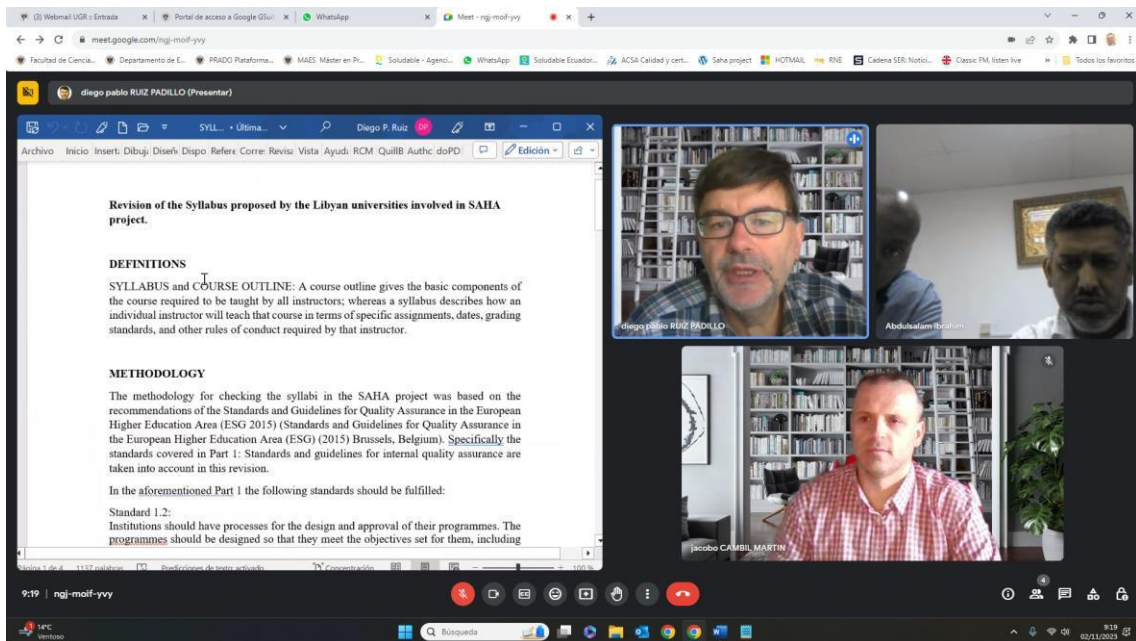
Abdulsalam Ibrahim (abd.elhaj@sebhou.edu.ly)

Ibrahim Massoud (ibr.massuod@sebhou.edu.ly)

Raniero Chelli (UNIMED)

Diego Pablo Ruiz Padillo (UGR)

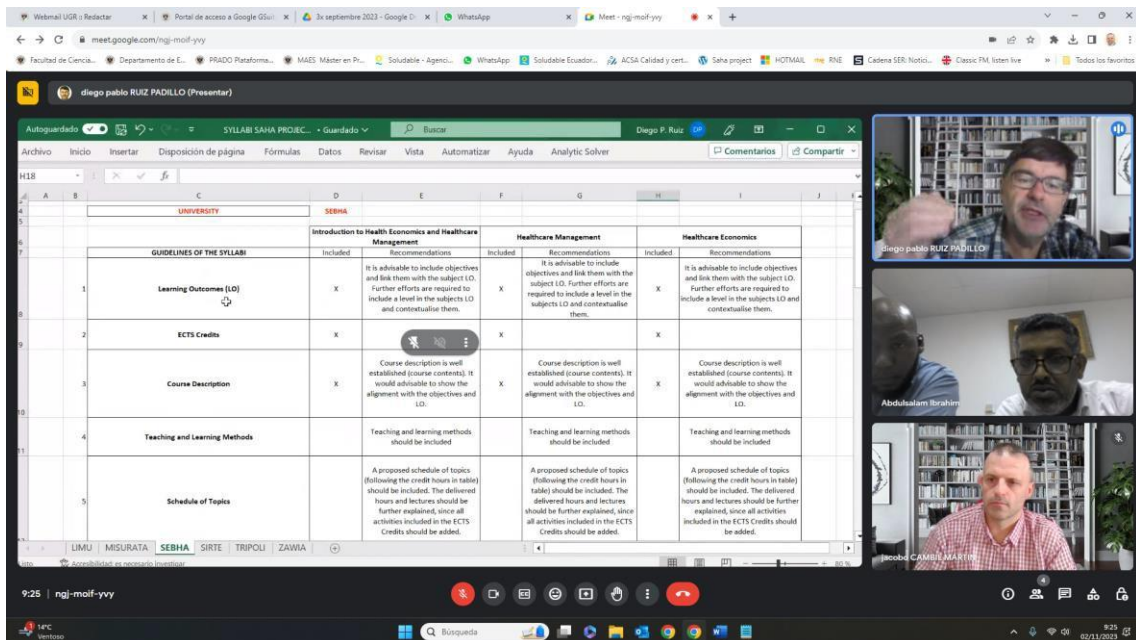
Jacobo Cambil Martín (UGR)



**Revision of the Syllabus proposed by the Libyan universities involved in SAHA project.**

**DEFINITIONS**  
**SYLLABUS and COURSE OUTLINE:** A course outline gives the basic components of the course required to be taught by all instructors; whereas a syllabus describes how an individual instructor will teach that course in terms of specific assignments, dates, grading standards, and other rules of conduct required by that instructor.

**METHODOLOGY**  
 The methodology for checking the syllabi in the SAHA project was based on the recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) Brussels, Belgium). Specifically the standards covered in Part 1: Standards and guidelines for internal quality assurance are taken into account in this revision.  
 In the aforementioned Part 1 the following standards should be fulfilled:  
 Standard 1.2:  
 Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including



	UNIVERSITY	SEBHA	Introduction to Health Economics and Healthcare Management	Healthcare Management	Healthcare Economics
			<b>Recommendations</b>	<b>Recommendations</b>	<b>Recommendations</b>
1.	<b>Learning Outcomes (LO)</b>	X	It is advisable to include objectives and link them with the subject LO. Further efforts are required to include a level in the subjects LO and contextualise them.	X	It is advisable to include objectives and link them with the subject LO. Further efforts are required to include a level in the subjects LO and contextualise them.
2.	<b>ECTS Credits</b>	X		X	
3.	<b>Course Description</b>	X	Course description is well established (course contents). It would be advisable to show the alignment with the objectives and LO.	X	Course description is well established (course contents). It would be advisable to show the alignment with the objectives and LO.
4.	<b>Teaching and Learning Methods</b>		Teaching and learning methods should be included	Teaching and learning methods should be included	Teaching and learning methods should be included
5.	<b>Schedule of Topics</b>		A proposed schedule of topics (following the credit hours in table) should be included. The delivered hours and lectures should be further explained, since all activities included in the ECTS Credits should be added.	A proposed schedule of topics (following the credit hours in table) should be included. The delivered hours and lectures should be further explained, since all activities included in the ECTS Credits should be added.	A proposed schedule of topics (following the credit hours in table) should be included. The delivered hours and lectures should be further explained, since all activities included in the ECTS Credits should be added.

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	LIMU	MISURATA	SEBHA	SIRTE	TRIPOLI	ZAWYA
3	Included	Included	Included	Included	Included	Included
4	Credits	Credits	Credits	Credits	Credits	Credits
5	X	X	X	X	X	X
6	X	X	X	X	X	X
7	X	X	X	X	X	X
8	X	X	X	X	X	X
9	X	X	X	X	X	X
10	X	X	X	X	X	X
11	X	X	X	X	X	X

SIRTE 2/11/23 11AM LIBYAN TIME.

Mohamed Dabnoon (dabnoon@gmail.com)

Diego Pablo Ruiz Padillo (UGR)

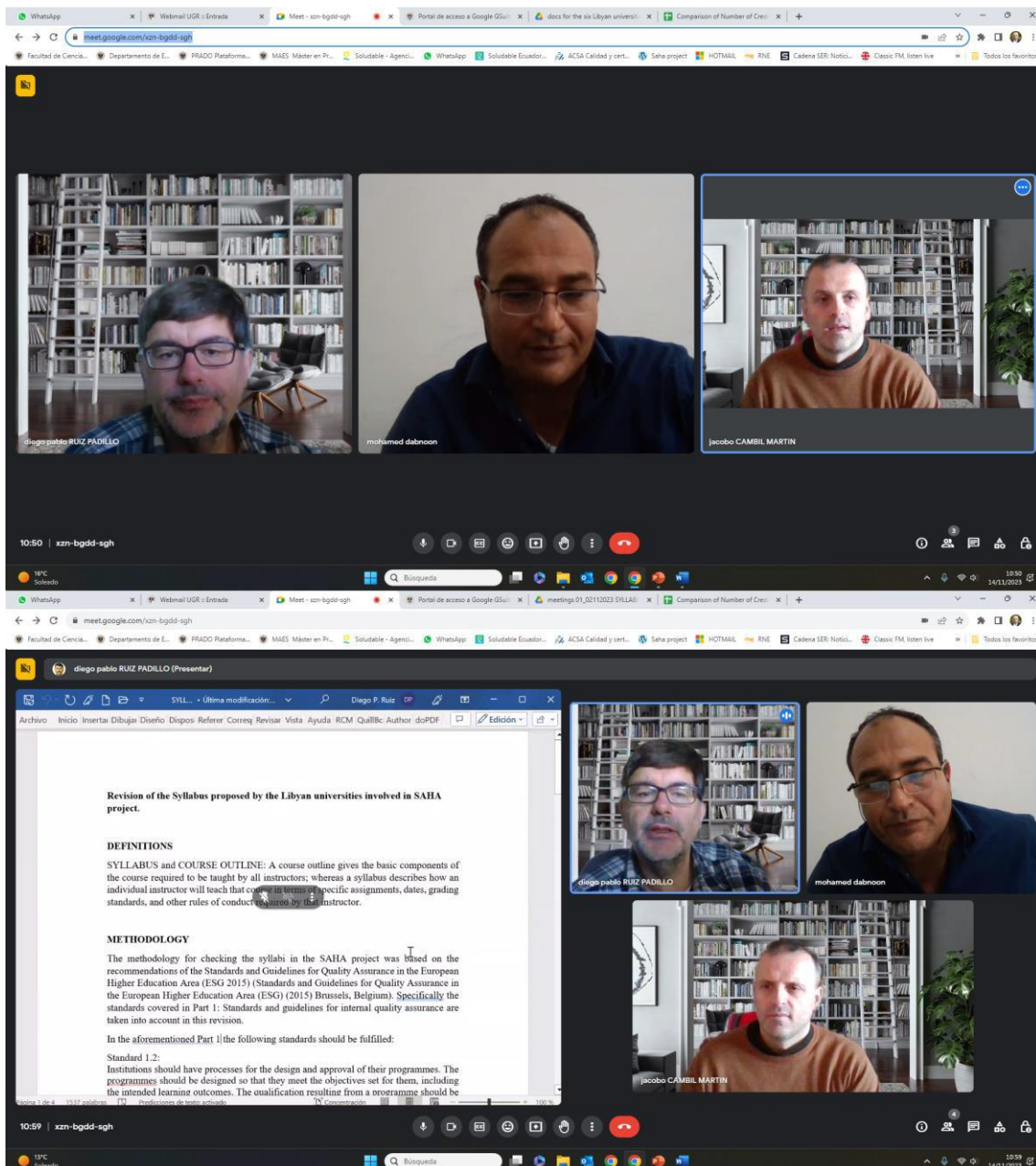
Jacobo Cambil Martín (UGR)

Sirte University does not attend the virtual meeting on the 2nd of November.

SIRTE 14/11/23 11:30AM LIBYAN TIME.

<https://meet.google.com/xzn-bgdd-sgh>

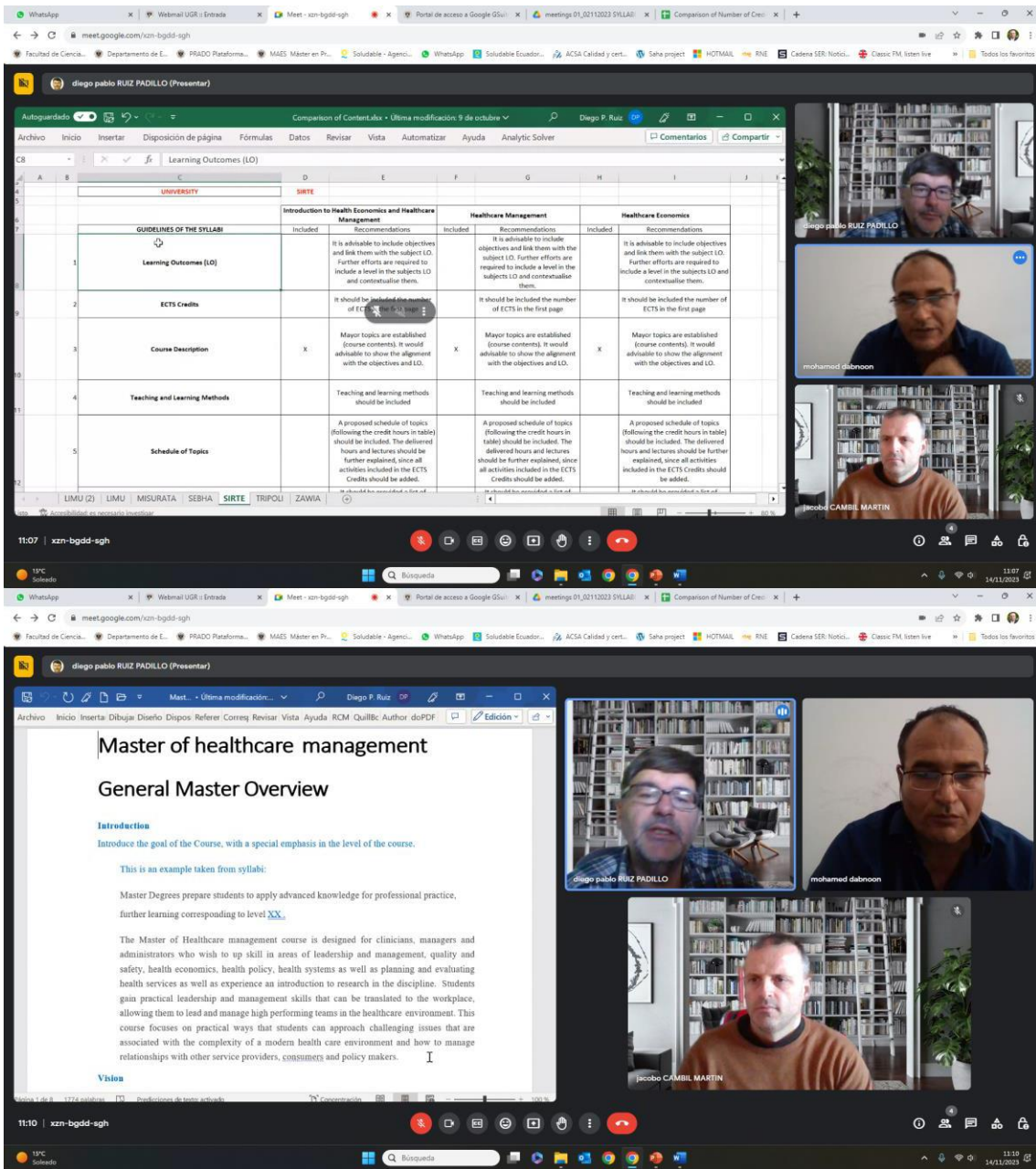
**Sirte University attend the virtual meeting on the 14<sup>th</sup> of November.**



The screenshot displays a Google Meet interface. At the top, the browser address bar shows the meeting URL: [meet.google.com/xzn-bgdd-sgh](https://meet.google.com/xzn-bgdd-sgh). Three video thumbnails are visible: Diego Pablo Ruiz Padillo (left), Mohamed Dabnoon (center), and Jacobo Cambil Martín (right). Below the thumbnails, the meeting controls are visible, including a microphone icon and a red 'End Meeting' button. The bottom portion of the image shows a presentation slide titled "Revision of the Syllabus proposed by the Libyan universities involved in SAHA project." The slide content includes:

**DEFINITIONS**  
SYLLABUS and COURSE OUTLINE: A course outline gives the basic components of the course required to be taught by all instructors; whereas a syllabus describes how an individual instructor will teach that course in terms of specific assignments, dates, grading standards, and other rules of conduct required by the instructor.

**METHODOLOGY**  
The methodology for checking the syllabi in the SAHA project was based on the recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) Brussels, Belgium). Specifically the standards covered in Part 1: Standards and guidelines for internal quality assurance are taken into account in this revision.  
In the aforementioned Part 1 the following standards should be fulfilled:  
Standard 1.2:  
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be



The image shows two screenshots from a Google Meet session. The top screenshot displays a spreadsheet titled "Comparison of Content.xlsx" with columns for "UNIVERSITY", "SIRTE", "Introduction to Health Economics and Healthcare Management", "Healthcare Management", and "Healthcare Economics". The spreadsheet compares various syllabi elements like Learning Outcomes (LO), ECTS Credits, Course Description, Teaching and Learning Methods, and Schedule of Topics. The bottom screenshot shows a document titled "Master of healthcare management General Master Overview" with sections for Introduction and Vision. The meeting interface includes participant video feeds for Diego Pablo Ruiz Padillo, Mohamed Dabnoon, and Jacobo Cambil Martin.

UNIVERSITY	SIRTE	Introduction to Health Economics and Healthcare Management	Healthcare Management	Healthcare Economics
GUIDELINES OF THE SYLLABI	Included	Recommendations	Included	Recommendations
Learning Outcomes (LO)	It is advisable to include objectives and link them with the subject LO. Further efforts are required to include a level in the subjects LO and contextualise them.	It is advisable to include objectives and link them with the subject LO. Further efforts are required to include a level in the subjects LO and contextualise them.	It is advisable to include objectives and link them with the subject LO. Further efforts are required to include a level in the subjects LO and contextualise them.	It is advisable to include objectives and link them with the subject LO. Further efforts are required to include a level in the subjects LO and contextualise them.
ECTS Credits	It should be included the number of ECTS in the first page.	It should be included the number of ECTS in the first page.	It should be included the number of ECTS in the first page.	It should be included the number of ECTS in the first page.
Course Description	X	Major topics are established (course content). It would be advisable to show the alignment with the objectives and LO.	X	Major topics are established (course content). It would be advisable to show the alignment with the objectives and LO.
Teaching and Learning Methods		Teaching and learning methods should be included.	Teaching and learning methods should be included.	Teaching and learning methods should be included.
Schedule of Topics		A proposed schedule of topics (following the credit hours in table) should be included. The delivered hours and lectures should be further explained, since all activities included in the ECTS Credits should be added.	A proposed schedule of topics (following the credit hours in table) should be included. The delivered hours and lectures should be further explained, since all activities included in the ECTS Credits should be added.	A proposed schedule of topics (following the credit hours in table) should be included. The delivered hours and lectures should be further explained, since all activities included in the ECTS Credits should be added.

**Master of healthcare management**  
**General Master Overview**

**Introduction**  
 Introduce the goal of the Course, with a special emphasis in the level of the course.

This is an example taken from syllabi:

Master Degrees prepare students to apply advanced knowledge for professional practice, further learning corresponding to level **XX**.

The Master of Healthcare management course is designed for clinicians, managers and administrators who wish to up skill in areas of leadership and management, quality and safety, health economics, health policy, health systems as well as planning and evaluating health services as well as experience an introduction to research in the discipline. Students gain practical leadership and management skills that can be translated to the workplace, allowing them to lead and manage high performing teams in the healthcare environment. This course focuses on practical ways that students can approach challenging issues that are associated with the complexity of a modern health care environment and how to manage relationships with other service providers, consumers and policy makers.

**Vision**

TRIPOLI 2/11/23 12am LIBYAN TIME.

Adel Dyaf (a.diyaf@uot.edu.ly)

Najwa Fituri (najwa@fituri.org)

Diego Pablo Ruiz Padillo (UGR)

Jacobo Cambil Martín (UGR)

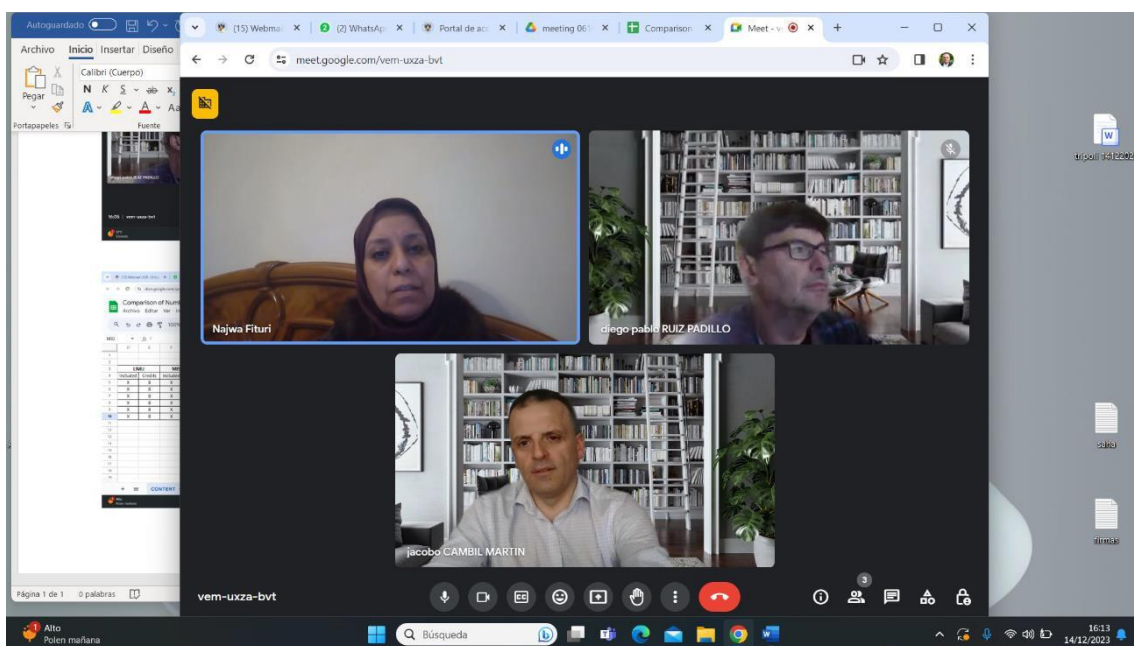
Tripoli University does not attend the virtual meeting. Then, another session is hold on the 14th of December 2023.

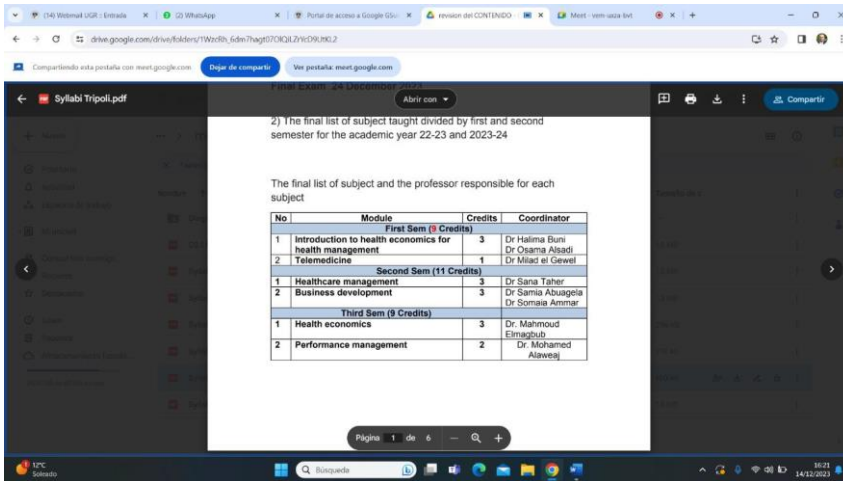
TRIPOLI 14/12/2023 3pm LIBYAN TIME.

Najwa Fituri (najwa@fituri.org)

Diego Pablo Ruiz Padillo (UGR)

Jacobo Cambil Martín (UGR)

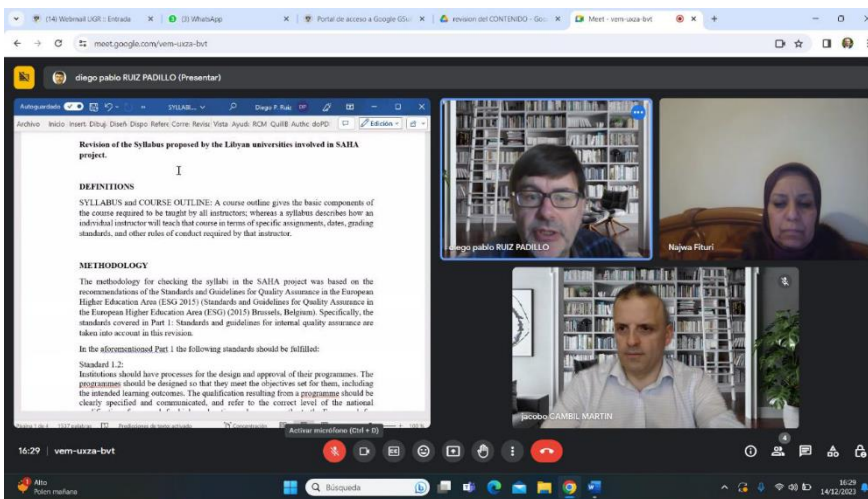




2) The final list of subject taught divided by first and second semester for the academic year 22-23 and 2023-24

The final list of subject and the professor responsible for each subject

No	Module	Credits	Coordinator
<b>First Sem (9 Credits)</b>			
1	Introduction to health economics for health management	3	Dr. Halima Bani Dr. Osama Alsadi
2	Tobacco medicine	1	Dr. Aliad el Gwadi
<b>Second Sem (11 Credits)</b>			
1	Healthcare management	3	Dr. Sana Taher
2	Business development	3	Dr. Samia Abuqela Dr. Somaa Ammar
<b>Third Sem (9 Credits)</b>			
1	Health economics	3	Dr. Mahmoud Elmaghub
2	Performance management	2	Dr. Mohamed Alawesij



diego pablo RUIZ PADILLO (Presenter)

Revision of the Syllabus proposed by the Libyan universities involved in SAHA project.

**DEFINITIONS**

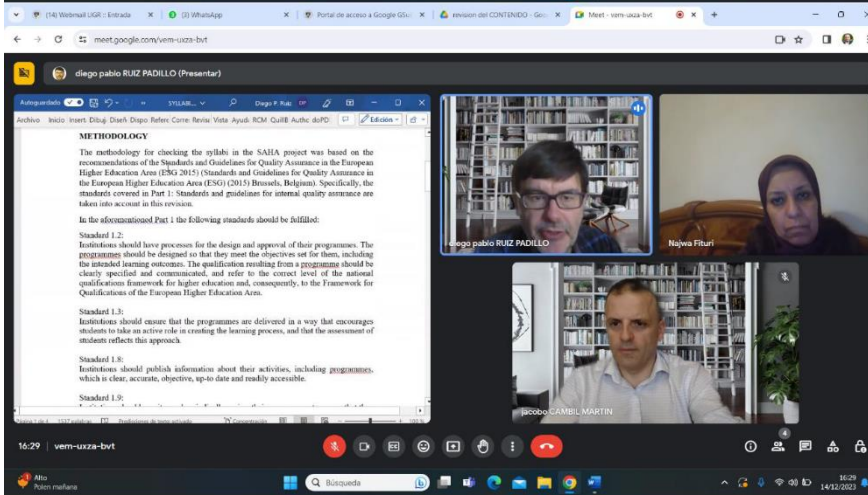
SYLLABUS and COURSE OUTLINE: A course outline gives the basic components of the course required to be taught by all instructors, whereas a syllabus describes how an individual instructor will teach that course in terms of specific assignments, dates, grading standards, and other roles of conduct required by that instructor.

**METHODOLOGY**

The methodology for checking the syllabi in the SAHA project was based on the recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) Brussels, Belgium). Specifically, the standards covered in Part 1: Standards and guidelines for internal quality assurance are taken into account in this revision.

In the aforementioned Part 1 the following standards should be fulfilled:

Standard 1.2:  
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualifications resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.



diego pablo RUIZ PADILLO (Presenter)

**METHODOLOGY**

The methodology for checking the syllabi in the SAHA project was based on the recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) Brussels, Belgium). Specifically, the standards covered in Part 1: Standards and guidelines for internal quality assurance are taken into account in this revision.

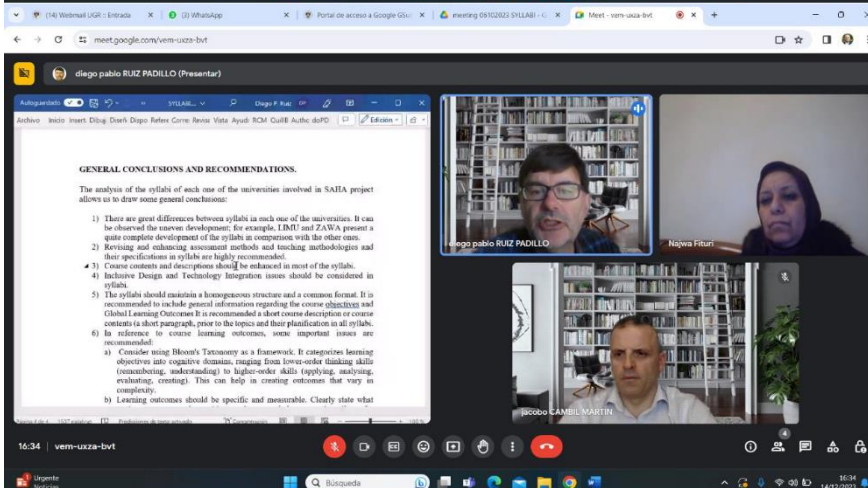
In the aforementioned Part 1 the following standards should be fulfilled:

Standard 1.2:  
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualifications resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Standard 1.3:  
Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Standard 1.8:  
Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Standard 1.9:

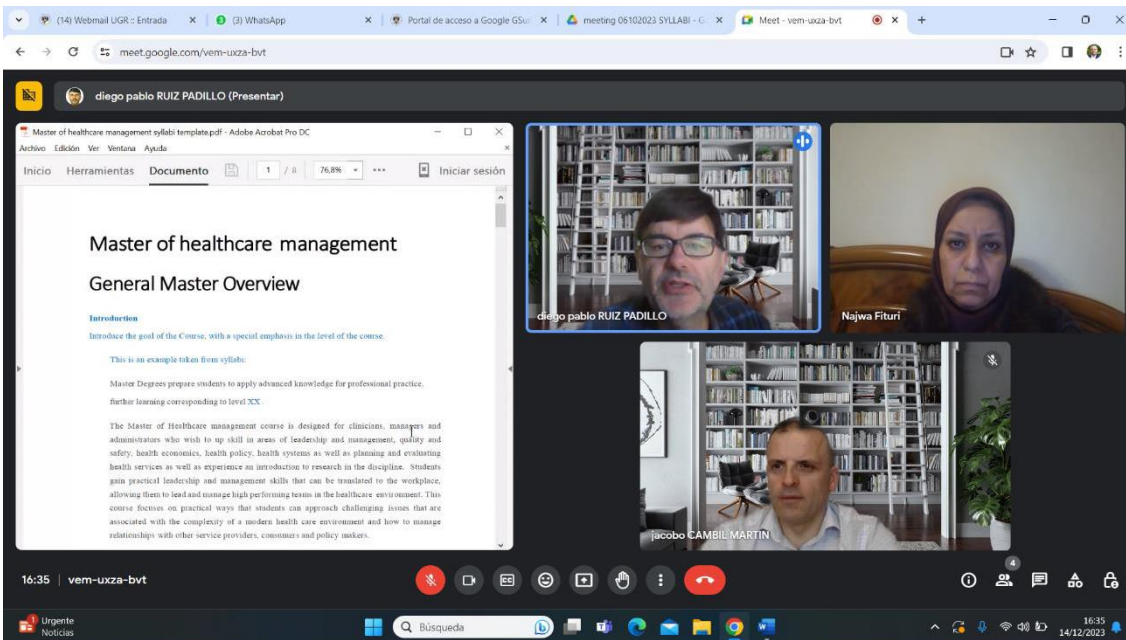


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**GENERAL CONCLUSIONS AND RECOMMENDATIONS.**

The analysis of the syllabi of each one of the universities involved in SAHA project allows us to draw some general conclusions:

- There are great differences between syllabi in each one of the universities. It can be observed the uneven development; for example, IDMU and ZAWA present a quite complete development of the syllabi in comparison with the other ones.
- Revising and enhancing assessment methods and teaching methodologies and their specifications in syllabi are highly recommended.
- Course contents and descriptions should be enhanced in most of the syllabi.
- Inclusive Design and Technology Integration issues should be considered in syllabi.
- The syllabi should maintain a homogeneous structure and a common format. It is recommended to include general information regarding the course objectives and Global Learning Outcomes. It is recommended a short course description or course content (a short paragraph, prior to the topics and their planification in all syllabi).
- In reference to course learning outcomes, some important issues are recommended:
  - Consider using Bloom's Taxonomy as a framework. It categorizes learning objectives into cognitive domains, ranging from lower-order thinking skills (remembering, understanding) to higher-order skills (applying, analyzing, evaluating, creating). This can help in creating outcomes that vary in complexity.
  - Learning outcomes should be specific and measurable. Clearly state what



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## Master of healthcare management

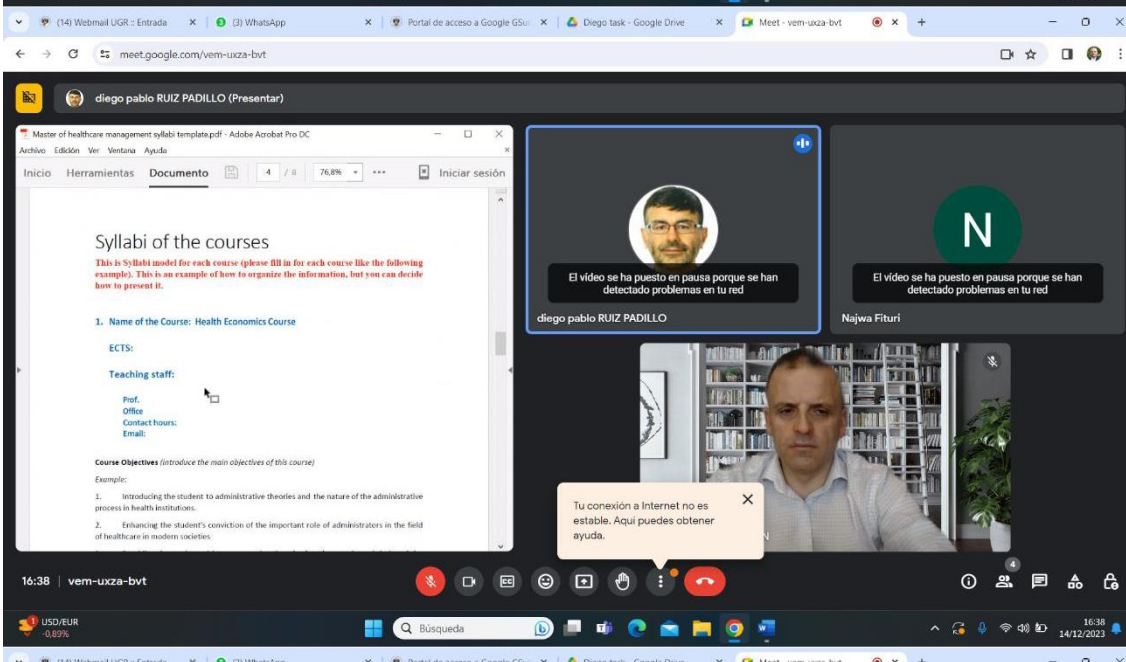
### General Master Overview

**Introduction**  
Introduce the goal of the Course, with a special emphasis in the level of the course.

This is an example taken from syllabi:  
Master Degrees prepare students to apply advanced knowledge for professional practice, further learning corresponding to level XX

The Master of Healthcare management course is designed for clinicians, managers and administrators who wish to up skill in areas of leadership and management, quality and safety, health economics, health policy, health systems as well as planning and evaluating health services as well as experience an introduction to research in the discipline. Students gain practical leadership and managerial skills that can be translated to the workplace, allowing them to lead and manage high performing teams in the healthcare environment. This course focuses on practical ways that students can approach challenging issues that are associated with the complexity of a modern health care environment and how to manage relationships with other service providers, consumers and policy makers.

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## Syllabi of the courses

This is Syllabi model for each course please fill in for each course like the following example). This is an example of how to organize the information, but you can decide how to present it.

**1. Name of the Course: Health Economics Course**

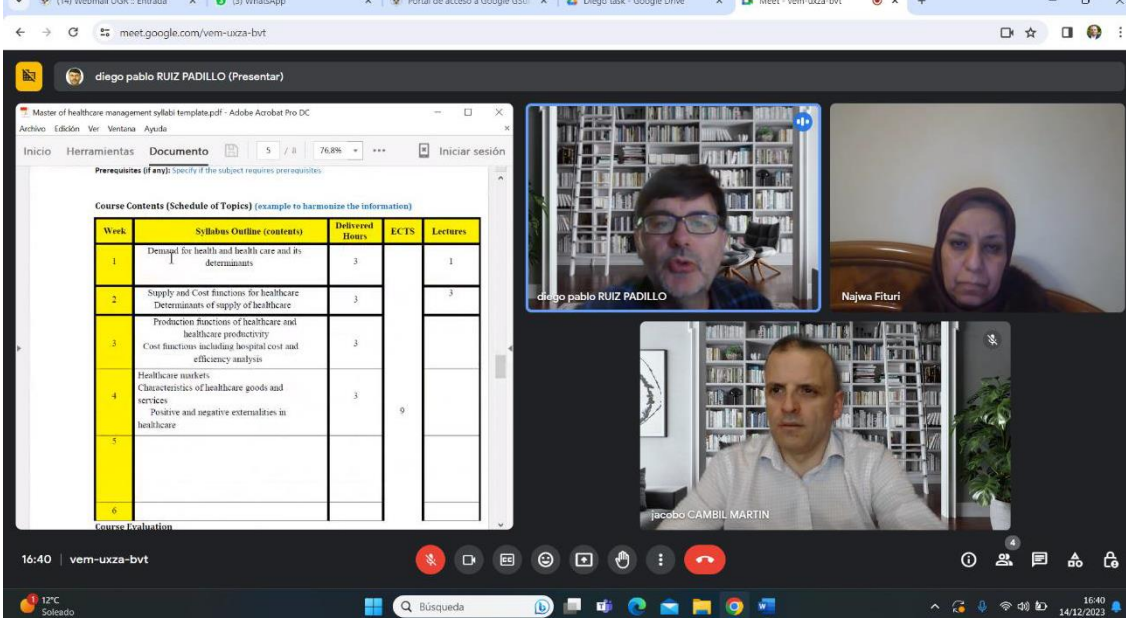
ECTS:  
Teaching staff:  
Prof.  
Office  
Contact hours:  
Email:

Course Objectives (introduce the main objectives of this course)  
Example:  
1. Introducing the student to administrative theories and the nature of the administrative process in health institutions.  
2. Enhancing the student's conviction of the important role of administrators in the field of healthcare in modern societies.

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Prerequisites (if any): Specify if the subject requires prerequisites.

Course Contents (Schedule of Topics) (example to harmonize the information)

Week	Syllabus Outline (contents)	Delivered Hours	ECTS	Lectures
1	Demand for health and health care and its determinants	3		1
2	Supply and Cost functions for healthcare Determinants of supply of healthcare	3		3
3	Production functions of healthcare and healthcare productivity Cost functions including hospital cost and efficiency analysis	3		
4	Healthcare markets Characteristics of healthcare goods and services Positive and negative externalities in healthcare	3	9	
5				
6				

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## Conclusions

The main goal of the deliverables of the WP5 intends to monitor the first year of the new curricula of the Master syllabi in the 6 partner universities according to EU standards and requirements.

The framework was based on reviewing and suggesting changes by accomplishing the Standards and guidelines for quality assurance in the European Higher Education Area (ESG). They provide the framework for internal and external quality assurance and were adopted at the EHEA Ministerial Conference in 2015. Implementing quality assurance in line with the ESG is one of the key commitments of the Bologna Process. As such, the ESG provide the basis for enhancing trust, mobility and recognition between higher education systems.

The process of reviewing, analyzing and revising the syllabi of the universities participating in the SAHA project consisted of the following steps:

- a) Review of the previous information of the syllabi
- b) Recommendations based on the previous analysis and the ESG Standards.
- c) Proposal of guidelines for the syllabi of the subjects involved in the SAHA project.
- d) Monitoring of the changes implemented in the Syllabi and further assistance and suggestions for improvement for the Libyan universities.

These steps are explained and further developed in this document. The whole process allowed the Libyan universities to undertake the revision and improvement of the syllabi for the subjects involved in the SAHA project.

Finally, the revisions/inputs were applied from the Libyan partner universities according to their own time schedule and in a continuous improvement cycle. All the universities agreed to perform the suggested changes and the final versions of the syllabi are expected to be completed in the editions of the Master course.

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