



**Association of Arab Universities**

**Role of AARU Quality and Accreditation Council in the achievement of Total Quality Management in institutions of higher education**

**by**

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# Definitions of the key concepts of quality In Higher Education

## **QUALITY ASSURANCE**

The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.

## **QUALITY CONTROL**

Quality control refers to the verification procedures (both formal and informal) used by institutions in order to monitor quality and standards to a satisfactory standard and as intended.

## **QUALITY ENHANCEMENT**

Quality Enhancement is the process of positively changing activities in order to provide for a continuous improvement in the quality of institutional provision

## **QUALITY ASSESSMENT**

Quality Assessment is the process of external evaluation undertaken by an external body of the quality of educational provisions in institutions, in particular the quality of the student experience



# How Can Quality Be Assessed

Across the World Quality is assessed in several ways such as :

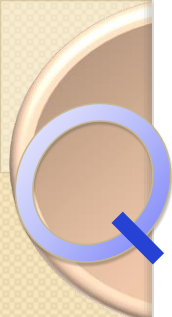
- ❖ Audit which is a “systematic, independent and documented process for obtaining objective evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled”
- ❖ Quality audit can be divided into internal and external audit.
- ❖ A typical example of an internal audit in a HE context is when an institution undertakes an internal audit for three reasons:

1-Verify compliance with QA system issues

2.To measure compliance with national guidelines and standards

3.To “get the house in order” for an upcoming external audit.

External audits are usually quality audits, or management system (MS) audits if an institution is aiming for a certification for a MS such as ISO 9001 or ISO 14001



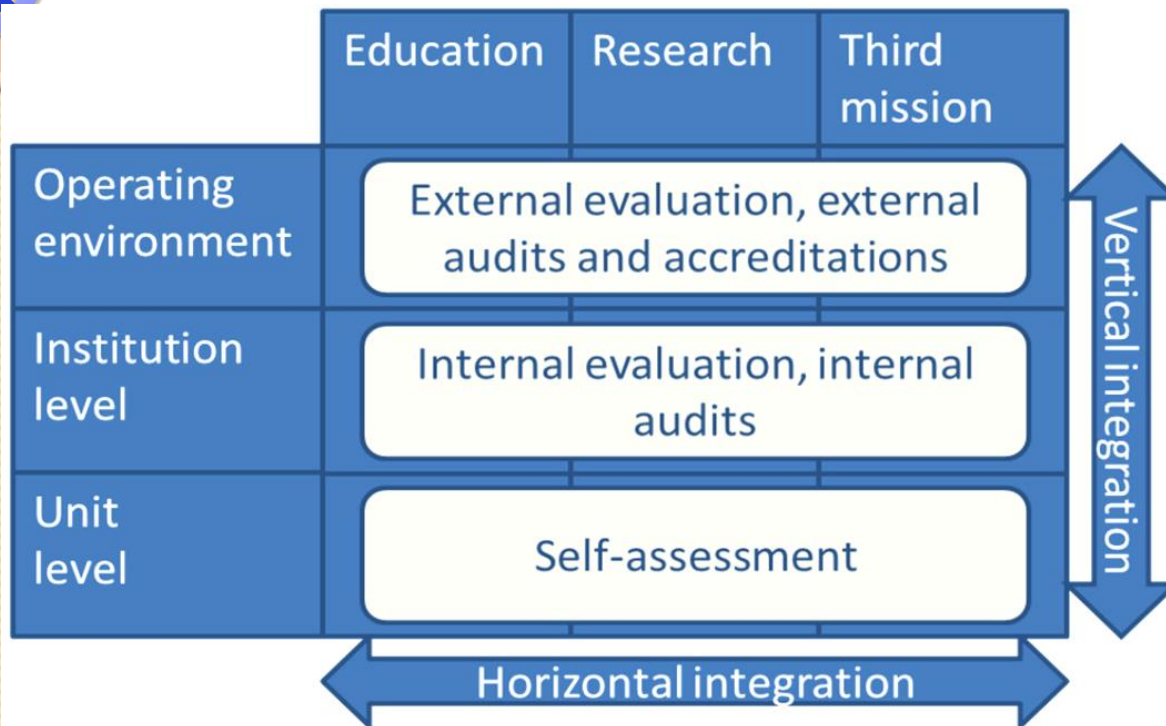
# External Audits As a Tool for Accreditation

Accreditation was introduced in European HE policy through the Bologna process and the need of degree transferability and labor policies. This combined with the generation of QA agencies has resulted in a multitude of qualifications frameworks and in “the growing pressure to accredit everything, even though accreditation is not the only means of assuring quality and encouraging improvement”.

Accreditation has three characteristics:

- ❑ It is a process applied to applicant organizations.
- ❑ The label resulting from passing the process,
- ❑ while legitimization comes through formal authorization related to the process. The identification and focusing of development activities through self-assessment as a part of the process can potentially be the greatest source of benefits for the applicant, not the formal label nor the accompanying gain of reputation.

# Horizontal and Vertical Integration of Quality Evaluation



- Evaluations derived from strategy – possibly through quality policy
- A process is defined for:
  - What is evaluated?
  - What for and when?
  - Who is involved?
- Evaluations build on each other, both top-down and bottom-up
- All evaluation drives continuous improvement
- Avoid unnecessary evaluations

- Integrating evaluation across missions is a part of integrating the management system
- A holistic evaluation view promotes stakeholder management and societal impact
- Evaluation criteria should be sufficiently holistic in order to avoid suboptimization
- Recognized good practice and success factors can be of aid in planning evaluations



# TOTAL QUALITY MANAGEMENT (TQM)

**TQM:** is composed of three terms: Total: meaning that every person is involved including customer and suppliers, Quality: implying that customer requirements are met exactly and Management: indicating that senior executives are committed.

The achievement of Total Quality Management in institutions of higher education meant the organization's ability to provide a high level of service quality excellence, and through it can meet the needs of students, faculty members, parents, employers, society, and others in a form which is consistent with their expectations and requirements and the environment of scientific and technological resources, including achieving satisfaction and happiness to them. This is done through pre-established standards to assess the output, and check the status of excellence



# IMPROVEMENT THROUGH TOTAL QUALITY MANAGEMENT

Total Quality Management in HEI is adopting quality measures to improve the quality of higher education.

Quality is essential for Higher Education Institutions. It is a prerequisite for the development of higher education system

- ❑ Most universities are working hard for meeting international standards of HE. and are increasingly eager to establish a more comprehensive type of and dynamic systematic quality enhancement(QE) in which evaluation reliably triggers improvement.
- ❑ The Quality Assurance Units developed at Arab universities are required to put a focused attention on QA aspect of HE and required to develop & implement the measures of QA with promise of Quality Enhancement to meet international standards of HE. Their ultimate goals are to reach Excellence through five major processes



# Functions of Quality Enhancement Units(QE) Developed at Universities

- Developing program specifications (standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed through a specific program)
- Developing quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.
- Ensuring that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education





# Functions of Quality Enhancement Units(QE) Developed at Universities

- Promoting public confidence that the quality and standards of the award of degrees are enhanced and safeguarded.
- Review of quality standards and the quality of teaching and learning in each subject area.
- Review of academic affiliations with other institutions in terms of effective management of standards and quality of programs.
- Developing qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification



# Toward Implementation of Total Quality Management in Arabian Universities

The elements of Quality and accountability are the major driving forces in academic institutions in the Arab world, and in this respect, the total quality management movement capturing attention of universities at all levels.

An attempt to explore adoption of a total quality management in Arabian HEIs as adopted by various internationally recognized quality agencies like ;The European Association for Quality Assurance in Higher Education (EQNA) in Europe and QAA in united kingdom and created bigger and better value delivery to their nations is considered. Leadership commitment is the key player for implementing the best TQM practice to improve the Arabian universities quality and ranking. Visionary leadership as being the most suitable type of leadership for implementing TQM and promote performance excellence for the HE. We proposed a five steps pyramid for reaching excellency in Arabian HEIs as shown in the next slide.

# Five Steps Pyramid for Reaching Excellency in Arabian HEIs



**Excellence**  
التميز  
**International Accreditation** الاعتماد الدولي  
**Total Quality** الجودة الشاملة  
**local accreditation** الاعتماد المحلي  
**Licensure** الترخيص

- Vision without action is simply dreaming
- Action without vision is merely activity
- Vision with action you can change the world.
- Joel Barker Author of The Power of Vision.



# Quality assurance and accreditation at the Arab World

The rising demand for higher education, have led to a considerable expansion in the number of higher education institutions and considerable diversity in the features of these institutions. The diversity has taken several forms: governmental/private education; national/foreign universities; local programs/partnership programs with foreign universities abroad; short-term/long-term studies, etc.

The number of universities members of AARU today stands at 365. If we add the higher institutes, community colleges, teacher-training institutes and other higher education institutions not affiliated with universities, the total number rises to more than 1,500. Arab countries have made achievements in establishing national commissions for accreditation and quality assurance..



# **AARU Quality Assurance and Accreditation Council**

In AARU substantial efforts were given to establish the Council of Quality Assurance and Accreditation to enhance the quality and standards of higher education effectively.


The Council mission is to assist Arab Universities to improve their quality, through spreading the culture of QA, preparing QA guides, providing advice and training to support the process of QA and Accreditation for academic programs.

The council organized numerous workshops and seminars on quality standards adopted by AARU and promote Quality assurance and accreditation at the Arab level by unifying quality standards.



# **AARU Quality Assurance and Accreditation Council**

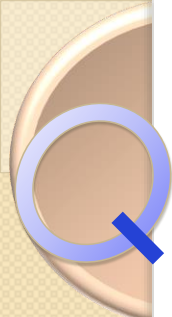
**The Secretariat-General of the Association of Arab Universities prepared a set of guides for institutional evaluation and the general guide for evaluating the quality of educational programs. It applied those guides to some of Arab universities for evaluating the quality of the academic performance of the educational institute as a whole in terms of its inputs, processes and outputs with a view to detect its points of strength to enhance them and points of weakness to avoid them. It also started to apply the general guide for evaluating the quality of academic programs.**



# **Objectives of the Guide for Quality Assurance of Academic Programs at Arab Universities Faculties**

**This guide seeks to achieve the following objectives**

**I. Informing the Arab educational institutes, members of the Association, and upgrading their awareness of the role carried out by the Quality Assurance and Accreditation Council in assuring the quality of the academic programs they offer and the accreditation thereof, as well as achieving continued development of these programs of all specializations**



# **Objectives of the Guide for Quality Assurance of Academic Programs at Arab Universities Faculties**

**2. Providing adequate and accurate information related to the stages of the process of quality assurance and accreditation of academic programs and its mechanisms, rules and conditions, for the Arab educational institutes, members of the Association, and for the ministries of higher education in the Arab World.**

**3. Identifying the general framework of the process of assuring the quality and accreditation of academic programs. This may be achieved through the key domains on which this process is based and the indicators, elements and features included in each element that must be fulfilled as basic requirements for submitting an application for getting the quality and accreditation certificate**



# **Objectives of the Guide for Quality Assurance of Academic Programs at Arab Universities Faculties**

**4. Assisting the societies of corresponding scientific faculties that are emanating from the Association in developing quality assurance standards for their academic programs depending on the general framework as set out in this guide, as well as on the special requirements for each of the specializations of these societies.**

**5. Assisting the various Arab educational institutes, members of the Association, and the leaderships of the academic programs in carrying out self-evaluation studies related to the academic programs. The purpose is to assist these institutes so that they upgrade the level of their performance quality in accordance with the Arab and international standards by using a form specifically prepared for this purpose by the Quality Assurance and Accreditation Council**



# **Objectives of the Guide for Quality Assurance of Academic Programs at Arab Universities Faculties**

**6. Encouraging competition between the various academic programs offered by corresponding Arab educational institutes as well as the internal competition between the various academic programs at the same institute. Member educational institutes may apply to AArU QAAC for obtaining quality and accreditation certificate for one or more academic program**

**7. Assisting the ministries of higher education in the Arab World in consolidating their efforts aimed at improving and upgrading the academic programs they offer through the information provided by the Quality Assurance and Accreditation Council in this respect.**

# Characteristics of AARU Program Standards

- Precise and clear standards.
- Quality standards with measurable indicators.
- Comprehensive, objective, and flexible.
- Take into account the environment, culture and the reality of our educational institutions in Arab universities.
- Specific for a particular program (IT, Nursing, Law etc.)
- Consist of ten major quality domains each domain has a set of indicators

# AARU Main Domains of the Quality of Academic Programs

The general framework of the standards adopted by the Quality Assurance and Accreditation Council of the Association of Arab Universities for assuring the quality of the academic programs consists of ten major domains, as shown in the next slide

# AARU QUALITY STANDARDS: Ten Domains







# AARU Accreditation Standards

**Standard 1 Mission goals and expected program outcomes; are congruent with the university mission and goals**

Standard 2; Curriculum; is logically structured to achieve the goals of the program and the expected student outcomes.

Standard 3; Teaching and learning methods; are developed, implemented, and revised to reflect program goals and relevant professional standards and guidelines

Standard 4; Faculty members; Full-time faculty members who teach courses, are sufficient in number and their specialization cover all offered courses with adequate faculty-to-student ratios

Standard 5; Library and Learning Resources ;library system provides access to electronic resources and library contents such as, books, journals and major databases, are available and provide links to full-text electronic articles.

Standard 6; Students progress and evaluation: Student performance is evaluated by the faculty and reflects achievement of expected student learning outcomes. Evaluation are defined and consistently applied to ensure suitability of graduates to work markets.



# AARU Accreditation Standards

**Standard 7: Facilities and physical resources ; Facilities and Services support the implementation of the program. Academic support services including classrooms .labs. Offices. internet. Etc. are sufficient to ensure quality and are evaluated on a regular basis to meet program, teachers and student need.**

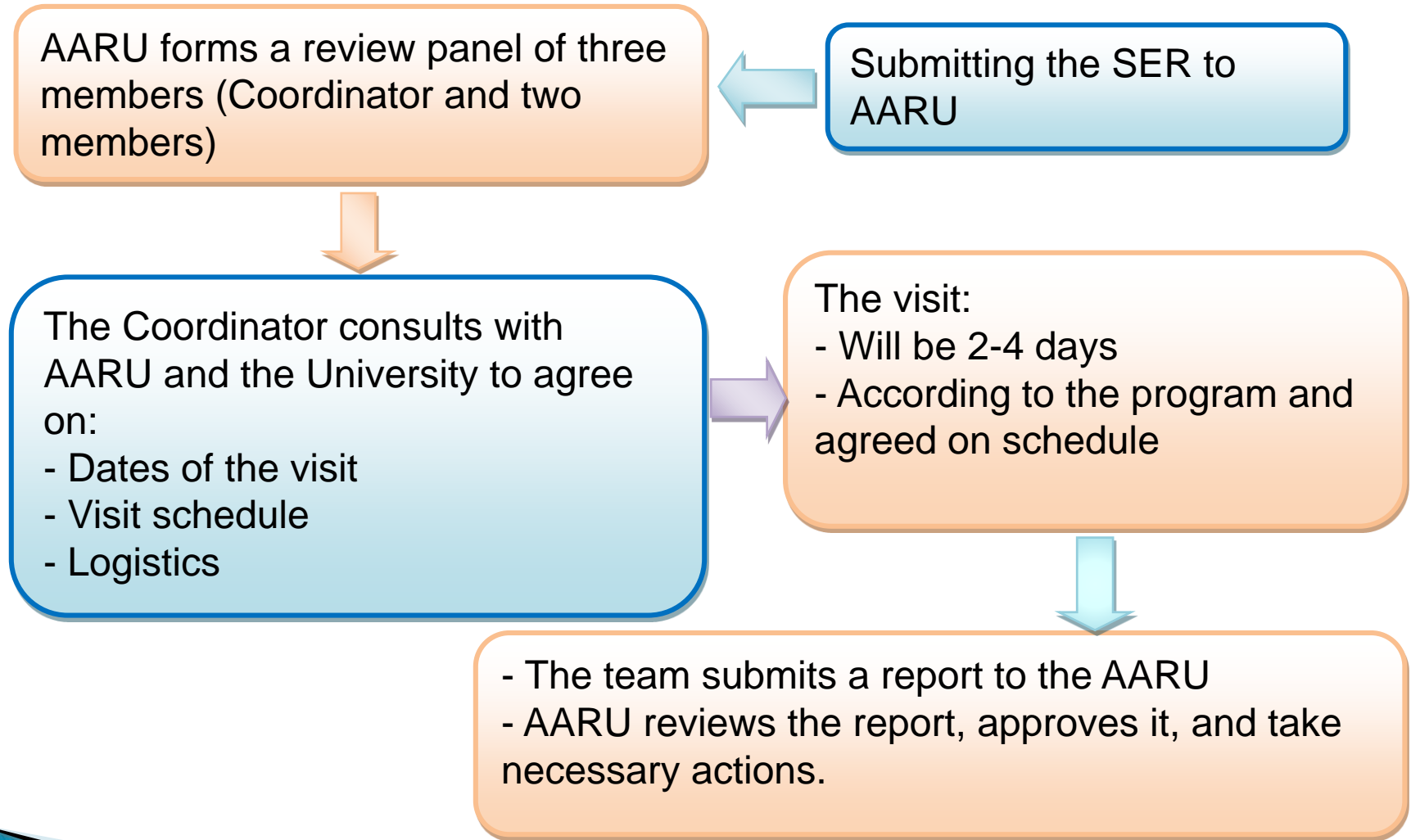
Standard 8; Governance and Management; The institution has established governance arrangements allow sufficient supporting staff (administrators technicians secretaries etc) and have resource allocation necessary for the implementation of the program.

Standard 9; Research and Outreach activities; The program provide and support an environment that encourages faculties and students research, scholarship, scientific cooperation, to facilitate related research activities ,identify opportunities for funding and community engagement.

Standard 10; Quality management and Enhancement; The program should establish an effective system for quality control and enhancement for maintaining fulfilling its mission, goals, and expected student and faculty outcomes.



# Main Steps for Program Accreditation by AARU



# Evaluation Work Sheet

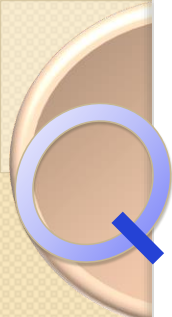
Standard 1: Learning goals, mission and outcomes				
Indicator	Strongly Met (5)	Met (3-4)	Not Met (Weak) (1-2)	Points (1-5)
Clear and Specified Goals				
Mission is Translated into Measurable Goals				
Involvement of Faculty , Employers ,Alumni and students in the formulation of the mission				



# Key Challenges in TQM Implementation in Arabian higher education institutions

Although Arabian higher education institutions are increasingly adopting quality management practices, there is evidence that many institutions are struggling with implementation challenges such as:

Leadership commitment : limited autonomous, short term rotation, lack of necessary authority in hiring and firing of allocating resources. Highly centralized personnel and control by MOHE results in very little autonomy to universities thus stifles initiative and innovation; very limited financial support from government and other sources; slow implementation of TQM.



Cultural and organizational transformation: The structure of HEIs do not easily allow the progresses of TQM implementation, because the academic culture of these organizations is quite traditional and resistance to its concepts, principles and practices. lack of cross linkage and well communication between the various functional units most of the individual departments operate separately with minimum or no interdisciplinary work such as faculty support, implementation time, and training .

Customer Identification: Ambiguity in customer identification is also creates obstacles in TQM. Employers which can be viewed as the ultimate customers of the educational system, depend on the capacity of university to graduate qualified and efficient future employees with growing students' numbers, mass enrolment rates, and different type of program delivery, changing society structures and job descriptions produce complex question of quality in the institutions of higher education.

# Key Challenges in TQM Implementation in Arabian higher education institutions



Lack of Leadership  
commitment

Lack of Training and Quality  
culture

Lack of resources and  
funding

## تحديات تحقيق الجودة الشاملة في التعليم العالي

عدم وجود التزام من القيادات الاكاديمية  
العليا بتطبيق الجودة الشاملة

غياب برامج التدريب والتاهيل في  
مجالات الجودة

شح وقلة المصادر التمويلية والامكانيات

# Reaching Excellency in HE

Five Steps Pyramid for Reaching Excellency in Arabian HEIs

Vision without action is simply dreaming  
Action without vision is merely activity  
Vision with action you can change the world.  
Joel Barker Author of The Power of Vision.



# الهرم الخماسي للتميز في التعليم العالي



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# الهرم الخماسي للتميز الى اين

## الهرم الخماسي للتميز في التعليم العالي

التميز

الاعتماد الدولي  
(العالمي)

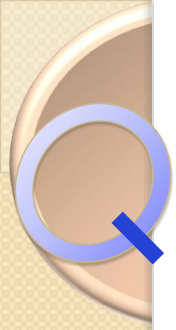
الجودة الشاملة

الاعتماد المحلي

الترخيص

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Thank you

Questions

