Quality Assurance Manual

Academic Development & Quality Assurance Centre

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Glossary of Terms

**Academic audit**: Academic audit is a review process that focuses on the procedures a university or a college uses to assure its academic standards and quality. It evaluates how the university or college satisfies itself that its chosen standards are being achieved and makes a judgment about threshold standards.

**Academic quality**: Academic quality describes how well the learning opportunities available to students help them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided.

**Academic standards**: The level of achievement a student has to reach to gain an academic award. This level should be comparable to similar programmes. External examining is one way of maintaining these standards within universities and colleges.

**Accreditation**: Accreditation is the establishment or of the status, legitimacy or appropriateness of an institution or program of study.

**Accreditation body**: An accreditation body is an organization delegated to make decisions, on behalf of the higher education sector, about the status, legitimacy or appropriateness of an institution, or programme.

**Accreditation duration**: Accreditation decisions are usually limited to a fixed and stated period, after which the institution or programme is required to engage with a more or less rigorous re-accreditation process.

**Agency**: Agency is, in the context of quality in higher education, shorthand for any organization that undertakes any kind of monitoring, evaluation or review of the quality of higher education.

**Assessment**: A general term that embraces all methods used to judge the performance of an individual, group or organization.

**Assessment of student learning**: Assessment of student learning is the process of evaluating the extent to which participants in education have developed their knowledge, understanding and abilities.

**Assessment of teaching and learning**: Assessment of teaching and learning is the process of evaluating the quality and appropriateness of the learning process, including teacher performance and pedagogic approach.

**Assurance**: Assurance of quality in higher education is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements.
**Audit:** Audit, in the context of quality in higher education, is a process for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes.

**Audit report:** An audit report is a codification of the process, findings and outcomes of the audit process, usually prepared by the auditors and project team.

**Bloom’s Taxonomy:** It is a classification of educational objectives and outcomes by using action verbs. Bloom’s Taxonomy can be used for everything from lesson planning and Rubric making to curriculum mapping and more. Bloom’s Taxonomy begins with lower-order thinking skills (LOTS) with Remembering, and ends with higher-order thinking skills (HOTS) with Creating.

**Credit:** Recognition of a unit of learning, usually measured in hours of study or achievement of threshold standard or both.

**Credit transfer:** Credit transfer is the ability to transport credits (for learning) from one setting to another.

**Criteria:** Criteria are the specification of elements against which a judgment is made.

**Curriculum:** Curriculum is the embodiment of a program of learning and includes philosophy, content, approach and assessment.

**Degree:** Degree is the core higher education award, which may be offered at various levels from foundation, through bachelors, masters to doctoral.

**Effectiveness:** Effectiveness is the extent to which an activity fulfils its intended purpose or function.

**Efficiency:** Efficiency is the extent to which an activity achieves its goal whilst minimizing resource usage.

**Employability:** Employability is the acquisition of attributes (knowledge, skills, and abilities) that make graduates more likely to be successful in their chosen occupations (whether paid employment or not).

**Evaluation:** Evaluation (of quality or standards) is the process of examining and passing a judgment on the appropriateness or level of quality or standards.

**Excellence:** Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

**External evaluation:** External evaluation is:

1. A generic term for most forms of quality review, enquiry or exploration.
2. A process that uses people external to the program or institution to evaluate quality or standards.

**External examiner:** External examining helps universities and colleges compare academic standards, and ensure that assessment procedures are fair and operated. External examiners comment on student achievement in relation to those standards.

**Faculty:** Faculty is the organizational unit into which cognate disciplines are located in a higher education institution.

**Faculty review:** Faculty review is a process of reviewing the inputs, process or outputs of a faculty as an organizational unit; its structure, mode of operation, mission, aims and objectives.

**Fitness of purpose:** Fitness of purpose evaluates whether the quality-related intentions of an organization are adequate.

**Graduate:** A graduate is someone who has successfully completed a higher education program at least at bachelor degree level.

**Higher education:** Higher education is usually viewed as education leading to at least a bachelor's degree or equivalent.

**Higher education institution:** A publicly designated and autonomous institution, which provides higher education; a university, institute, university college or college of higher education.

**Impact:** Impact in the context of quality in higher education refers to the consequences that the establishment of quality processes, (both internal and external), has on the culture, policy, organizational framework, documentation and infrastructure. Also, on learning and teaching practices, assessment/grading of students, learning outcomes, student experience, student support, resources, learning and research environment, research outcomes and community involvement of an institution or department.

**Institution:** Institution is shorthand for institution of higher education, which is an educational institution that has students graduating at bachelor degree level or above.

**Internal evaluation:** Internal evaluation is a process of quality review undertaken within an institution for its own ends.

**Learning outcome:** A learning outcome is the specification of what a student should learn as the result of a period of specified and supported study.
**Lifelong learning:** Lifelong learning is all learning activity undertaken throughout life, whether formal or informal.

**Course/Module specification:** Course/Module specification is statement of the aims, objectives/learning outcomes, content, learning and teaching processes, mode of assessment of students and learning resources applicable to a unit of study.

**Monitoring:** Monitoring has two meanings:
1. The specific process of keeping quality activities under review.
2. A generic term covering all forms of internal and external quality assurance and improvement processes including audit, assessment, accreditation and external examination.

**Objective:** An objective is:
1. A specific statement about what students are expected to learn or to be able to do because of studying a programme: more specifically this is a learning objective.
2. A measurable operationalization of a policy, strategy or mission: this is an implementation objective.

**Outcomes:** Outcome is:
1. Shorthand for the product or endeavors of a higher education institution (or sector), including student learning and skills development, research outputs and contributions to the wider society locally or internationally (institutional outcomes).
2. Shorthand for learning outcome.

**Performance indicators:** Performance indicators are data, usually quantitative in form, that provide a measure of some aspect of an individual's or organization’s performance against which changes in performance or the performance of others can be compared.

**Process:** Process, in the context of quality, is the set of activities, structures and guidelines that:
1. Constitute the organization or individual's procedures for ensuring their own quality/standards.
2. Constitute the mechanism for reviewing or monitoring the quality or standards of another entity.

**Programme accreditation:** Programme accreditation establishes the academic standing of the programme or the ability of the programme to produce graduates with professional competence to practice.
**Programme evaluation:** Programme evaluation is a process of reviewing the quality or standards of a coherent set of study modules.

**Programme specification:** A programme specification documents the aims, objectives or learning outcomes, programme content, learning and teaching methods, process and criteria for assessment, usually with indicative reading or other reference material as well as identifying the modules or subunits of the programme, setting out core and optional elements, precursors and levels.

**Provision:** Is an all-encompassing term that refers to the learning opportunities, research and community activity offered/undertaken by an institution of higher education.

**Quality assurance:** All the systems, resources and information devoted to maintaining and improving standards and quality. It covers teaching and learning opportunities, and student support services.

**Recognition:** Recognition is the formal acknowledgement of the status of an organization, institution or programme.

**Report:** Report (n.) is the documented outcome or results of an evaluation process.

**Review:**
1. Review is generic term for any process that explores the quality of higher education.
2. Review refers to explorations of quality that do not result in judgments or decisions.

**Review team:** The review team is the group of people undertaking a quality monitoring or evaluation process.

**Rubric:** is a guide listing specific criteria for grading or scoring tests, academic papers, and projects.

**Self-assessment:** Self-assessment is the process of critically reviewing the quality of one’s own performance and provision.

**Site-visit:** Is when an internal/external evaluation team goes to an institution to evaluate verbal, written and visual evidence.

**Stakeholder:** A stakeholder is a person (or group) that has an interest in the activities of an institution or organization.

**Unit:** Unit in the context of quality in higher education is the generic name for a quality-monitoring department internal to an institution.
Validation: Validation is a process of confirming that an existing programme of study or a newly designed one can continue or commence operation.

**Glossary of Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>ADQAC</td>
<td>Academic Development &amp; Quality Assurance Centre</td>
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<td>BAU</td>
<td>Beirut Arab University</td>
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<td>EQA</td>
<td>External Quality Assurance</td>
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<td>FIBAA</td>
<td>Foundation for International Business Administration Accreditation</td>
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<td>FQAU</td>
<td>Faculty Quality Assurance Unit</td>
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<td>IQA</td>
<td>Internal Quality Assurance</td>
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<td>ILOs</td>
<td>Intended Learning Outcomes</td>
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<td>KPIs</td>
<td>Key Performance Indicators</td>
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<td>QA</td>
<td>Quality Assurance</td>
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<td>QAM</td>
<td>Quality Assurance Manual</td>
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<td>Quality Assurance System</td>
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<td>QMS</td>
<td>Quality Management System</td>
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<td>SBL</td>
<td>Student-Based Learning</td>
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<td>Student Quality Assurance Committee</td>
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<td>UQAC</td>
<td>University Quality Assurance Committee</td>
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<td>UQAU</td>
<td>University Quality Assurance Unit</td>
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Chapter One

Overview

I. Introduction

Beirut Arab University (BAU) is committed to providing students with a rich educational experience in a supportive learning environment designed to prepare them to meet the highest international standards. Academic quality is a critical part of the University's self-assurance, accreditation, and compliance systems.

The establishment of academic quality ensures that the University continues to realize its ambitious mission and attain its strategic objectives.

The contents of the Quality Assurance Manual (QAM) clearly describe how all quality assurance activities are integrated into a single system to continually appraise and improve BAU programmes, services, and operations.

II. Historical Background of Quality Assurance at BAU

The quality assurance system at BAU started as an initiative in 2007 and became a formal structure in 2008. The University Quality Assurance Unit was constituted as a part of the Academic Development Center of the University. This was followed by establishing a Quality Assurance Unit in each Faculty.

In 2010, a University Quality Assurance Committee (UQAC) was established to provide Faculties with guidance and assistance in the process of implementing and achieving their own quality assurance work.

In 2015, BAU restructured the Academic Development and Quality Assurance Centre (ADQAC) under the supervision of the Dean of Academic Development and Quality to handle quality assurance work at the University.

III. Mission, Vision and Objectives

1. Mission

   Commitment to develop, monitor and follow up the implementation of plans for teaching and learning, scientific research and community services, according to the international quality assurance standards of higher education.

2. Vision

   Achieving excellence in Quality assurance procedures in all University domains.

3. Objectives and Responsibilities
The BAU quality assurance system, in alignment with University’s strategy, aims at enhancing the capacity building of BAU academic staff, developing and applying quality assurance procedures for successful learning, and obtaining various job opportunities in different domains. It also aims at promoting cooperation with international educational bodies. Accordingly, its responsibilities were updated in 2018 as follows:

a. Assisting the University to achieve its mission and vision.
b. Periodically reviewing the “Quality Manual” to explain the procedures required for the implementation of the quality assurance system of the University. Also, to ensure its continued appropriateness to quality assurance of education at HEI’s.
c. Promoting the cooperation with international educational bodies in order to enhance the capacity building of BAU’s academic staff especially the quality in teaching and learning.
d. Promoting the “Student-Centered Learning”.
e. Providing Faculties with technical support on the use of up-to-date and appropriate techniques in teaching and learning process.
f. Following-up the Faculties’ action plans to fulfill the comments and recommendations of the international accreditation bodies for the renewal of accreditation of the programmes.
g. Organizing and participating in seminars, workshops and training sessions related to quality assurance activities inside and outside the University.
h. Following-up the academic advising process, and monitoring it at all Faculties.
i. Interviewing students from all levels to see their views on the quality of education, curricular and extracurricular activities.
j. Preparing a “Self-Assessment Report” periodically, aiming at reviewing the effectiveness of “Internal Quality Assurance System” at BAU.

IV. Dean of Academic Development and Quality

The Dean of Academic Development & Quality is responsible for managing a comprehensive institutional development to include quality assurance, University network, strategic planning and academic development, as the following:

- Submitting proposals on issues and strategies relating to overall University development.
- Advising and implement effective internal and external managing methods of communication.
- Ensuring dynamic processes in Faculties’ advisory committees.
- Ensuring the operation of quality assurance in the University.
- Supporting the Faculties in programmes accreditation and maintaining their accreditation standards.
- Preparing and developing the process of institutional accreditation.
- Supporting Faculties’ network, nationally and internationally.
- Supporting the University in partnership with other national and international universities and organizations.
- Performing other related duties assigned by the President.

The Dean of Academic Development & Quality reports to the President.

V. University Quality Assurance Committee

The Quality Assurance Committee at the University level was established to handle the Quality Assurance requirements at BAU.

1. Structure of the University Quality Assurance Committee (UQAC)

   — Head of the Committee/ University President
   — Deputy Head/ Dean of Academic Development and Quality
   — Academic Staff/ Members
   — Non-Academic Staff/ Members

![Figure 1: Structure of UQAC](image)

2. SELECTION CRITERIA OF ACADEMIC STAFF

   Academic staff should be skilled people in quality assurance in all faculties based on many criteria and having the ability and a range of characteristics and attitudes needed for success of their tasks and responsibilities such as:
- Effective communication is essential; flexibility and adaptability; ease with diversity; motivation and persistence; high ethical standards; creativity and resourcefulness; open dialogue; and the ability to work with others, especially in groups.

- Individual responsibility and commitment; understand and feel ownership of the quality system which are in place for maintaining and enhancing quality; professional commitment based on values of professionalism and trust; self-critical commitment to maintenance and enhancement of a successful quality assurance system.

- Decision making and accountability characteristics; propose changes; the ability to make informed judgments and decisions; correctly define problems; gather and analyze relevant information; address the system’s weakest features. Develop and implement appropriate solutions; more than simply assess quality and equal emphasis must be placed upon communicating the results of these assessments to interested parties, both to satisfy demands for accountability and to enable the institution to use the results to affect changes and improvements.

- Skills; computational skills, technological skills; concise and intelligible reporting; presentation skills; public communication of its results; wide dissemination of results to interested parties through multiple channels of communication.

3. Duties and Tasks

   a. Duties and Tasks of the Deputy Head/ Dean of Academic Development and Quality

   - To set up criteria for the internal auditing and implement a strategy that ensure enhancement of quality assurance and its applications;

   - To monitor the validity of the educational input and the quality of the educational output;

   - To set-up the action plans of quality development;

   - To lead the internal audit on-site visits to all Faculties and Branches;

   - To develop plans concerning the quality of overall performance of the educational process;

   - To review the benchmarks of international accreditation agencies and decide the extent to which these are acknowledged in Lebanon and internationally;

   - To offer technical support for the enhancement of quality at all levels;

   - To prepare and review the procedures for institutional accreditation;

   - To review the procedures for programmes accreditation.

   - To ensure the dissemination of quality culture and concept at all domains.

   b. Duties and Tasks of Academic Staff Members

   - To disseminate the culture of quality among all academic and non-academic community of the University;
To provide technical assistance in the on-site visits for all Faculties and Branches;
- To issue their comments after the on-site visits for all Faculties and Branches;
- To participate in conferences, seminars, workshops and training sessions related to quality assurance inside and outside the University;
- To submit a report after attending any conference or activity to share benefits and experiences.

c. Duties and Tasks of Non-Academic Staff Members

Operational Tasks:
- To act as a point of coordination with faculties and departments;
- To understand audit and accreditation processes;
- To provide support to management faculty departments;
- To accompany and assist the auditors/quality staff in performing their audit and checks;
- To coordinate, collect and process data from various sources;
- To maintain quality assurance records.

VI. Faculty Quality Assurance Unit

1. Structure of Faculty Quality Assurance Unit (FQAU)
   - General Supervisor/Dean of the Faculty
   - Director of Quality Assurance Unit
   - Academic Staff/Members
   - Students Quality Assurance Committee (SQAC)

![Figure 2: Structure of FQAU](image)

2. Duties and Tasks
   a. Duties and Tasks of the Director
- To coordinate with the Dean to follow-up the FQAU affairs;
- To provide the academic departments at the Faculty with assistance and support;
- To cooperate with academic and non-academic staff at the Faculty level in order to accomplish and execute all quality assurance work;
- To hold periodic meetings of the (FQAU), chaired by the Dean. Those meetings should be held before Faculty Council meetings.
- To provide the Faculty with technical support to achieve the international accreditation of its programmes;
- To be aware of all educational and extracurricular activities at the Faculty level.
- To raise awareness among academic staff, non-academic staff and students about the application of University’s quality assurance system and international accreditation of the Faculty programmes.

b. Duties and Tasks of (FQAU) Members
- To participate with the (FQAU) Director in assessing the performance and quality management of the Faculty.
- To participate with the (FQAU) Director in developing the standards of performance to reach the international standards required by the international accreditation agencies of the academic programmes in alignment with the University internal auditing system.

c. Duties and Tasks of (SQAC) Members
- To raise awareness among students about the quality assurance work at the Faculty and the benefits of international accreditation of the Faculty programmes.
- To assist the (FQAU) in its activities as requested.

VII. Quality Assurance and Accreditation at BAU

At BAU, quality is a nonstop journey of internal re-evaluations, reflections and re-directions towards continuous and sustainable improvements and innovations. Managing internal audit, assessment and accreditation are essential for improving the quality of education and services, education design and delivery to “Fit for Purpose” and to prevent education weaknesses or deviations from international standards. Accreditation success at BAU is based on a strong and sustainable foundation of an Internal Quality Assurance (IQA) system.
In this regard, the question is “what to” and “how to” address the requirements of the international accreditation bodies by the (IQA) system of the University.
The terms ‘what’, ‘when’, ‘where’, ‘who’, and ‘how’ are defined as follows:
a. **What:** Identifies the activities which affect the quality process at different levels of the University;
b. **When**: Indicates the point of time the activity is required to be performed;
c. **Where**: Identifies the location(s) at which the activity is performed;
   **Who**: Identifies the individual by title within the University, at any level, that is responsible for performing the activity, and
d. **How**: identifies the technique (planning & accomplishment) used to achieve quality (e.g. procedures, work instructions, forms, etc.).

As a result, the university succeeded in getting international accreditation for almost all its programmes as well as for the institution itself.

**VIII. Programmes International Accreditation**

BAU is keen to ensure and improve the quality of the offered academic programmes based on international standards, guidelines and criteria, cope with the breadth of human knowledge and up-to-date technologies and encourage its graduates to compete for the best job opportunities nationally and internationally.

1. **Benefits of Programme International Accreditation**
   a. International accreditation assures that a programme has met high quality standards set by the profession;
   b. International accreditation helps students and their parents choose quality Faculty’s programmes;
   c. International accreditation enables employers to recruit well-prepared graduates;
   d. International accreditation increases competitiveness of accredited programmes;
   e. International accreditation facilitates the acceptance of students for postgraduate programmes in international institutions of higher educations;
   f. International accreditation for BAU programmes is important for the acceptance of the transferred students from other programmes;
   g. International accreditation ensures and improves the employability and business relevance of the Alumni.

2. **International accreditation or validation of BAU programmes**
   International accreditation or validation are as follows:
   - The Faculty of Human Sciences attained international accreditation for the Psychology programme in February 2017 from the Accreditation Agency in Health and Social Sciences (AHPGS) until September 2022.
   - The Faculty of Law & Political Science attained accreditation from the Foundation for International Business Administration Accreditation (FIBAA) in 2016 for its Bachelor, Masters, and PhD programmes until the end of fall semester 2021/2022.
• The Faculty of Business Administration attained accreditation from the Foundation for International Business Administration Accreditation (FIBAA) in 2015 for its Bachelor and MBA programmes until August 2022.

• In 2012, the Faculty of Architecture-Design & Built Environment was granted international validation by the Royal Institute of British Architects (RIBA) for its programme to be the only internationally accredited architectural programme in Lebanon. In 2017, RIBA confirmed Initial validation and full (RIBA) recognition of part II (after year 6 - March.) and maintained recognition and reposition of part I (after year 4) effective from 2017 until 2023. In addition, (RIBA) accredited the architectural programme of BAU at Tripoli branch a full recognition of part I & part II in 2018 until 2023.

• The Faculty of Engineering obtained international accreditation in 2013 by the Accreditation Board for Engineering and Technology (ABET) for Electronics and Communication programme. In addition, the Faculty of Engineering obtained international accreditation in 2017 for the “Bachelor of Civil Engineering”, “Bachelor of Mechanical Engineering”, “Bachelor of Electrical Power and Machines Engineering” and “Bachelor of Industrial Engineering” by (ABET) until 2025.

• The “Bachelor of Computer Science” programme at the Faculty of Science was accredited by (ABET) in 2017 until 2023.

• The Faculty of Pharmacy obtained international accreditation for its Bachelor programme by the Canadian Council for Accreditation of Pharmacy Programmes (CCAPP) in 2018 until 2022.

• The Faculty of Dentistry received international recognition from the Association for Dental Education in Europe (ADEE) in 2016 until 2019 (in progress of renewal). The ADEE’s final report recognized the Faculty as a “Leader School”.

• At the Faculty of Health Sciences, the “Physical Therapy” programme was accredited by the World Confederation for Physical Therapy (WCPT) in 2016 until 2023. It was extended until June 2023, to be the first internationally accredited programme for Physical Therapy in Lebanon. In addition, the Accreditation Agency in Health and Social Sciences (AHPGS) accredited the “Nursing”, “Medical Laboratory Technology”, and “Nutrition & Dietetics” undergraduate programmes in 2017 until 2022.

IX. Institutional International Accreditation

The institutional accreditation at BAU is the tool used to monitor, assess, and evaluate the University quality standards. It is a proof that the University has met the required standards of leading its activities in education, research, community, network, and international relations.
1. **Impacts of the Institutional International Accreditation**

Institutional international accreditation has a great impact on:

a. Students and graduates;

b. Academic and non-academic staff members;

c. Programmes and institution;

d. Public increasing community trust;

e. Professionals in Business, Industry, Medical Sector, and Government.

2. **Benefits of Institutional International Accreditation**

Institutional international accreditation has many benefits that can be summarized in the following points:

a. Enhances reputation;

b. Evidence of quality;

c. Sharing of best practices;

d. Public accountability;

e. International partnership opportunities.

3. **Procedures for Institutional International Accreditation at BAU**

a. In 2013, BAU sought international institutional accreditation from a well-known institutional accreditation agency: “The Foundation for International Business Administration Accreditation” (FIBAA) of Germany;

b. BAU set-up a University Committee to prepare the BAU self-assessment report for the institutional accreditation based on FIBAA standards;

c. The Committee included academic staff (Deans and academic members), non-academic staff (Secretary General, directors and administrative members) and students representing all faculties;

d. The Committee was assisted by the members of the University Quality Assurance Committee and the members of the Quality Assurance Units at various faculties;

e. On September 25th, 2013, a pre-accreditation visit of FIBAA representative was carried out;

f. On June 30th, 2014, BAU submitted the self-assessment report with its appendices;

g. The FIBAA on-site visit was carried out on October 27th-28th, 2014;

h. The preliminary report was delivered to BAU in January 2015;

i. On April 13th, 2015, BAU was awarded unconditional international institutional accreditation by “The Foundation for International Business Administration Accreditation” (FIBAA) for 6 academic years, until April 12th, 2021;

j. Since Institutional Accreditation from “Foundation for International Business Administration Accreditation (FIBAA)” needs renewal in April 2021, BAU contacted FIBAA requesting for the new evaluation criteria. “FIBAA’s offer for institutional renewal of accreditation” was signed in November 2019 followed by setting-up the University Committee to prepare BAU Self-Assessment Report;
k. BAU established the Accreditation Renewal Committee in January 2020, including academic staff, non-academic staff and students from each Faculty to prepare the BAU self-assessment report for the institutional accreditation based on FIBAA 2020 standards;

l. On 1st March, 2021, BAU sent the draft of the accreditation renewal self-assessment report.

m. Accreditation period was provisionally extended until April 12th, 2022.
Chapter Two

Quality Assurance at Beirut Arab University

I. **Internal Quality Assurance (IQA):** The internal quality assurance includes monitoring and evaluating instruments and activities aiming at improvement.

II. **External Quality Assurance (EQA):** External quality assurance includes benchmark activities, external audit or external quality assessment.

III. **Quality Assurance and Accreditation:** Accreditation is a specific element and the cornerstone of the QA.

*These three parts are interlinked and work on a complementary basis.*

![Figure 3: QA at BAU](image-url)

I. **Internal Quality Assurance:**

1. **Overview:**

The BAU wide IQA system has a University level Quality Committee (UQAC) that manages the execution of quality policies at the University. The Deanship of Academic Development and Quality, has the leadership role in the University to develop and implement the IQA system and mechanisms, the quality specifications and policies of the university. The Quality Committee inspects, advises and provides principal guidance on the Quality Management System (QMS) under the supervision of the Dean of Academic Development and Quality.

Internal quality assurance includes not only the processes of monitoring and reviewing that BAU manages itself, but also its use of external reviewers from other institutions,
from industry, the professions, or from other accreditation or quality assurance agencies to review and provide technical support in its programmes and activities.

2. Purposes of Internal Quality Assurance:

1. Internal Purposes:
   a. Improvement and development of the educational process.
   b. Accountability and ensuring effectiveness in achieving the mission of the University and its strategic objectives.

2. External Purposes:
   a. Following-up the international quality assurance standards and international accreditation processes and procedures;
   b. Enhancing the credibility of the University community and improving its image.

The IQA system makes use of certain parameters to measure the level of compliance with, or adherence to predefined standards or requirements, in order to demonstrate the capacity of the University to assure and develop its own quality for continuous improvement of education (Fig. 4).

A. Introduction

Quality assurance should not be confused with any of the following: Quality Control, Quality Audit, Peer Review, and Accreditation. While any of these may be components of a quality assurance system, they are not synonymous with quality assurance. A comprehensive system of quality assurance and accountability may consist of a number of different entities and processes acting together, including an institutional strategy, Faculties’ programmes, and accreditation.

Academic quality is best guaranteed when the responsibility for it is located as closely as possible to the processes of teaching and learning, research, and community service.

Quality of services ensures that the QA procedures are applied in a framework within which the University can examine and enhance the performance in education, research, community service, and quality of management.

B. Features of Quality Assurance System at BAU

1. Internal Quality Assurance (IQA): The internal quality assurance includes monitoring and evaluating instruments and activities aiming at improvement.

2. External Quality Assurance (EQA): External quality assurance includes benchmark activities, external audit or external quality assessment.

3. Quality Assurance and Accreditation: Accreditation is specific element and the copingstone of the QAS.
Chapter Three

Internal Quality Assurance System at BAU

I. Introduction

The Internal IQA is the responsibility of the higher education institution itself. The university, and especially its academic staff members and students, is responsible for providing and assuring quality. There is no one model that fits all; it is up to the university to decide what model fits it best.

Figure 4: Continuous improvement cycle of university education

II. Quality Management

The IQA system must be equipped with the basic elements for monitoring, evaluation and improvement. At least, it should cover the Deming Cycle/ PDCA Cycle: plan, do, check and act (Figure 4).
The “Academic Development & Quality Assurance Centre” headed by the Dean of Academic Development & Quality is the driver of quality assurance at BAU. The dedicated “Dean of Academic Development & Quality” is assigned to handle the planning, the implementation and the development of the quality assurance of educational processes. Non-academic staff are assigned to be responsible for the overall co-ordination of BAU’s quality operations and activities.

The Centre manages internal quality assurance as follows:

- Maintaining and improving standards of teaching and learning, student learning experience, research, and community services.
- Monitoring and evaluating instruments and activities aiming at improvement at the University level.
- Providing Faculties assistance in the process of implementing and achieving their own quality assurance works concerning teaching & learning, physical resources and services, and programme international accreditation.
- Receiving, processing and responding to the reviews and feedback coming from internal and external stakeholders and “Faculties’ Advisory Committees”.
- Quality review and internal audit process carried out on all levels as an integral part of the quality management concept.

III. Quality enhancement

The quality enhancement requires the methodical arrangement and structuring of the existing IQA system that deals with the planning of teaching and learning processes,
the evaluation and review, and decision making to improve quality of education at the University.

IQA focuses on the enhancement of quality through several areas as follows:

- Curricula and programmes enhancement by using feedbacks coming from Stakeholders, Alumni and “Advisory Committees”.
- Students’ competencies and outcomes enhancement
- Enhancement of the existing quality assurance system through structuring strengths, weaknesses and prospects to meet international standards of quality assurance in higher education.
- Enhancement of quality management by issuing reports concluding significant issues that require the attention of senior management and decision-makers.

IV. Internal Quality Audit at BAU

The internal quality audit at BAU is a systematic and independent investigation with the purpose of determining whether the actions and results referring to quality are in accordance with BAU regulations.

Each semester, the members of the UQAC at the University carry out site-visits to Faculties and Branches to review documentation, the ongoing educational process, other activities, and work-flow of the quality assurance system.

BAU measures IQA standards through reports issued by the UQAC, which conclude a summary of the Faculty’s strengths and weaknesses. The Faculty must give its reasoned opinion on whether the standards have been met for each area. The Faculty Dean responds to this report and he/she has to make specific action plan for improvement in particular areas.

![Figure 6: Internal Evaluation at BAU](image-url)
V. Internal Evaluation Areas: Standards, Indicators and Guidelines

Some basic elements are going to be evaluated according to the BAU internal “Site-Visit Checklist” (Appendix 3) which was prepared by the ADQAC, in addition to other conditions that have to be met in the following areas:

1. Area 1: Academic Standards.
2. Area 2: Quality of Learning Opportunities.
3. Area 3: Research & Other Scholarly Activities.
4. Area 4: Community Involvement.
5. Area 5: Effectiveness of Quality Management.

Area 1: Academic Standards

The clarity of concepts on academic standards should be followed by developing a common understanding on quality of learning outcomes, which is one of the key objectives of whole process of integrating quality assurance.

Standard 1: Intended Learning Outcomes (ILOs)

Indicators and guidelines:

1. Intended Learning Outcomes (ILOs) are the specific skills that should be gained by the students before graduation that are mission-based and reflect the use of the external reference standards at appropriate level (Figure 7).

2. Intended Learning Outcomes (ILOs) are written statements of what the student is expected to know, expected to recognize and to be able to do after completion of a learning unit, and should be written at the:
   a. PROGRAMME level;
   b. COURSE/MODULE level.
3. Intended Learning Outcomes (ILOs) should have applications in many locations for the purpose of:
   a. National recognition for qualifications and quality assurance;
   b. International recognition;
   c. Understanding of qualifications in society, for example by learner and employer.

4. Because Intended Learning Outcomes (ILOs) must focus on the result of learning, regardless of how or where that learning occurred, ILOs must tie together and align teaching & learning and student assessment (Figure 8). ILOs should be developed in order to serve and offer the potential for increased access to:
   a. Educational resources;
   b. Teaching methods;
   c. Course evaluation;
   d. Student’s assessment.

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**Figure 8: Learning Outcomes context process**

5. Intended Learning Outcomes (ILOs) should be “SMART”:
   a. Specific;
   b. Measurable;
   c. Appropriate;
   d. Realistic;
   e. Time bound.

6. Intended Learning Outcomes (ILOs) represent the “minimal” acceptable level of performance that a student needs to demonstrate in order to be considered successful. ILOs should:
   a. Reflect broad conceptual knowledge and adaptive vocational and transferable skills;
   b. Reflect essential knowledge, skills or attitudes;
   c. Focus on results of the learning experiences;
d. Reflect the required end of the learning experience, not the means or the process;

e. Represent the minimum performances that must be achieved to successfully complete a course or programme;

f. Answer the question, “Why should a student take this course/programme anyway?”

g. Intended Learning Outcomes (ILOs) must contain a verb describing an identifiable or an observable action (Appendix 4). Verbs to avoid: Understand; Appreciate; Know about; Become familiar with; Learn about; Become aware of

7. Intended Learning Outcomes (ILOs) should be classified into different categories (Table 1):
   a. Knowledge and Understanding;
   b. Intellectual Skills;
   c. Professional and Practical Skills;
   d. General and Transferable Skills.

<table>
<thead>
<tr>
<th>Intended Learning Outcome (ILO)</th>
<th>What does it mean?</th>
<th>How to express it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>The basic information and understanding that student/graduate should have gained upon completing the course/programme.</td>
<td>Define, list, illustrate, write, mention, describe, tell, explain, say, draw, trace, ...etc.</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>The intellectual capabilities gained by the student/graduate after completing the course/programme such as: the ability to select from different choices, to conclude and discuss issues, solve problems.</td>
<td>Apply, analysis, reconstruct (synthesis), evaluate, conclude, formulate, criticize, measure, integrate, link, plan, interpret, suggest, compare, create, modify, ...etc.</td>
</tr>
<tr>
<td>Professional and Practical Skills</td>
<td>The capability to use academic material in professional applications</td>
<td>Collect, store, preserve, dissect, inject, design, perform, diagnose, ...etc.</td>
</tr>
<tr>
<td>General and Transferable Skills</td>
<td>The ability to communicate information effectively in writing, orally, and graphically The ability to Provide an effective and efficient presentation on specified topic</td>
<td>Communicate, present, Explain, Summarize, articulate, ...etc.</td>
</tr>
</tbody>
</table>

8. Intended Learning Outcomes (ILOs) should be measured by using a matrix to document the correspondence between the ILOs and the course/programme. To construct a matrix in order to map all ILOs and the contributions of each topic/course to the course/programme (Figure 9):
   a. Insert course/programme ILOs along first line of table;
   b. List all course topics/programme courses in left hand column;
   c. Insert X in each box where the achievement of a course/programme ILOs is contributed to by the corresponding topic/course;
   d. Include elements such as field training and internship.
Standard 2: Curriculum and Programme Design

Indicators and guidelines:

1. The programme should be designed so that it meets the objectives set for it, including the intended learning outcomes, in order to achieve the University mission (Figure 9).
2. The qualification resulting from a programme should be clearly specified and refer to the correct level of national and international qualifications framework for higher education.
3. Programme must describe the essential knowledge, skills and attitudes required by graduates.
4. The curriculum must be shaped so that the teaching methods and assessment tasks align with the intended learning outcomes.
5. Academic staff may be given the task of either developing a new curriculum or programme or modifying an existing one, and drawing on effective principles of curriculum design depending on the discipline, this task should be accomplished in consultation with advisory committees, stakeholders and groups of other academic staff, not only an individual effort.
Figure 10: Steps of Programme Design

Standard 3: Student-Centered Teaching & Learning - (Student-Based Learning/SBL)

Indicators and guidelines:

1. Student-centered teaching & learning should be implemented in order to stimulate students’ motivation, self-reflection and engagement in the learning process.
2. Student-centered teaching & learning should meet students’ needs, enabling flexible learning paths.
3. Faculty should encourage a sense of autonomy in the learner, while ensuring adequate guidance and advising from the academic advisors.
4. Faculty should promote mutual respect within the student-staff relationship.

Standard 4: Student Assessment

Indicators and guidelines:

1. Assessors must be familiar with existing testing and examination methods at BAU.
2. Faculty should comply with BAU regulations and method of assessment as well as criteria for marking “BAU Guidelines for Effective Student Assessment” (Appendix 5).
3. The assessment must allow students to demonstrate to how extent the ILOs have been achieved.
4. More than one examiner must carry out assessment. External examiner may be from other department, other faculty or from outside the University or the country.

Standard 5: Student Progression and Achievement

Indicators and guidelines:
1. Faculty should collect, monitor and act on information concerning student progression.

2. Faculty must establish a “Portfolio” for each student, which describes learning achieved, and shows validation or proof through third party documentation (e.g. accreditation agencies) and other forms of evidence.

3. Faculty must prepare a “Contract Sheet” for each student in order to articulate the learning process towards specific programme requirements.

4. Programme or curriculum should be designed so that it enables smooth student progression. Bloom’s Taxonomy of Learning is a useful tool in understanding the role of different educational activities, from lower order thinking skills to higher order thinking skills (Figure 11).

**Figure 11: Bloom’s Taxonomy of Learning**

https://www.bing.com/images/search?q=Bloom%e2%80%99s+Taxonomy+of+Learning&form=HDRSC2&first=1&tsc=ImageHoverTitle

**Bloom’s Taxonomy**

- It is a classification of educational objectives and outcomes by using action verbs.
- Bloom’s Taxonomy can be used for everything from lesson planning and Rubric making to curriculum mapping and more.
- A Rubric is a guide listing specific criteria for grading or scoring academic papers, projects, and tests.
- Bloom’s Taxonomy begins with lower-order thinking skills (LOTS) with Remembering, and ends with higher-order thinking skills (HOTS) with Creating.

**Area 2: Quality of Learning Opportunities**

BAU provides effective teaching and learning systems in line with a strategic view of learning and ensures the selection of appropriate teaching methods.

The quality of learning opportunities at BAU is evaluated against following reflective indicators that need to be satisfied to meet the international standards:
Standard 1: Teaching Staff

*Indicators and guidelines:*

1. Faculty should assure that those who teach have a full knowledge and understanding of the subject they are teaching.
2. Faculty should assure that those who teach have the necessary skills and experience to transmit their knowledge effectively to students.
3. Faculty should provide academic staff with opportunities to develop and extend their teaching capacity, and to improve their skills to a high level.
4. Faculty must offer many types of professional development, and encourages its academic staff to participate in:
   a. Courses/workshops (e.g. on subject matter or methods and other higher education-related topics);
   b. National and international education conferences or seminars (at which academic staff and researchers present their research results and discuss higher education problems);
   c. Participation in a network of academic staff formed specifically for the professional development of academic staff in higher education;
   d. Individual or collaborative research on a topic of professional interest.

Standard 2: Learning Resources and Student Support

*Indicators and guidelines:*

1. Faculty should provide students with academic and general support to help them in dealing with possible academic problems, and to ensure that they can lead to satisfactorily progress in their programme.
2. Faculty should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered (e.g. libraries, laboratories, clinics, IT facilities ...etc.).
3. Faculty should ensure that the facilities for learning are used effectively.
4. Faculty should ensure that the academic staff is competent to, effectively teach, facilitate learning, and maintain a scholarly approach to teaching and to discipline.
5. Faculty should ensure that staff of all kinds namely: academic, support, technical and administrative fulfill the requirements of academic standards and strategies for learning and teaching.
6. Faculty should ensure that students satisfaction for general facilities (e.g. cafeterias, gymnasium, ATM, banks, etc.) to facilitate the student life at the University.
Area 3: Research & Other Scholarly Activities

Standard: Research & Other Scholarly Activities

Indicators and guidelines:

1. Faculty should be responsible to assure that the system, which organizes scientific research and other scholarly activities (related to the teaching and supervision of postgraduate students), is relevant to the mission of BAU.
2. Faculty has to focus on the research and other scholarly activities in the following potential areas in alignment with BAU research themes:
   a. Effectiveness of plans and scientific research and the scale of scholarly activity;
   b. Distinguishing features and research areas;
   c. How the scholarly activities relate to the other academic activities in the University.

Area 4: Community Involvement

Standard: Community Involvement

Indicators and guidelines:

1. Faculty should adopt the concept of integrated community participation in the whole process of learning and teaching to achieve the desired level of quality assurance.
2. The system of quality assurance at BAU should ensure that the Faculty, informed by BAU mission, makes a significant contribution to the community it belongs, to the society it serves and to the wider environment.
3. BAU must assess the level of success in community participation in the following areas:
   a. The contribution that Faculty makes;
   b. The range of activities, relevance to the BAU’s mission and strategic plan;
   c. Examples of effective practice.

Area 5: Effectiveness of Quality Management

Standard: Effectiveness of Quality Management

Indicators and guidelines:
The effectiveness of quality management and enhancement systems at BAU must focus on the following areas:

1. **Governance and Leadership:** Governance, management and quality assurance system at BAU should be capable to manage existing academic activities and respond to development and changes.

2. **Academic Leadership:** The academic leadership in BAU provides strong and sustainable basis for academic activities to grow in a conducive environment for learning, research, and community service, external and internal collaboration.

3. **Self-Evaluation:** Self-evaluation, internal reporting and improvement plans should be open, transparent, focused and supportive of continuing improvement.

4. **Management of Stakeholders’ Feedback:** BAU updates its mechanisms for receiving, processing and responding to the reviews and feedback coming from stakeholders (Internal and external). The feedback management system of BAU ensures that effective and regularly action is taken to promote strengths, address any weaknesses and demonstrate responsibility and accountability (Fig. 12).

![Figure 12: Effectiveness of Quality Management System](https://www.bing.com/images/search?view=detailV2&ccid=jJKFnehM&id=99FDA0268F306143AEB192D0E88F3B3DEC5281&thid=OIP.jJKFnehMDGQkCy meEccqyAHaFI&mediaurl=https%3a%2f%2fimage.slidesharecdn.com%2fapg-effectiveness-120620624498052-3%2f95%2fapg-effectiveness-22-728.jpg%3fcb%3d1206177445&cdnurl=https%3a%2f%2fth.bing.com%2fth%2fid%2fR.8c92859de84c0c64240b299e11c72ac8%3frik%3dfrik%3dglVLsPTuPSA4tGQ% 26pid%3dImgRaw%26r%3d0&exph=504&expw=728&q=effectiveness+of+the+qms&simid=608014936589888357&FORM=IRPRST&ck=D1A569DA6CA958B32073D3E51AA3B208&selectedIndex=28&ajaxhist=0&ajaxserp=0)
DYNAMICS AND QUALITY

BAU adopts educational dynamic framework that helps collecting data, through self-evaluation mechanisms, taking decisions about priorities for improvement, and developing appropriate policies and action plans. This approach emphasizes educational targets and provides means to achieve them. Ensuring that actions taken are flexible enough to fit in with the circumstances and feasibility of achievements is followed up closely at all levels. The teaching, learning and assessment methods diversified and optimized to meet the emergent and unexpected situations, particularly during COVID-19 pandemic. The digital utilization is a dynamic process that should be optimized to get the maximum benefit of this transformation in the education process. Upgrading the digital infrastructure to meet the evolving needs of quality education to the students is a continuous process. In this regard, continuous updating of the curricula of the programs will serve the dynamism of education in a rapidly changing community.

We consider the job market needs to develop the competencies and skills of our graduates in different disciplines. We focus on developing our teaching and learning resources to meet the needs of our students. The taken actions are prompt and dynamic to ensure the quality of education submitted to the students in a timely manner while adhering to the specifications to be executed in each action. We understand the students Journey in BAU and we are keen on making it effective and smooth.

Dynamism is an important concept aligned with BAU strategic objectives. Transforming through a performance driven culture for growth and success, engaging and involving stakeholders for shared accountability in the learning development of our learners and strengthening and developing our human resources competencies will be the dynamic core for the quality achievement. In addition, taking dynamic progressive steps in research and community service will lead to achieve full potential while addressing gaps. Fostering networks and offering training, internships and workshops for our students need continuous follow up and enhancement. All the mechanisms and execution procedures should be dynamic at all level to sustain quality assurance in all what we do.

To ensure dynamism of BAU QA system during COVID 19 Pandemics the “Communication Tools” are as follows:

a. Remote communication and technical consultations for the updated requested documents sent to the Faculties.

b. Shared folders to minimize face-to-face contact during the onsite working hours, while maintaining the follow up of correspondence and sharing of information.
c. Discussing the Quality Assurance tasks to be updated or executed at the University’s Council (onsite/online) followed by direct remote communications with the Faculties QAU directors.
d. Participation of the Dean in the meetings of Faculties Advisory Committees through ZOOM.
e. Sending the updated quality documents by email to all Faculties.
f. Face-to-Face meetings under restricted safety measures with the committee member either of the University or the Faculty’s QA upon request individually with the Dean of the Academic Development and Quality.
g. According to the updated status regarding the protective members taken at the university, the current communication tools will be mentioned or modified.
h. The current procedures are applicable until mid of November 2021 and expected to be renewed regarding the updated COVID 19 situation at the country.
Chapter Four

External Quality Assurance at BAU

I. Introduction

The most common External Quality Assurance (EQA) procedures are accreditation and evaluation of programmes, and evaluation and accreditation of institutions.

External quality assurance acts as a catalyst for improvement, makes BAU accountable for its performance, and offers the institution new perspectives.

A. Purposes of External Quality Assurance

External Quality assurance is a transparency tool to serve different purposes:

1. To assist BAU in assuring and enhancing its quality in developing its internal structures and procedures.
2. To assess effectiveness and success of BAU policies.
3. To provide independent information about quality of BAU programmes as well as BAU systems.
4. To provide an explicit comparison (benchmarking) between BAU and other higher education institutions, either within Lebanon or internationally.
5. To provide a ranking of BAU according to criteria relating to performance.

External Quality assurance is for all BAU human components:

1. BAU management.
2. Academic staff members.
4. Employers.
5. Cooperation partners (national and international).

B. External Audits at BAU

External audits make use of certain parameters to measure the level of compliance with or adherence to predefined standards or requirements, in order to demonstrate the capacity of BAU to assure and develop its own quality. The positive result (international accreditation) of an audit gives BAU more autonomy in its provisions. A tool contributes towards the recognition of BAU’s Internal Quality Assurance (IQA) system and its study programmes. International bodies or agencies at the institutional level as well as at the programmes level carry out the external assessment at BAU.
II. External Evaluation at the Institutional Level

BAU currently adopts its internal quality assurance system taking into consideration the requirements of the external bodies in the following areas:

1. Area 1: Management of the University.
2. Area 2: Networks / Partnerships and Cooperation.
3. Area 3: Teaching and Learning/ Research
   a. Programmes and Curricula;
   b. Academic and Non-Academic Staff;
   c. Students, Student Support System and Student Infrastructure.
4. Area 4: University Dynamics.

Area 1: Management of the University

Standard 1: Mission, Vision and Objectives

Indicators and guidelines:

1. BAU has its respective mission, vision statements to the public, which states its educational, research, and social responsibility objectives.
2. The mission, vision and objectives statements should be, periodically reviewed.

Standard 2: Strategic Plan

Indicators and guidelines:

1. BAU has its respective strategic plan mission based.
2. BAU should regularly be engaged in reflection that allows it to determine priorities, align its activities according to its resources, and to be aware of future challenges, opportunities and directions.
3. BAU monitors the effectiveness of the implementation of its plan and revise it regularly.
4. BAU has an executive plan to assess the attainment of the University’s objectives.
5. Evidence of planned and executed activities are documented.

Standard 3: Governance and Decision-Making

Indicators and guidelines:

1. BAU has a governance system: Board of trustees; University council; University President, Deans Board; Faculty Councils, Advisory Committees ...etc.
2. BAU’s governance and administrative structures promote effective leadership and support collaborative processes that enable the University to achieve its mission.

3. BAU has a decision-making processes where responsibilities have been determined. BAU mission is governed by the principles of transparency and mutual trust in its academic and non-academic units and departments.

4. BAU has manuals explaining governance policies and procedures (Board memberships; Minutes of meeting; Job descriptions; ...etc).

5. The academic staff members participate in decision-making processes affecting teaching and research. The students participate in decision-making processes affecting their education and other tracks that need student’s contribution.

Standard 4: Policy for Quality Assurance

*Indicators and guidelines:*

1. BAU has a policy for quality assurance processes that forms part of its strategic management.
2. The policy has a formal status and is publicly available.
3. The policy is implemented on appropriate structures and processes. Internal stakeholders develop and implement the policy while involving external stakeholders.
4. The policy is monitored and revised by the decision makers.
5. The policy is translated into practice through a variety of internal quality assurance processes at each level of University functioning (new curricula and programmes, programme review, competencies and responsibilities for academic staff and non-academic staff recruitment, ongoing evaluation, data collection and documentation).
6. BAU uses the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy.
7. All internal stakeholders assume responsibility for quality and are engaged in quality assurance at all levels of BAU.

Standard 5: Management Principles

*Indicators and guidelines:*

1. BAU follows clear management objectives.
2. BAU provides guidelines for managerial actions: division of work, teamwork, responsibilities, authority and accountability, transparency, justice-based management, balance between centralization and decentralization, appropriate systems of appraisal and reward.
Standard 6: Promotion of Innovation by the Management

*Indicators and guidelines:*

BAU ensures that its management system can respond rapidly to initiatives of external needs and changes: research activities, procedures in the administrative and workflow process, knowledge transfer, methods of teaching and learning, community services, entrepreneurial thoughts.

Standard 7: Focus on Future

*Indicators and guidelines:*

BAU allocates resources and designs evaluation processes of forecasts. These processes include education, research, community services, networks, management and University dynamics.

Standard 8: Human Resources Policy

*Indicators and guidelines:*

1. BAU has a policy for managing human resources, career paths and conditions of service.
2. BAU has a policy for staff mobility.
3. BAU promotes the training of its teaching, technical and administrative staff.

Standard 9: Financial Management System

*Indicators and guidelines:*

1. BAU has a clear and transparent system for the distribution of internal and external resources.
2. BAU has budgeting, monitoring and auditing procedures.
3. BAU regularly evaluates its financial management and use the results to improve its financial management system.
4. BAU has plans to maintain financial stability.
5. BAU has policies for fund raising.

Area 2: University Networks

Standard 1: Network Strategy

*Indicators and guidelines:*

1. BAU has a clear process to scan, on a regular basis, its environment to be aware about the national, regional and international economical development.
2. BAU has set up networking policy in order to define priorities in its relationship with organizations, its collaboration, its cooperation, its partnership, its membership, etc.

3. BAU has used its relationships with other organization to promote: curriculum development, internship, job training, students exchange and transfer of credits, academic and non academic staff exchange, research, publication, consultancy,... etc.

**Standard 2: Network Sustainability**

*Indicators and guidelines:*

1. BAU has a clear process to maintain its networks.
2. BAU organizes national and international seminars, workshops and conferences.
3. BAU assesses, on a continuing basis, national and international projects.
4. BAU updates, on a continuing basis, its website in order to ensure dissemination of latest news for the public.
5. BAU presents to its networks the significance of their feedback and participation in serving the general interest of BAU and assisting in its development.

**Standard 3: Assessment of Networking Activities’ Outcomes**

*Indicators and guidelines:*

1. BAU holds regular meetings of the University’s various committees and councils to deliberate the outcomes of its networks activities.
2. BAU holds meetings with concerned partners in order to evaluate the status of the projects and activities to propose potential corrective actions.
3. BAU makes use of the feedback collected from faculties’ advisory committees.
4. BAU analyzes the impact of its networking activities on the sectors that they were applied in.

**Standard 4: International Exchange and Mobility**

*Indicators and guidelines:*

1. BAU has a policy that encourages international mobility of students, academic and non-academic staff.
2. BAU has a policy for the integration of international students as well as teaching/research staff members.
Standard 5: International Accreditation

*Indicators and guidelines:*

1. BAU has a strategic objective for enhancement of its internationalization and international recognition.
2. BAU has engaged with international accrediting bodies.

Area 3: Teaching and Learning/ Research

Area 3.1: Teaching and Learning

Standard 1: Design of Programmes and Curricula

*Indicators and guidelines:*

1. BAU has processes for the design and approval of its academic programmes.
2. BAU programmes are designed with overall educational objectives that are in line with the institutional strategy including the intended learning outcomes.
3. BAU programmes are designed by involving stakeholders and experts.
4. BAU programmes are designed so that they enable smooth student progression.
5. BAU programmes define the expected student workload.

Standard 2: Student-Centered Teaching and Learning

*Indicators and guidelines:*

1. BAU ensures 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.
2. BAU considers and uses different modes of delivery, and flexibly uses a variety of pedagogical methods.
3. BAU promotes mutual respect within the learner-teacher relationship.
4. BAU has appropriate procedures for dealing with students’ complaints.
5. BAU has applied various policies and procedures to enhance the information technology systems.

Standard 3: Assessment for Students’ Progression

*Indicators and guidelines:*

1. BAU considers the importance of assessment for the students’ progression and their future careers.
2. BAU ensures that examiners are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
3. The criteria for the method of assessment as well as criteria for marking are published in advance.
4. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which is linked to advice on the learning process.
5. Wherever possible, assessment is carried out by more than one examiner.
6. Assessment is consistent, fairly applied to all students and carried out in accordance with the stated guideline and procedures (BAU Guidelines for Effective Student Assessment).
7. BAU has a formal procedure for student appeals.

Standard 4: Student Admission and Progression

Indicators and guidelines:

1. BAU consistently applies pre-defined and published regulations covering all phases of “life cycle”: student admission, progression, recognition and certification.
2. BAU has fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.
3. BAU puts in place both processes and tools to collect, monitor and act on information of student progression.
4. BAU provides students with documentation explaining the qualification gained and the status of the studies (for example- accredited programme) that was pursued and successfully completed.

Standard 5: Teaching Staff Qualifications

Indicators and guidelines:

1. BAU assures itself of the competence of its academic staff members.
2. BAU sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of effective teaching.
3. BAU offers opportunities and promotes the professional development of teaching staff.
4. BAU encourages innovation in teaching methods and the use of new technologies.
5. BAU encourages scholarly activity to strengthen the link between education and research.
6. BAU considers maintaining reasonable Faculty/student ratio according to the international standards.
7. BAU has a well-structured form of the academic staff to measure their performance.

**Standard 6: Learning Resources and Student Support**

*Indicators and guidelines:*

1. BAU has appropriate funding for teaching and learning activities and ensure that adequate and readily accessible learning resources and student support are provided.
2. BAU has physical resources such as libraries, laboratories, sports halls, gyms, clinics, study facilities and Information Technology (IT) infrastructure, financial aids to human support.
3. BAU has a diverse student population (such as international students and students with disabilities).
4. All resources are fit for purpose, accessible, and students are informed about the facilities and services available to them.
5. BAU maintains gender equality among students.

**Standard 7: Information Management**

*Indicators and guidelines:*

1. BAU ensures that it collects, analyzes and uses relevant information for the effective management of its programmes and other activities.
2. Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention.
3. The information gathered include key performance indicators (KPIs) (Appendix 4.1), student progression/success and drop-out rates, students’ satisfaction with their programmes, learning resources and student support, career paths of graduates.

**Standard 8: Public Information**

*Indicators and guidelines:*

1. BAU publishes clear, accurate and up-to-date information about its activities, including programmes.
2. Information on BAUs’ activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.
Standard 9: On-going Monitoring of Programmes

*Indicators and guidelines:*

1. BAU monitors and periodically review its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society.
2. Regular monitoring includes the evaluation of the programme content in the light of the latest research in the given discipline. Thus ensuring that the programme is up-to date; the students’ workload, progression and completion; the effectiveness of procedures for assessment of students; the student expectations, needs and satisfaction in relation to the programme; the learning environment and support services and their fitness for purpose for the programme.
3. Programmes are reviewed and revised regularly involving students and other stakeholders.
4. Any action planned or taken as a result should be communicated to all the concerned parties.

Standard 10: Graduates

*Indicators and guidelines:*

1. BAU has an Alumni and Career Office to support the employability of its graduates.
2. BAU organizes a job fair day to introduce senior students to prospective employers.
3. The Alumni and Career Office has links with employers that aid in the process of providing job opportunities.
4. The Centre issues reports or summaries on follow-up of graduates.
5. The Centre collects assessment of graduates carried out by employers.

Area 3.2: Research

Standard 1: University’s Research Strategy

*Indicators and guidelines:*

1. BAU ensures the successful implementation of a research policy.
2. BAU implements its strategy in research activities focusing on perspectives for the future.
3. BAU determined its research themes and sub-themes.
4. Research activities are implemented into teaching.
Standard 2: Creativity and Innovation of Research

*Indicators and guidelines:*

1. BAU promotes the development of research teams and new projects.
2. BAU ensures the implementation of collaborative research structures, and the implementation of a policy supporting innovation.
3. BAU ensures that research is continuously up-to-date.

Standard 3: Research Publication and Communications

*Indicators and guidelines:*

1. BAU has a policy supporting the organization of seminars and conferences (nationally and internationally).
2. BAU supports the publication of research in well-known journals and conferences.
3. Quality of the BAUs’ research are evaluated and ensured.
4. BAU has a policy of incentives to high quality researches.

Area 4: University Dynamics

Standard 1: Community Approaches

*Indicators and guidelines:*

1. BAU pursues several approaches to deal with changes within its environment.
2. BAU monitors actively community needs.
3. BAU is responsive to demands of its surrounding environment and it interacts dynamically for the benefit of both.
4. BAU establishes new programmes, (undergraduate, postgraduate), based on community’s needs and feedback collected from different sectors and advisory committees.
5. BAU deploys its resources and available capabilities to offer technical services, consultancy, training courses, continuing education programmes, life-long learning, inter-professional education ...etc, in order to create a link between the University and all sectors (medical, engineering, humanities) within the Lebanese community.
6. BAU makes benefits from its international relations to widen the horizon of engagement in innovative ideas and to reach a broader community.

Standard 2: Initiatives Change Processes

*Indicators and guidelines:*

1. To serve its internal and external environment, BAU initiates internal change decision in its own goals.
2. BAU initiatives affect the social and environmental development of several regions on the Lebanese territories particularly during crises such as Beirut Blast and COVID 19.
3. BAU initiatives affect the development of the University’s environment in order to meet international standards.

**Standard 3: Continuous and Systematic Development**

*Indicators and guidelines:*

1. BAU establishes a dynamic internal quality assurance system to monitor and evaluate the academic and administrative performance.
2. BAU ensures that it copes with the breadth of human knowledge and up-to-date technologies and higher education international standards, in order to make its graduates able to compete for the best job opportunities.
3. BAU promotes the development of intellectual skills and abilities of its academic and non-academic staff members to updates their knowledge and to get familiar with new concepts and ideas by offering them professional programmes and training courses.

**Standard 4: Diversity within the Framework of the Strategy**

*Indicators and guidelines:*

1. BAU has a strategic objective, which supports the diversity throughout the university.
2. Diversity respects differences in culture, background, geographical locations, colors, gender, race, religion, language, political view, physical ability, socioeconomic status.
3. BAU is committed to assure intellectual freedom, equality of people, employability based on non-biased selection of academic and non-academic staff members.

III. **External Evaluation at the Programme Level**

**A. Introduction**

International programme accreditation is one of the goal of BAU as a higher education institution. The success of the process in accreditation of a programme, characterize BAU as the institutional authority to offer specific academic programme.
Quality Assurance Agencies dealing with international accreditation perform a number of actions to assure and enhance the quality of higher education. Some of the Quality Assurance Agencies are practically involved in accreditation process at programme level, and they are directly dealing with setting of academic standards, benchmarks or final assessment decisions. Some variations are evident in procedural details, assessment techniques and protocols followed by different agencies, and the standards and criteria differ from discipline to another.

B. Programme Accreditation Procedures

1. **Request for approval**: The Faculty send a request of accreditation from the accreditation agency;

2. **Preparation of the self-study report**: The faculty responsible for the programme concerned should have carried out a self-assessment of the programme to be assessed. A good self-assessment, critically and analytically offers the faculty a good view on the quality itself;

3. **Nomination of expert team**: The agency nominates experts. The proposed names will be sent to the faculty to see if there is a serious objection against anyone of the candidates. If not, the agency will appoint the members of the expert team;

4. **Sending the self-assessment report**: The faculty send the prepared self-assessment report to the agency then to the assessment experts team;

5. **Site-visit of expert team**: The chairperson of the team will confirm the programme of the site-visit in consultation with the faculty according to given schedule. During the site-visit, appointments will be made with whoever staff members and students the team would like to talk to;

6. **The results of the evaluation process**:
   i. A draft report will be sent to the faculty for comments. The comments should concern only factual errors and inaccuracies.
   ii. After the feedback from the faculty, the chairperson of the expert team will send the final report to the agency commission.

7. **Granting accreditation**:
   If the Programme meets all conditions, the accreditation is valid for a definite number of years.

8. **Accreditation with conditions**: If the Programme has not met some requirements, the accreditation is granted with conditions.

9. **Non- Accreditation/ Rejection**: A Programme Accreditation is rejected if the Programme does not meet the quality requirements.

10. **Certificate, Seal, Publication**: If the accreditation is granted, the Agency awards a certificate with its quality seal.
IV. Quality Assurance and Accreditation Agencies

**Standard 1: Activities, Policy and Processes for Quality Assurance**

*Indicators and guidelines:*

1. Agencies should undertake external quality assurance activities on a regular basis (evaluation, review, audit, assessment, accreditation or other similar activities at programme or institutional level).

**Standard 2: Official Status**

*Indicators and guidelines:*

1. Agencies should have an established legal basis, and should be formally recognized as quality assurance agency by competent public authorities.

**Standard 3: Independence**

*Indicators and guidelines:*

1. Agencies should be independent and act autonomously.
2. Agencies should have full responsibility for their operations and the outcomes of those operations without third party influence.
## Appendices

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References

1. European Association for Quality Assurance in Higher Education (ENQA).
2. Foundation for International Business Administration Accreditation (FIBAA).
3. BAU Self-Assessment Report for institutional accreditation.

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