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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.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADC</td>
<td>Academic Development Centre</td>
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<tr>
<td>ADQAC</td>
<td>Academic Development &amp; Quality Assurance Centre</td>
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<tr>
<td>BAU</td>
<td>Beirut Arab University</td>
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<tr>
<td>EQA</td>
<td>External Quality Assurance</td>
</tr>
<tr>
<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>QAS</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>SQAC</td>
<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

Purpose of the Quality Manual

I. Introduction

The Quality Assurance Manual (QAM) is a formalized written commitment to quality including the followings:

1. A comprehensive set of policy and components of the Quality Assurance (QA) framework to conduct the processes of QA process at BAU.
2. A description of requirements, instruments and procedures for the implementation and interaction of the QA process across the University.

II. Purpose of the Quality Assurance Manual

The Purposes of the QAM is to:

1. Provide a detailed written document that describes the Quality Assurance System (QAS) with commitment statements identifying requirements and application of academic international standards.
2. Describe the processes of specific activities and identify the tools used to implement each process and activity.
3. Set out the procedures for planning quality assurance and enhancement of teaching & learning, research, academic programmes, quality of management, and quality audit.
4. Describe the controls for each element of the QAS as to what, when, where, who, and how the activity or service, which can be audited, is being implemented;
5. Provide a university audited working document with sufficient and adequate “controls” to retain its functionality permitting future revisions of QAS.
6. Set out key features of the University’s strategic approach to quality management.
7. Describe BAU’s quality framework and standards for academic activities and services.
8. Assure the evidence of senior management’s commitment to establish and maintain adequate and effective Quality Management System (QMS).

The Quality Manual must be, periodically reviewed to ensure its continued appropriateness in the light of any contemporary internal and/or external developments.
Chapter Two

Quality Assurance at Beirut Arab University (BAU)

I. Introduction

In a highly competitive global economy, quality assurance in higher education institutions has become an increasingly important topic at both local and international levels.

The concept of QA is not new, it became an expected norm at all universities, an unquestionable basic concept which directly affects and changes the balance of power of universities.

Quality assurance includes all activities needed to provide effective services for students during the educational process in all aspects and other university domains including management, research, community service, public engagement and international collaboration.

Quality assurance refers to the set of procedures adopted by higher education institutions, national educational systems and international agencies standards through which quality is maintained and enhanced.

Quality assurance can succeed only if it becomes inherent to the institutional culture. Such culture generates the necessary motivation and ensures competence in implementing QA mechanisms.

Quality assurance is effective when it refers to the core of the higher education activities, and when its result is made public.

II. Historical Background

A. Historical Background of Beirut Arab University

BAU is a Lebanese private non-profit institution for higher education committed, since its foundation in 1960, to promoting quality education, research and community services. The University currently consists of the following 10 Faculties:

1. Faculty of Human Sciences
2. Faculty of Law & Political Science
3. Faculty of Business Administration
4. Faculty of Architecture - Design & Built Environment
5. Faculty of Engineering
6. Faculty of Science
7. Faculty of Pharmacy
8. Faculty of Medicine
9. Faculty of Dentistry
10. Faculty of Health Sciences
B. Historical Background of Quality Assurance at BAU

In 2007, the top management at BAU did pay attention to QA, but this was often done in an unstructured way. In this context, BAU has developed and structured its own approach to QAS.

In 2008, BAU established a “University Quality Assurance Unit” (UQAU) under the umbrella of the “Academic Development Centre” (ADC) that was followed by the establishment of “Faculty Quality Assurance Unit” (FQAU).

The UQAU has handled the implementation of the QAS at the University. The establishment of this system assisted all Faculties and departments and their administrative departments in the enhancement of their programmes and curricula, teaching and learning processes, facilities and services, aiming at achieving international accreditation for each programme, as well as international institutional accreditation.

The UQAU supports Faculties to develop high quality curricula’s contents in order to facilitate students’ achievement of the required competencies and the attainment of the Intended Learning Outcomes (ILOs). This is carried out according to the requirement of the accreditation agency of each programme. In addition, the evaluation criteria of the UQAU were considered (Appendix 1).

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

The preparation for the programmes international accreditations as well as the institutional international accreditation formed part of the daily activities of the UQAU.

In 2011, all Faculties have been asked to prepare a “Status Report” which will be the “BIBLE” of the Faculty educational system, where all assets of the Faculty were documented.

In 2015, BAU restructured the ADQAC to handle QA work at the University.

III. Academic Development & Quality Assurance Centre (ADQAC)

A. Introduction

The ADQAC is committed to develop the up-to-date educational policies at BAU and review the implemented quality assurance system to achieve excellence in education. The Centre has defined its mission, vision and objectives within the University’s bylaws.

B. Vision

Excellency of the University in the areas of teaching and learning, scientific research and community services.
C. Mission

The Academic Development & Quality Assurance Centre is committed to monitor and follow up the implementation of teaching and learning, scientific research and community services, according to the international quality assurance standards at higher education.

D. Objectives & Responsibilities

The Centre aiming at enhancing the capacity building of BAU academic staff, developing and applying students’ competencies for successful learning, living and working, and promoting cooperation with international educational bodies, has updated its responsibilities in 2018 as follows:

1- Assisting the University to achieve its mission and vision.
2- Periodically reviewing the “Quality Manual” to explain the procedures required for the implementation and interaction of the quality assurance of academic programmes across the University, and to ensure its continued appropriateness in the light of any contemporary developments in quality assurance of education at HEI’s.
3- Promoting the cooperation with international educational bodies in order to enhance the capacity building of BAU’s academic staff specially the quality assurance in teaching and learning process.
4- Promoting the “Student-Centered Learning” educational system.
5- Providing Faculties with technical support on the use of up-to-date and appropriate techniques in teaching and learning process.
6- Following-up the Faculties’ action plan to fulfill the comments and recommendations of the international accreditation bodies of the accredited programmes.
7- Organizing and participating in seminars, workshops and training sessions related to quality assurance activities inside and outside the University.
8- Following-up the academic advising process, and monitoring some weaknesses in its application at all Faculties to adjust this process.
9- Interviewing students from all levels to see their views on the quality of education, curricular and extracurricular activities.
10- Preparing periodically a “Self-Assessment Report” aiming at reviewing the effectiveness of “Internal Quality Assurance System” at BAU.

IV. University Quality Assurance Committee (UQAC)

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

A. Structure of the University Quality Assurance Committee

1. Head of the Committee/ University President.
2. Deputy Head/ Dean of Academic Development & Quality.
3. Executive Director/ Expert in quality assurance in higher education.
4. Academic Staff/ Members.
5. Non-Academic Staff/ Members.
B. Duties and Tasks

1. Duties and Tasks of the Deputy Head
   a. To set-up criteria for the internal auditing and implement a strategy that ensure enhancement of quality assurance and its applications;
   b. To monitor the validity of the educational input and the quality of the educational output;
   c. To set-up the action plan of quality development for each semester;
   d. To lead the internal audit on-site visits to all Faculties and Branches;
   e. To develop and express an opinion concerning the quality of overall performance of the educational process;
   f. To review the benchmarks of international accreditation agencies, and to decide the extent to which these are acknowledged in Lebanon and internationally, and their tangible and practical ability to achieve the intended objectives for international accreditation of all programmes offered by the University.

2. Duties and Tasks of the Executive Director
   a. To provide different Faculties with technical assistance and support;
   b. To be aware of all educational and extracurricular activities at the University level;
   c. To assist all Faculties for the sake of getting international accreditation for their programmes;
   d. To assist the University in its institutional international accreditation.
   e. To participate in the on-site visits to all Faculties and Branches;
   f. To participate in conferences, seminars, workshops and training sessions related to QA inside and outside the University;
   g. To coordinate with the Deputy Head.

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

V. Faculty Quality Assurance Unit (FQAU)

The Quality Assurance Unit handled the IQA at each Faculty.

A. Structure of Faculty Quality Assurance Unit
1. General Supervisor/ Dean of the Faculty.
2. Director of Quality Assurance Unit.
3. Academic Staff/ Members.
4. Students Quality Assurance Committee (SQAC).

Faculty Quality Assurance Unit

![Diagram of FQAU structure]

Figure 2: Structure of FQAU

B. Duties and Tasks

1. Duties and Tasks of the Director
   a. To coordinate with the Dean to follow-up the FQAU affairs;
   b. To provide Faculty’s academic departments with assistance and support;
   c. To cooperate with academic and non-academic staff at the Faculty level in order to accomplish and execute all quality assurance works;
   d. To hold periodic meetings of the (FQAU), chaired by the Dean. Those meetings should be held before Faculty council meetings.
e. To be aware of all educational and extracurricular activities related to quality assurance activities at the Faculty level.
f. To raise awareness among academic staff, non-academic staff and students about the application of quality assurance and international accreditation of the Faculty programmes.

2. Duties and Tasks of (FQAU) Members
   a. To participate with (FQAU) Director in assessing the performance and quality management of the Faculty.
   b. To participate in developing the standards of performance to reach the international standards required to ensure the requirements of international accreditation agencies.

3. Duties and Tasks of (SQAC) Members
   a. To raise awareness among students about the quality assurance works at the Faculty and about benefits of accreditation of the Faculty programmes.
   b. To assist the (FQAU) in its activities.

VI. International Accreditation at BAU

A. Introduction

Based on BAU strategic objective “enhancement of its internationalization and achieving international recognition”, the University has held the responsibility to follow the international standards (Appendix 2) in all aspects by seeking institutional international accreditation in addition to programme international accreditation for the programmes of its Faculties.

B. Programme International Accreditation

Programme international accreditation provides BAU with a structured mechanism to assess, evaluate, and improve the quality of its programmes.

Benefits of Programme International Accreditation

Programme international accreditation has many benefits:

   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 a well-prepared graduates;
   d. International accreditation increases competitiveness of accredited programmes;
   e. International accreditation facilitates the acceptance of students for postgraduate in international institutions of higher educations;
   f. International accreditation 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.

C. Institutional International Accreditation

Institutional accreditation in higher education is the tool used worldwide to monitor, assess, and evaluate the standards and the quality of the University. It is a proof that the University has met certain standards necessary to prepare students who are ready to enter their professions.

Institutional accreditation also is an assurance that the professionals have a solid educational foundation and are capable of leading the innovation processes, emerging technologies and anticipating the welfare and safety needs of the public.

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 was seeking 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 helped by the members of the University Quality Assurance Committee, as well as 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 sent the self-assessment report with its appendices;
   g. The FIBAA on-site visit was carried out on October 27th-28th, 2014. The FIBAA team consisted of 5 reviewers plus a FIBAA representative;
The preliminary report has been delivered to BAU in January 2015; on April 13, 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.

VII. Quality Assurance System at BAU

A. Introduction

To achieve the quality objectives, a formalized system of QA at BAU has been designed to describe a road map to follow-up the services provided and the processes used to give good quality service.

The QAS is concerned with the assurance of the “Quality Management”, “Quality Review” and “Quality Enhancement”. It proposes the structure for effective control, evaluation and improvement of service quality and ensures that the QA procedures are applied in a framework within which it can examine and enhance the performance in education, research, community service, and quality of management.

However, involvement, commitment and effective collaborative working of all personnel were essential. To ensure that QA critical tasks were achieved, responsibility for key activities has been assigned to specified staff. The responsibility and authority defined were consistent with the means and methods necessary for achieving the objectives.

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.

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

II. 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 goals.

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 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 the University to assure and develop its own quality for continuous improvement of education (Fig. 5).

![Continuous improvement cycle of university education](image-url)
III. 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 BAU President is the driver of quality assurance at BAU. The dedicated “Dean of Academic Development & Quality” is assigned to handle 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 drives 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 was an integral part of the quality management concept.

IV. 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 risk and control issues, and including other matters that require the attention of senior management and decision-makers.

V. 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, whether these regulations are suitable for achieving the set goals and they are really being implemented.

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 concludes 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 on whether these comments are adequate and he/she has to make specific action plan for improvement in particular areas.

VI. 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 knowledge, understanding and skills which BAU intends to gain by its students/and or graduates completing a course/and or programme that are mission-related and reflect the use of the external reference standards at appropriate level (Figure 6).
2. Intended Learning Outcomes (ILOs) are written statements of what the student is expected to know, understand and 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 7). 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.

Figure 6: Learning Outcomes Structure at BAU

Figure 7: 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><strong>Knowledge and Understanding</strong></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><strong>Intellectual Skills</strong></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><strong>Professional and Practical Skills</strong></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><strong>General and Transferable Skills</strong></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 8):
   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.

| ILOs                    | Course | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | C3 | D1 | D2 | D3 | E1 | E2 | E3 |
|-------------------------|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Knowledge & understanding | K1     | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |    |    |    |
|                         | K2     |    |    |    | X  | X  | X  | X  |    |    |    |    |    |    |    |
|                         | K3     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | K4     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Intellectual Skills     | I1     | X  |    |    |    |    |    |    |    |    |    | X  |    |    |    |
|                         | I2     |    | X  |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | I3     | X  | X  |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | I4     | X  | X  | X  |    |    |    |    |    |    |    |    |    |    |    |
| Professional & Practical Skills | P1 |    |    |    |    |    |    |    |    |    |    |    | X  |    |    |
|                         | P2     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | P3     |    |    |    |    |    |    |    |    |    |    |    | X  |    |    |
|                         | P4     |    |    |    |    |    |    |    |    |    |    |    |    |    | X  |
| General & Transferable Skills | G1 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | G2     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | G3     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                         | G4     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

*Figure 8: Correspondence matrix ILOs - course/programme*

**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 by individuals working in isolation.
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.

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 10).

![Bloom's Taxonomy](image)

**Figure 10: Bloom’s Taxonomy of Learning**

**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 may be 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 make progress satisfactorily through 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 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:
   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.
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 must have mechanism for receiving, processing and responding to the reviews and feedback coming from stakeholders (Internal and external). The feedback management system of BAU should ensure that effective and regularly action is taken to promote strengths, address any weaknesses and demonstrate responsibility and accountability (Fig. 11).
Figure 11: Effectiveness of Quality Management System
Chapter Four

External Quality Assurance at BAU

I. Introduction

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

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 is currently adopt 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 board of trustees of the University should approve the mission and vision statements.
3. The mission, vision and objectives statements should be, periodically reviewed.

Standard 2: Strategic Plan

*Indicators and guidelines:*

1. BAU has its respective strategic plan enabling based on its mission statement.
2. BAU should regularly be engaged in reflection that allow 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 planning bodies that meet regularly and have a clear charge, and achievable plan to attain the University’s educational objectives.
5. BAU has a plan to assess the attainment of the University’s objectives.
6. Evidence of planning activities should be 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.
8. The policy covers any elements of BAU activities that are carried out by other parties from outside the University.

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.

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 “Life Cycle” Regulations

*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.
5. 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.

**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.

**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. 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:***
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 region on the Lebanese territories.

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 update 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 must encompasses 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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