QUALITY ASSURANCE INSTITUTIONALIZATION MANAGEMENT: RESEARCH PROJECT IN THE HIGHER EDUCATION VIA GUIDELINES FOR YOUNG RESEARCHERS

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ABSTRACT

This paper examined the necessity for quality assurance institutionalization planning in the Libyan university institution, and provided it as an indicators and concepts presented to the new public policy makers in new Libya. The indicators of quality planning, the production function of the university and the strategies universities can adopt, in the Libyan University system, as an example for young researchers, to assure quality of their products. This presentation designed for the young researchers in the disciplinary education researches. To provide net of implications and applications for how young researchers may undertake the presentations concentrated mostly in providing concepts, definitions and general steps toward educational research project. In addition, it has become clear that the young researchers heavy responsibility in this regard. A task must be workable because a system that does not assure quality of its products in a global market that is competitive will eventually become unsustainable.

In addition, university education as a place of creating science and knowledge has many duties to do toward the reality of how administering and planning the knowledge capital. In this regard, university institution is the appropriate theater to play such role in administering and planning the

quality assurance institutionalization in the higher educational sector, as thoughtful accomplishments. In this direction, University institution should be the first to apply the meanings and its importance in administering and planning its input and output of science and knowledge. This paper will demonstrate how a proper institutionalization of quality assurance (the Libyan University), as an example of researching) must have a policy of planning of Quality Assurance Institutionalization Politics.

Administering knowledge[1] and thought Capital is a complicated mission facing most Libyan universities, and creating thoughts and knowledge easier than administering it. In addition, university education as a place of creating science and knowledge has many duties to do toward the reality of how administering and planning the knowledge capital. In this regard, university institution is the appropriate theater to play such role in administering and planning the quality assurance institutionalization in the higher educational sector, as thoughtful accomplishments. In this direction, University institution should be the first to apply the meanings and its importance in administering and planning its input and output of science and knowledge. This project will demonstrate how a proper institutionalization of quality assurance in the Libyan University must have a defined planning of QAIP, taking the Libyan University development policy as a Case prepared for the year of 2025.

In other words, this project is based on preparing a draft study examining the necessity for quality assurance institutionalization planning in the Libyan university institution, and providing it as an indicators and concepts which will be presented to the new public policy makers in new Libya. The indicators of quality planning, the production function of the university and the strategies universities could adopted to assure quality of their products.

It has become clear that universities have heavy responsibility in this regard. A task must done because a system that does not assure quality of its products in a global market that is competitive will eventually become unsustainable. We realize that many if not all the strategies which will discussed here have funding implications. Those whose responsibility it is to fund universities should take those it is to manage these funds should take even more note actions so that the university institution in new Libya can truly begin to fulfill its mission toward a brighter University future. In addition, university education as a place of planning and creating science and knowledge has many duties to do toward the reality of how administering and planning the knowledge capital. In this regard, this project will demonstrate how a proper institutionalization of quality assurance in the Libyan University must have a policy of QAI[2] .

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[1] Administering Knowledge is a new approach to most Libyan Higher education system.
[2] The author adopt the Libyan Example for further illustrations for the young researchers

Libya's Current Higher Education System Characteristics

This project is targeting 8 parameters of current problems facing the actual existing problems in the Libyan higher education system:

- Lack of Organization and Management in the academic sector (unstably)
- Lack of Consultancy and Extension Activities (not existent)
- Lack of Research and Publications (poor researches and publication scale).
- Lack of Teaching, Learning and Evaluation (not reliable).
- Lack of Curriculum Design and Review (not developed)
- Lack of Institutional Goals and Objectives (undefined goals and objectives)
- Lack of Infrastructure Facilities (poor libraries, classes, …extent)
- Lack of Student Feedback and Counseling (not existent)

Project Research Sampling and sample Design:

This project deals with the higher education public sector only not private universities. Sampling design, which will adopted in this project constitutes of 10 Libyan universities with its above characteristics. We will deal effectively with the following: (1) the definition of all parameters and concepts (2) limiting the size of the sample (3) the sample design.

Research Project's Design and Objectives (RPDO)

- ❑ To develop a framework to support the institutionalization of quality assurance (QAI).
- ❑ Institutionalizing QAI consists of a model of eight parameters required for implementing and sustaining QAI policies.
- ❑ Providing core QAI policies include defining a 'roadmap 'for the process of institutionalization.
- ❑ Building assuring and improving quality.
- ❑ Grouping and categorizing (internal enabling environment, organizing for quality and support functions.
- ❑ Enabling environment contains the essential elements of leadership, policy, core values, and resources.
- ❑ Organizing for quality includes the structure for implementing QAI.
- ❑ Providing primarily support functions: capacity building, communication and information, and rewarding quality.
- ❑ Providing Higher Education conceptual model: be applied at the level of an organization or a system.
- ❑ Describing the process of institutionalizing of QA, (awareness, experiential, expansion, and consolidation.
- ❑ Providing framework to support strategic planning policies and directing Ministry of education work plans, and as a resource for determining the elements necessary to strengthen and sustain QAI.

❑ The final step will be the development and evaluation of an assessment tools to monitor developmental progress in the QAI[3].

Project's Methodology and Design

The aim of this project is to lay down indicators for establishing new Libya's Planning national development policy in the University system, after the political changes in Libya in 17-2-2011 uprising and demolishing the old mechanism of controlling the higher education system in Libya. Base its attempt on rediscovering ways of achieving quality and sustaining it in the Libyan University system. This therefore, is the task of this project. It will examine the concept of quality assurance, as it planned during the transformation period, and apply it to a Libyan University Institution. However, the major problem, which faces the improvement of the Libyan higher education sector its ignorance to planning quality assurance institutionalization, not in theory, but in practice.

(1)   The University Mission Project (UMP)

The strategic position of the university in any national development policy is beyond doubt. The original mission of any given university is primarily to promote knowledge through research and teaching. It is also to explore solutions to the country's problems and assist the larger society to achieve its objectives in the areas of human social and economic development as following up to the year of 2025:

(a) Contribute to national development through high-level relevant labor training.
(b) Develop and inculcate proper values for the survival of the individual and society.
(c) Develop the intellectual capability of individuals to understand their local and external Environments.
(d) Acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society.
(e) Promote and encourage scholarship and community service.
(f) Promote national and international interaction[4]

(2)   The University Objectives (UO):

These goals will pursue through teaching, research, virile staff development programs, generation, and dissemination of knowledge. The policy expects that the Libyan university specifically to make optimum contribution to national development by intensifying and diversifying its programs for the development of high level University manpower within the context of the needs of the new Libyan society`. The professional course contents of university education should also reflect national requirements and Libya's society needs of knowledge. The policy also provides that university research will be relevant to new Libya's development goals and needs.

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[3] Project's design and objectives outlined here as a guide lines for the general framework of the final project draft.
[4] For further analysis and approaches in this respect look at: Yorker, M., (1994), "Enhancement-led higher education?" Quality Assurance in Education 2 (3), pp. 6-12.

It is evident that these policy expectations the university institution should be the basic think tank of the Libyan society in all areas. In addition, it should continuously generate ideals and knowledge and disseminate them, develop skills and abilities in all who seek knowledge within its walls. The university institution in new Libya should be the vanguard of societal responses to emergent political, economic, social, and environmental problems. The advancement of humankind through the ages has been knowledge driven and knowledge is the basic product of universities.

For the Libyan education higher institutions to fulfill its mission, in general, it must devise ways of reversing the downward spiral in the quality of knowledge at produces and the services its delivers to its stakeholders and society. It must rediscover ways of achieving quality and sustaining it. This therefore, is the task of this paper. It will examine the concept of quality assurance and apply it to the Libyan University production function in general.

For instance, why should the University of Libya assures of its products and services, its inputs and its outputs? What strategies can Libyan University adopt with regard to these elements to assure quality (in the light of the new political social change in Libya)? Address these questions in the project through an educational quality assurance semi-plans thought and indicators, and how it be institutionalized in the Libyan University.

(3) The Theoretical Conceptual Framework of Institutionalization of Higher Education Projections (TCFIHEP)

(A) Quality Assurance Concept (QAC):

Quality assurance is a holistic term, which directed toward education as an entity. It entails the supplier and consumer and the various activities put in place to produce quality products and services. For further examine this concept meaningfully; three approaches to the definition of quality be used. These are "*the reputational approach, the outcomes approach, and the total quality approach*"[5] .

(B) The Reputational Approach (RA):
This approach sees quality as exceptional, it seen as exclusive. It is something that "some have at the exclusion of others". It is distinctive and intuitively recognizable. This approach regards quality as excellence, it is a standard attained in our context by exceptional universities and or their products.

(C) The Outcomes Approach (OA):

This regards quality as efficient production. Here, there are no absolute standards but specifications. The quality of a product measured by the extent to which it meets customer's specifications. This approach more related to practices in industry.

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[5] Quality in output does not come by chance. It requires carefully planned and deliberate efforts.

(D) Total Quality Approach (TQA)

Here quality is seen as value added. How much value has n added to the abilities of students for instance, who have passed through the system regardless of their ability levels. These are different views of quality when put together. However, we can accept that quality with regard to the output of university education is 'the level of excellence in performance on the strength of the quality of the context, inputs, process transaction, and output"... This shows that to attain or assure quality in output a lot quality inputs and processes would have made. Quality in output does not come by chance. It requires carefully planned and deliberate efforts.

(E) Meaning of Quality Assurance (MQA):

The general meaning of quality assurance is very applicable to the production function of universities. It is the management of goods, services, and activities from the input stage, through processes, to the output stage of production, Quality assurance aims at preventing quality problems and ensuring that only conforming products reach the customer. Moreover, the characteristics of an effective quality assurance mechanism are an effective quality management system periodic audit of the operation of the system, periodic review of the system to ensure it meets changing requirements.

It is clear therefore that an assurance process recognizes the need for a university to accept responsibility for its own management processes. This is the difference between quality assurance and inspection or evaluation. Quality assurance is a total, holistic process concerned with ensuring the integrity of outcomes. This places the responsibility for quality with the university itself, and thus expressed through its relationship with its academic and nation society.

Quality assurance recognizes the autonomy of organizations and seeks to enhance their capacity to operate in a responsive way. We can see here that individual universities have a responsibility of assuring the quality of their product and that is why our focus here is on quality assurance mechanism of the Libyan University Institution, in general[6].

(F) Higher Education Quality Meaning (HEQ):

According to the author, it is possible to identify at least five definitions (*Harvey and Green, 1993*). First, is to see it as "producing perfection through continuous improvement by adopting Total Quality Management (TQM) to create a philosophy about work, people, and human relationship built around shared values". It points to the ideal against which all other achievements are measured.

The second and less formidable definition is to see quality as" performance that is exceptional, attainable only limited circumstances and only when very able students are admitted ".The third is to see it as the "ability to transform students on an on-going basis and add value to their knowledge and personal development".

The fourth definition is to see it as" the ability to provide value for money and to be publicly accountable ".

The fifth definition sees "quality as something which fits the purpose of the product or service, once the purpose has been decided" *(Bogue and Saunders, 1992)*

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[6] For further insights consulate: Van Vought, F., (2008) "Mission Diversity and Reputation in Higher Education", Higher Education Policy, 21, 2, p. 167.

(G) Quality Assurance Requirements (QAR):

The experiences of the most developed countries suggest that the adoption of an instrumental approach to quality assurance in higher education can only work if a number of conditions are met.

The first condition is that academic staff members are qualified. Research and teaching up to an acceptable level and the valuable nexus between them can only be produced two three when basic knowledge of the subject and the methodologies for research and teaching is present. Without this, research will poorly formulated and executed, teaching lacking in breadth, depth and effectiveness, and the introduction of quality assurance not do much to increase standards to the desired level.

The second condition is that academics need only to employ in one full-time job in one institution to live comfortably with their families. They can earn extra income by doing short-term consultancy work for industry, government, or international organizations as part of their direct community service function.

The third condition is the presence of adequate physical, electronic, and administrative support services, such as well equal.

(4) Higher Education Quality Indicators (HEQI):

There are indicators that are associated with quality education: These indicators are crucial to quality. They include:

(A) The students[7]:

In industry, product quality to a certain extent depends on the quality of raw materials input. Quality leather, all other variables being favorable would invariably lead to quality shoes. Quality grapes to quality drink. University Quality to quality outputs. In university education, the quality of student input is crucial to their eventual outcome what knowledge and abilities do they already possess? Some assumptions made regarding those when students are admitting to universities. We assume that they had learned what they were supposed to learn at the lower levels of educational structure. If they did not and somehow cheated their way into the universities, the deficiencies will persist and eventually manifest in them as low quality products. The university does not perform miracles. If the society offers defective raw materials, it can only at best ameliorate the effects at the output end of the processes. To assure quality in student output by the universities, the primary and secondary levels of the system must also ensure quality in their productivity.

(B) University Professors (UP):

The public policy on higher Education recognizes that no education system may rise above the quality of its teachers). The quality of lectures in the universities determines largely, *the quality of those that they produce and the quality of their research output*. During the forty-two years of the development of university education in Libya, there was a lack of orderly and prosperous growth, especially during the "People's Committee Rule of the education sector in Libya. The lecturers in the universities at the time were less world class. They had not integrity both personal and intellectual. The system was always not improving them through training and retraining in the best universities in the world.

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[7] Benghazi University's students estimated around 55 thousands students (2011-2012), with 21 faculties including 210 departments.

(C) Context:

If the university has well quality learners and professors but run irrelevant programs that do not relate to the needs of the society nor with the "specifications" of the stakeholders and consumers, and then does quality in this context suffer. The national policy on education enjoins the universities to design course content that will reflect Libya's national requirements.

It there is a continuing mismatch between what is offered in the university and what society needs, then regardless of the nature of what is offered, it would still in this quality context be of poor quality. Context here must also aligned with adequate and appropriate materials, and equipment for teaching and learning. Workshops, laboratories, libraries, and modern technology like ICT go as required with the context[8].

(D) Teaching:

Teaching separated here from teachers as a quality indicator because not much teaching goes on in the universities even with highly qualified academic staff in the department. Quality teaching involves not only possession of knowledge but also the ability to transfer knowledge, skills, and attitudes to the learners. This is why the Educational public Policy envisages that all teachers in our educational institutions shall be required to undergo training in the methods and techniques of teaching these calls for training in methods and techniques in teaching[9].

(E) Teaching/Learning Environment (TLE)[10]:

Good learning environment promotes quality higher education. Environment here goes beyond the physical structures and beautiful aesthetic landscaping. Important though these are to quality learning, it includes adequate policies and practices, which prohibit students and teacher harassment, examination malpractice, cultism and attendant violence. It connotes good academic culture. At the early stages of University, development policy in Libya there was adequate classrooms, offices hostel accommodation for students, large auditoriums for universities wide activities. The campuses were student friendly. With the radical increase in students enrolment that not matched with corresponding improvement in facilities and funding, the existing facilities were over-stretched and ill maintained. They can no longer support the programs of the universities leading to improvisation that have affected quality:

(F) Measurement and Evaluation (ME):

Quality must be measurable and clearly defined. In other words, there should be clearly defined learning outcomes such as knowledge, attitudes and skills expected of anyone who has gone through any course of study in the university. There must be suitable ways of assessing these at university and national levels. From our discussion of indicator of quality education, we can identify possible assurance mechanism in the university. These are:

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[8] Several Libyan Higher Institutions run irrelevant programs that do not relate to the needs of the society nor with the "specifications" of the stakeholders and consumers.

[9] Yorker, M., (1994), "Enhancement-led to higher education? Quality Assurance in Education 2 (3), pp. 6-12.

[10] Teaching/Learning environment, currently, in Libya no longer support the programs of the universities leading to improvisation that have affected quality. For example, Campuses lack of stable academic leadership, security problems and   lack of policies adaptations.

a) Students admission policy
b) Recruitment and selection policy of academic staff
c) Circular policy (academic programs)
d) Supervision of instruction and teaching effectiveness.

We here discuss how these mechanisms be put in place if they are not already being used and or strengthened if they are:

(G) Student Admission Policy (SAP):

Students are the raw materials that taken into the university, processed, and turned out on graduation, as finished products to employers and society as customers. Admission standards in excellent universities are very high indeed. Only the finest candidates meet the requirements. The position of this presentation is that this move strengthened to recover the autonomy of universities in determining their raw materials. In short, policy enrollment and admission to the university level requirements well requested, checked and balanced.

(H) Recruitment and Selection of Academic Staff (RSAS):

The universities have autonomy in this regard. They recruit and select their staff. The only limitation here is that they cannot fix their remuneration outside the authority approved structure which unfortunately cannot attract desired teaching personnel from anywhere in the world. Even at the present level of enhancement, the remuneration package of the Libyan university teacher is still lower than the average in the Arab world and this becomes an impediment to attracting lectures in relevant areas from some Arab countries, Europe, America, Japan and other key Asian countries.

The concept of the university requires that its academic staff disposition is universal in profile. That is why some culture specific programs like foreign languages and high technologies, modern studies, Institutions of American and European Studies etc., should, for purposes of universal relevance and comparison, have on their teaching staff, specialists from those cultures. Since quality has to do with relevance this obviously has a quality assurance implication.

(I) Circular Policy (CP):

This is a quality context. Quality assurance in the university must have to do with the relevance of the programs. There must be societal justification for every programmed on the curriculum. It must be social, economic, political, cultural, environmental or some or all of these. This sees quality as relevance. It must have utility. It must not be an abstraction. Any Libyan University in the following areas can assure these:

(i) Periodic review of existing programs to check on flaws breakdowns. This e done every two years or by one year.
(ii) Review of objective in the light of society's changing needs and demands.
(iii) Ensure that the procedure for modifying programs (deletion and addition of courses) is not Cumbersome.
(iv) This way, outdated and irrelevant courses quickly removed and new ones added[11]
(J) Instruction and Teaching Effectiveness Supervision (ITES):

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[11] Van Vught, F., (2008) "Mission Diversity and Reputation in Higher Education", Higher Education Policy, 21, 2, p. 167.

The teaching quality considerably declined in the Libyan universities. This may well be the reason why the National Policy on higher Education provides that all teachers in the national institutions shall be required of undergo training in the methods and techniques of teaching. Possession of knowledge is one thing; ability to transfer it to others is another. That is why university professor is discipline and teaching a profession.

In his inaugural lecture on the improvement of instruction and instructor effectiveness in our higher educational institutions, recommended among other things that student ratings of lecturers teaching at the end of courses) should be augmented by other approaches in making promotion decision on lecturers. That is why one cannot publish at the expanse of teaching and expect a favorable appraisal. They should complement each other.

(5) Higher Education Development Strategy Project in Libya up to 2025 [12]

The development policy of higher education considered one of priority, in order to reach the projected goals of higher education development policy in Libya up to 2025. Education and training development strategies in Libya up to 2025 are aiming at building up a system of modern higher education with the ability of satisfying the knowledge-based needs of labor. Tertiary education contributes to the development of science-technology, culture-art, production, business, and service, simultaneously helping improve knowledge, which promotes healthy lifestyle among people.

In parallel to the consolidation of a university network, a number of universities with quality higher training built and facilities, training conditions, and scales are being developed and intensified. It intended that the ratio of students per 10,000 should be about 300 in 2025. To implement development goals, the higher education system in Libya needs to be continuously innovated and perfected. The following are the main solutions are being considered and desired in the project:

To intensify effective management of agencies responsible for higher education from central to universities, to build perfect legal system of higher education to control training quality at universities by agreed criteria;

To innovate curricula, instructional methods at universities, to modernize training content by providing more scientific and applied technological knowledge and overcoming one-way instructional methods so that students' creativeness and self-study will be promoted.

To develop a contingent of administrators and academics with a view to standardizing academic titles at university level, the objective being to increase by 20-30 per cent the numbers of professors with masters degrees.

To Pay attention to the development of the best-qualified experts involved in instructional, scientific research activities, technology transfer, and other production-services.

To diversify and intensify financial resources for higher education from government budget, scientific research contracts, production services, and support from socio-economic organizations.

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[12] We prepared a list of 8 parameters: Institutional Goals and Objectives, Curriculum Design and Review, Teaching, Learning and Evaluation, Research and Publications, Consultancy and Extension Activities, Organization and Management, Infrastructure Facilities, Student Feedback and Counseling, provided in the annexure of this paper,

To expand and intensify international co-operation in higher education, to make full use of funding and technical support from other nations and international organizations thereby serving high quality training programs. Foreign cultural and training institutions should be encouraged to open in Libya. Universities should be encouraged to participate in organizations like the Arab Association of Universities (AAU), UNESCO. Excellent undergraduate and post-graduate students should to be sent to study priority subjects in countries have advanced science and technology. By gradually preparing higher education integration, recognition of equivalent qualifications with world class developed nation's universities.

Conclusion

Again, this is a draft research project outlined here toward quality assurance in higher education development policy planning. I do hope through this project, we can learn more to accomplish it in the near future. It has become clear that universities have heavy responsibility in this regard. Do a task because a system that does not assure quality of its products in a global market that is competitive will eventually become unsustainable? We must however realize that many if not all the strategies discussed here have funding implications. Those whose responsibility it is to fund universities should take those it is to manage these funds should take even more note actions so that the university institution in new Libya can truly begin to fulfill its mission toward a brighter University future in 2025.

(1) Annexure
Projected Parameters

Parameter I: Institutional Goals and Objectives
- The goals and objectives of the institution are clearly stated, periodically reviewed, and communicated systematically to all its constituencies.
- The goals and objectives of the institution reflect contemporary educational needs and are relevant to regional/national/international demands

Parameter II: Curriculum Design and Review
- The programs of teaching and learning are consistent with the goals and objectives of the institution.
- The process of programmed approval is well organized.
- Feedback from academic peers and employers is used in the initiation, review and redesign of programs

Parameter III: Teaching, Learning, and Evaluation
- Programs of teaching and learning take account of individual differences among learners and offer academic flexibility.
- The institution facilitates the effective running of the teaching-learning programs.
- The evaluation procedures in the educational programs are rigorous and fair.
- Regularity and confidentiality of examinations are maintained.
- The institution has an efficient mechanism to recruit qualified and adequate faculty.
- The institution has an open and participative mechanism for evaluation of teaching, research and work satisfaction of the faculty.
- The faculty have opportunity for continued academic progress and professional Advancement

Parameter IV: Research and Publications
- The institution promotes research culture among faculties and students.
- The institution has a vigorous and well-scrutinized publication program and actively encourages faculty and students to publish in academic forum.

Parameter V: Consultancy and Extension Activities
- The institution promotes faculty participation in consultancy services.
- The institution is responsive to community needs and conducts relevant extension and awareness programs.

Parameter VI: Organization and Management
- The organization of the institution is such that powers and responsibilities are clearly assigned to designated bodies and individuals to facilitate tasks related to every aspect of the institution goals of and every segment of its constituencies.
- The offices and departments of the institution are governed on the principles of participation and transparency.
- Academic and administrative planning in the institution move hand in hand.
- The institution has a realistic academic calendar, which is followed meticulously.
- The institution has a realistic and transparent admission policy, which is adhered to.
- The organization has an adequate and fair mechanism for creation and appointment of Administrative staff and for their continued professional advancement.

Parameter VII: Infrastructure Facilities
- The institution has adequate physical facilities to run the educational programs and administrative functions efficiently.
- The growth of the infrastructure keeps pace with the academic growth of the institution.
- The institution has effective mechanisms for maintenance and optimal use of Infrastructure.

Parameter IX: Student Feedback and Counseling
- The institution has an effective mechanism to use student feedback for the quality enhancement.
- The prospectus of the institution gives clear guidance to students about admission and completion requirements for all programs, the fee structure and refund policies, financial aid and student support services.
- Financial aid to students is fairly distributed.
- The institution offers competent academic counseling and placement services to its students.

(2) Research Project Design and Objectives

- ❏ To develop a framework to support the institutionalization of quality assurance (QAI).
- ❏ Institutionalizing QAI consists of a model of eight parameters required for implementing and sustaining QAI policies.

❑ Providing core QAI policies including defining a 'roadmap' for the process of institutionalization.
❑ Building assuring and improving quality.
❑ Grouping and categorizing (internal enabling environment, organizing for quality and support functions.
❑ Enabling environment contains the essential elements of leadership, policy, core values, and resources.
❑ Organizing for quality includes the structure for implementing QAI.
❑ Providing primarily support functions: capacity building, communication and information, and rewarding quality.
❑ Providing Higher Education conceptual model: can be applied at the level of an organization or a system.
❑ Describing the process of institutionalizing QAI, (awareness, experiential, expansion, and consolidation.
❑ Providing framework to support strategic planning policies and directing Ministry of education work plans, and as a resource for determining the elements necessary to strengthen and sustain QAI.
❑ The final step will be the development and evaluation of an assessment tool to monitor developmental progress in the institutionalization of QA.

(3) Abbreviations List

❑ AAU (Arab Association of Universities)
❑ UNESCO
❑ ITES (Instruction and Teaching Effectiveness Supervision)
❑ CP (Circular Policy)
❑ RSAS (Recruitment and Selection of Academic Staff)
❑ SAP (Student Admission Policy)
❑ ME (Measurement and Evaluation)
❑ TLE (Teaching/Learning Environment)
❑ UP (University Professors)
❑ HEQI (Higher Education Quality Indicators)
❑ QAR (Quality Assurance Requirements)
❑ HEQ (Higher Education Quality Meaning)
❑ MQA (Meaning of Quality Assurance)
❑ TQA (Total Quality Approach)
❑ UMP (University Mission Project)
❑ RPDO (Research Project's Design and Objectives)
❑ QAIP (Quality Assurance Institutionalization Policy)
❑ RA (Reputational Approach)
❑ QAI (Quality Assurance Institutionalization)
❑ DPPI (Development Policy Planning Indicators)
❑ LUI (Libyan University Institution)
❑ HEDS (Higher Education Development Strategy)

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