



# **Internal Audit Group Survey of Stakeholders' Opinions 2007 Report**

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# 1. Introduction

## Internal Audit: Purposes

The purposes and intended outcomes of the internal audit are as follows:

1. To investigate the progress made in the development and implementation phases of QAAP
2. To assess the impact of the activities and measures
3. To evaluate the operational efficiency of QAAP including the development of systems
4. To identify strengths and matters that require further attention in the next phase
5. To report on the key findings with recommendations
6. To provide a sound base for the QAAP's intended external audit planned for early 2007, including the development of appropriate audit processes.

The audit followed a set of principles drawn from the declaration of principles in the *Quality Assurance and Accreditation Handbook for Egypt (2004)*.

## Evidence base

The evidence base for internal audit comprises existing documentation and additional evidence collected especially for the internal audit.

The existing evidence held in the QAAP offices includes:

- Records of meetings including National Committee and those minutes of the Board of HEEP relating to the QAAP
- Accounting records mainly using estimates, budgets for projects, budgets for administration, training and other expenditure and periodic summary account statements
- Mid-Term Reports to the World Bank
- Internal reports to the National Committee
- External Consultants' Reports
- Administrative papers for the promotion, conduct, evaluation and follow-up of workshops and other events
- Road map(s) and other action plans and performance indicators
- Contracts for the funded projects, the monitoring system and Monitoring Reports
- Developmental Engagement Reports
- Records of QAAP meetings held with PIs, heads of University Quality Assurance Centers and similar
- Feedback from participating institutions including evaluations of developmental engagements.

Additional evidence was generated for the internal audit..

The survey included survey questionnaires and in depth interviews. The analysis of responses was conducted by members of the Internal Audit Group and presented in this survey report. It was used to inform the main Internal Audit Report completed 7 November 2007. The range of stakeholders engaged as part of the survey was as follows:

- Deans of participating faculties
- Faculty staff members
- Directors of the University Quality Assurance Centers and units
- Principal investigators
- Faculty administrators including teaching assistants and demonstrators
- Students
- Graduates of the programmes addressed in QAAP activities
- Professional, statutory and regulatory bodies (including syndicates)

- Members of the Supreme Council for Universities
- Peer reviewers
- Representatives of other HEEP projects
- National Committee Executive Members( NCEM )
- Strategic partner for QAAP: British Council.
- Government

**The survey questionnaires and the structure for the interviews were developed within the Internal Audit Group with advice from an external consultant.**

Interview	Sample	Total no.
Quality Assurance Centers	5	10
Principle investigator	12	24
QAAP Staff	4	9
Peer Reviewer	16	121

Interview	Sample
Supreme Council	5
Syndicate/professional Bodies	4
British Council	1
Principal Investigator	4
Deans	7
Government	4
Quality center Directors	5
Director of other HEEF projects	3
National Committee executive members	8

## A. The Outcomes of In-depth Interviews

### Deans of participating faculties

1. Generally the deans of participating faculties stated that QAAP provided feedback during implementation of the project' phases but on irregular basis as the mechanisms of communication is not clear enough. The main obstacles that faced implementation of the system were the faculty staff resistance which was attributed mainly to insufficient financial rewarding, inadequate research facilities, and deficient learning resources. Delay in down payment by QAAP was stated to be a primary obstacle in implementation of these projects. It was confirmed that financial support is an important factor for development and sustainability of the quality system. Dissemination of the quality culture among the junior staff was reported to be easier than among the senior staff due to their positive interactions.
2. Deans of the faculties experiencing DEs reported that the quality assurance system has improved the work procedures in the faculties. There are several positive impacts which varied relatively among the faculties. They included enhancement of quality culture among academic and non academic staff, establishment of the Quality Assurance Units which are now considered as corner stones in developing of the quality system, development of NARS and external reference standards in some programmes, review of the majority of academic programmes at the departmental levels, and development of documentation and reporting systems. In addition, it was mentioned that the contents of some courses were now being designed to enhance self learning and independent thinking. Students' evaluation of the courses, responses of course instructors, application of assessment criteria and development of formal action plans were evident.
3. Significant difference between the educational system before and after applying the quality assurance system was reported. In addition to the previously mentioned positive advantages the opinions of potential employers and graduates of the programmes were now received and processed through a well developed feedback system to support

improvements in the progression of the graduates and their ability to meet the needs of the job-markets.

4. The main procedures to respond to the feedback from the quality assurance system was included in the preparation and implementation of the developmental action plan. Deans of faculties which had completed developmental engagements confirmed the positive role of NQAAC site visits as they enhanced the quality culture and implementation of the system among the faculties' community. The importance of regular preparation of the Faculty Annual Report was recognized by many faculty staff members. The Deans in some faculties experiencing DEs stated that the process of accreditation has now become a valuable goal for faculty staff members, students, graduates and other stakeholders including the potential employers.
5. According to the outcomes from applying the quality assurance system, the majority of the deans of faculties experiencing DEs stated that future changes in the institutions' strategies must include modifications of the current laws and bylaws and development of an incentive system and sanction systems to maintain sustainability of the quality system and overcome the current obstacles. In addition, the self learning strategy and improvement of general skills of graduates, mainly managerial and IT skills must be taken into account.
6. A number of the deans of faculties completing DEs led the process of quality themselves as they were either chairpersons of the steering committee of the quality assurance units or principle investigators of the projects. This in itself represents a significant factor in the impact of the initiatives, since it provides channels for knowledge transfer and strengthens the concept of peer review and enhancement. They stated that to establish a quality system the upper-level managers personally must take charge of leading the process of change. Few faculties, however, directed a major part of its financial resources towards improving the infrastructure including laboratories, equipment, and classrooms as part of the development of the learning resources.
7. The majority of the deans whose faculties demonstrated delayed deliverables of QAAP projects have reported that no significant changes at the academic and administrative levels were detected; this absence was attributed to the deficient quality culture among the faculty staff, insufficient financial support and lack of incentive systems. There was, early in this transitional phase, underdevelopment of the internal quality system in each participating institution, including a substantial level of under-reporting of activities in these faculties. The key areas of weakness to be addressed include significant gaps in the completion of course reports, and insufficient documentation of their activities and outcomes. A need to develop capacity building of the faculty staff members was recognized to be a critical issue.

### **Strengths**

- The upper management of some Faculties and universities have an evident commitment for development of the quality system
- Well structured new programmes developed in some faculties provided competent courses which provide better employment opportunities at the job markets which raise the level of confidence of the community in the outcomes of higher education as a strategic goal of the NQAAC.
- Good teaching resources are provided by some faculties based on auto-finance
- Significant improvement in teaching and learning strategy and student assessment have been reported in the majority of the DEs faculties
- Establishment of the Quality Assurance Units in all faculties
- There is a considerable level of reporting of activities, including the completion of course and programme reports, Faculty annual report and the DEs Faculties documented its processes and outcomes more carefully

- Implementation of the quality system with significant link with stakeholders was obvious in some DEs faculties.
- The NQAAC site visit satisfy the strategic goals of the NQAAC by encouraging the institutions to establish their internal quality assurance systems

### **Matters should be addressed**

- The QAAP needs to develop a formal mechanism for communication with the Dean of the Faculties
- The quality management system has not been fully implemented yet in the faculties. There is a need for further awareness and involvement of the academic staff
- Enhancement of faculties' financial resources is required
- The universities have to increase the research resources and facilities
- There is a need to develop an incentives scheme to support the establishment and full implementation of the quality system
- The QAAP should provide the installments in the due date according to the achieved deliverables
- The QAAP should establish a coherent strategy with the quality centers of the universities for planning, monitoring and evaluating capacity building with especial reference to junior staff development to form a critical mass
- The faculties with delayed deliverables need to develop policies and systems for consulting and involving the full range of stakeholder groups. The Faculties need to put in place action plans to correct all the gaps and should nominate the responsibilities and put a time limit.
- The majority of the Faculties need to review their programmes as regards to the external reference standards
- Amendments of the current bylaws are required to conquer the existing impediments in the process of education.
- The mechanism for monitoring the effectiveness of teaching and learning including feedback from the students in questionnaires done by the university quality centre shared by the quality unit need to be put into a system to get benefit of analysis of the comments in improving the departmental performance
- The majority of all faculties need to formalize and develop further their use of external reference standards

### **Principal Investigators**

8. The principal investigators stated that QAAP responded to some extent to their comments provided in the monitoring appraisal forms and lesser extent on oral request in terms of technical support. They stated that QAAP helped them to overcome arising administrative problems through communication with the upper management at the levels of both the universities and the faculties. The majority of them added that they received appreciable technical training.
9. They stated that QAAP did not provide payments on time when due and that payment is withheld without clear reasons. This issue resulted in delay of the incoming project's activities. They emphasized that the fund should be proportional with the number of programmes. They also reported that QAAP did not have a regular schedule for principal investigator meetings to identify strengths and matters to be addressed.
10. They added that QAAP training workshops need to be extended and enhanced as the majority of training materials were provided mainly for preparation of peer reviewers. The majority of the principal investigators reported that QAAP provided clear explanation of NARS using a small number of recent conducted training workshops; however, a few stated that they did not received understandable explanation of the concepts of NARS and other external reference standards.

11. Some principal investigators reported that they did not receive written evaluative feedback reports of the project deliverables after each monitoring visit; however, during each visit a monitoring appraisal forms were completed and signed by both the principal investigator and the representatives of the monitoring team.

### **Strengths**

- NQAAC reflect the QAAP's strategic goals in terms of support of quality improvement.
- Effective communication in monitoring of the projects was reported between NQAAC and the top management of both universities and faculties.
- The monitoring appraisal forms are effective tools to satisfy the needs of the principal investigators in terms of technical support

### **Matters should be addressed**

- The NQAAC should schedule more meetings with the principle investigators for effective communication and implementation of the system.
- The NQAAC must provide the financial support in due date according to the achieved deliverables
- The financial support should be proportional with the number of programmes
- The NQAAC should develop a system to have regular written feedback from the monitoring team.
- Training workshops are required for capacity building of faculty staff members in respect of programme and course specifications and reports. More training workshops for implementation of NARS are mandatory
- Communication between the quality centers in the universities and NQAAC should be clearly identified.

### **Directors of the Quality Assurance Centers and Units**

12. The directors of the quality assurance centers at the level of the universities reported that the QAAP provided them with financial support (the project's budget) and technical support via consultations and advices which were conducted through personal contact, meetings, training workshops and conferences. Additionally QAAP provided the centers with qualified trainers for raising awareness and conducting training programmes. Overall, however, it is clear that more training is needed with broader terms of reference and for a wider audience. The majority of the directors of the quality assurance units mentioned that the foremost training workshops were conducted by the centers. They added that more communication and dialogue are needed with the directors of the centers. Some directors of the units reported that the principal investigators in cooperation with the units provided action plans for capacity building which were evaluated regularly by the responsible authority of the faculties. The mainstream of the directors of the quality assurance centers and units stated that QAAP did not inform them with clear explanation of the concepts of NARS and external reference standards. They added that the upper management at the level of the universities and faculties enhanced the capacity building of faculty staff, though junior staff demonstrated more enthusiasm.
13. The directors of the quality assurance centers stated that written feedback reports were usually received after each monitoring visit. They added that the written monitoring feedback reports of the faculties provided by QAAP to upper management of the universities were effective tools to support the directors of the centers and to overcome obstacles and problems. On the other hand, a majority of the directors of quality assurance units stated that monitoring visits by the centers were not sufficiently effective and need to be better focused and enhanced by developing incentives for faculty staff to undertake innovative activity, sanctions available to the faculty management in the cases of lack of performance by faculty members and improved leadership on the part of some heads of

departments. They emphasized that for the internal quality assurance system to be effective; all faculty members will need to embrace its requirements.

14. The types of effective communication between QAAP and the directors of quality assurance centers included mainly personal contact and rapid response of the chairperson of the QAAP. This type of communication was enhanced as some directors of the quality assurance centers are members in the NQAAC. Communication with other personnel rather than the chairperson of NQAAC was difficult as there were no clear and published mechanisms for this communication. To a lesser extent effective communication was achieved via meetings headed by the chairperson of the QAAP, and using the QAAP website and e-mail facilities. A few of the quality assurance centers' directors stated that the best effective communication with QAAP was using the QAAP mobile number as other methods of communication are ineffective due to delay of QAAP responses. Effective communication between QAAP and the quality centers was made available passing through the activities of the monitoring team and the actions taken before, during and after the site visit of the faculties. Good practice was reported in a few centers as a result of the Council of the university developing mandatory rules for the implementation of quality procedures. For example; the courses were evaluated by the students, and the results were analyzed and put on the website. The majority of the directors of the quality assurance reported that communication with QAAP was indirectly through the principal investigators. They added that effective communication with the centers was variable and was individual based. The need for enhancement of clear mechanisms of communication with the centers was identified.
15. The majority of the directors of quality assurance centers reported that the monitoring visits were received at a rate of one visit per six months. They added that there was no clear mechanism which could ensure the sustainable role of the center after the project termination. This issue was confirmed by the directors of the quality assurance who emphasized the importance of modification of laws and bylaws of higher education.
16. Directors of the Quality Assurance Centers and Units stated that the majority of the QAAP training workshops were directed mainly towards training of peer reviewers and facilitators, however, training workshops in the subjects of programmes and course specifications and reports need to be enhanced. In addition, it was reported that a number of quality training programmes were conducted integrated with the training programmes of FLDP which augmented the effectiveness of capacity building. They added that the outcomes of academic standards development projects need to be ascertained before starting the quality projects at the level of the faculties to provide a strong foundation for later. Presentation of the peer reviewers training workshops on the QAAP website was acknowledge by the directors of the centers, however an Arabic version was required. Developing a network between different centers at the national, regional and international levels was recommended.
17. There were some critical obstacles that limit the full effectiveness of quality centers and units including lack of commitment of the leadership for implementation of the quality system, insufficient mechanisms of communication between the centers and the faculties, lack of a managerial system to encourage direct access to the centers and units, and unsatisfactory rewarding system of the teamwork at the level of both the center and units. The majority of the centers' directors stated that evaluations of the projects by QAAP were accomplished directly with the faculties without communication passing through the centers. The issue was confirmed by some unit directors who mentioned that QAAP communication is directly with the principal investigators. This approach had the unintended effect of putting centers and the units aside and undermined them and their usefulness. Conversely, overlapping relationships between the director of the project management unit (PMU) and director of the quality assurance center was reported to be a significant problem in some universities.

## **Strengths**

- QAAP provided wide varieties of technical support to the centers, thus it enhances capacity building in quality assurance which is considered one of its strategic goals
- QAAP helps the quality centers to overcome their difficulties and problems
- Presentation of the training workshops on the QAAP website was reported to be very valuable
- An effective written feedback report provided by the monitoring team
- Good practice was reported in few universities for accomplishment of the quality measures. A rewarding system was developed to support the quality system

## **Matters should be addressed**

- Increasing the rate of the monitoring visits to the quality centers to be one per month
- QAAP support provided to the centers needs to be more efficient by allowing developing of network between different centers at the national, regional and international levels.
- Effective communication between the quality assurance centers and QAAP should be enhanced
- The quality assurance centers should have clear mechanisms for direct communication with the faculties
- The relationship between the director of the project management unit (PMU) and director of QA center should be clarified and terms of reference should be stated to accomplish the required targets.
- The university structural organization should include the quality assurance center with clear terms of references
- An incentive system should be designed for the directors of the centers

## **Syndicates and Professional Bodies**

18. Analysis of the responses indicated that the extent of the syndicates and professional bodies engagement in the implementation of QAAP projects activities in the faculties and sectors varied depending on the support and commitment of the senior leadership.
19. A small number of syndicates have been invited to share in monitoring, and evaluating the projects' activities. They were invited to have considerable participation in development of the faculties' mission and programme specifications. Some faculties invited the syndicates to evaluate their current programmes. The syndicates and the professional bodies of few sectors participated with other stakeholders in the development of NARS. A few of the syndicates and professional bodies have participated in needs assessment of some faculties. They informed the faculties with job market needs. Hence, they provided valuable assistance to the faculties to develop new programmes to satisfy the job market needs.
20. The members of the syndicates and professional bodies stated that the majority of the graduates in different specialties adapted well within the work place after considerable periods of professional training. They reported that the outcomes of QAAP projects in some faculties which had completed DEs had improved the qualification of many graduates due to improved academic standards and quality of learning opportunities.
21. The faculties' response to the recommendations of the syndicate was reported to be positive. Currently some faculties nominated top members of the syndicate and professional bodies to be members in the faculty councils to enhance exchange of views and improve communication with the job market needs. It was mentioned that developing the quality system in the educational programmes satisfied the job market needs and thus

could improve the rate of graduates' employment; however the impact has not been evaluated yet.

### **Strengths**

- Better qualifications of the graduates were evident as outcomes of the QAAP.
- Upper management of the faculties provide support for development of the quality system
- Few syndicates and professional bodies engaged in developing of the quality assurance system of some faculties and sectors to satisfy the job market needs

### **Matters should be addressed**

- There are no policies or strategies in the majority of faculties and sectors for consulting and involving the syndicates and professional bodies.
- The faculties need to organize and work more closely with their alumni
- The internal quality system in the faculties needs development. There is a considerable level of under-reporting of activities as the Faculties need to document its processes and outcomes more carefully

### **Members of the Supreme Council for Universities**

22. The members of the Supreme Council for Universities including samples of presidents of the universities and members of the sector committees reported that QAAP enhanced establishment of NARS by providing consultation, continuous dialog, training workshops and financial support. Some members of sectors' committees stated that the QAAP monitored and evaluated the activities of the project only on an irregular basis. Members of a few sectors, on the other hand, reported effective communication QAAP, for example; Engineering, Agriculture and Veterinary sectors. Generally they agreed that it was more justifiable and valid to develop the academic standards at first by the sector committees to be as groundwork for the projects of developing ILOs in the faculties
23. They made clear the role of stakeholders including the potential employers and the syndicates in development of NARS. Differences between the sectors concerning the achieved outcomes of the quality projects were attributed to the extent of dissemination of quality culture, capacity building of faculty staff members, and effectiveness of the DEs site visit, implementation of the developmental action plans and the adequacy of incentives for faculty staff to undertake any innovative activity. They reported that senior leadership at the faculties and sectors was essential to support establishment of the quality system.
24. It was clearly stated that QAAP provided a few number of training workshops for the faculty staff members to enable them to prepare NARS, however members of the Supreme Council for Universities could not identify the exact number of these workshops. Currently, dissemination of good practice between sectors was facilitated by QAAP as exchange of experience was enhanced between different sectors by presenting the training workshops in different universities, for example; Mansoura and South Valley Universities.
25. NARS were developed in seven sectors. The importance of the external reference standards to inform development of NARS was emphasized. Members of the sectors stated that without reference to external standards assessments, it is not possible to establish the levels of the academic standards effectively. A number of the other sectors' members stated that a few initial trials were done to use and test external reference standards but they are still immature. It was stated that the development of academic external reference standards is part of the strategic plans of quality assurance in the universities which were monitored and evaluated by the QAAP. They added that at the initial stage, external evaluation of these plans was carried out by external QAAP consultants.

26. Some faculties suggested developing some modifications in their bylaws to fit the established NARS. The development of new programmes, establishment of the credit hours system and supporting the programme by IT courses are the common modifications. They felt that it was more justifiable and valid to develop the academic standards at first by the sector committees to be as groundwork for the projects before establishing internal quality assurance systems in the faculties.
27. No plans have been mentioned by the sectors' members for extending their current activities on NARS into the postgraduate programmes. In addition, the criteria and design of student assessment have been significant factors for the majority of sectors in developing NARS, as part of the wider picture of faculties implementing quality assurance systems.
28. Delay in the outcomes of NARS projects have been reported in various sectors. Obstacles for development of NARS were reported to be due to insufficient technical support, underdeveloped quality culture among faculty staff members, delay in down payment of the installments and inadequate financial support in relation to the required activities. Regular meetings between the Chairperson of the National Committee and the presidents of the Sectors' Committee were suggested to clarify the importance of NARS development and support progress.

### **Strengths**

- NQAAC enhanced the training programmes for development of NARS
- Effective communication was reported between the NQAAC and some sectors
- The stakeholders informed the development of NARS in respect of the job needs
- NQAAC helped some sectors to establish NARS and encouraged exchange of good practice
- NQAAC encouraged the sectors to develop the suitable external reference standards
- NARS development were informed by the needs of the job markets
- Quality culture, capacity building, activation of quality assurance centers, presence of annual action plans of the sectors and DEs site visit have valuable effect on development of NARS
- The upper management of the faculties and the leadership of the sectors have important role in development of NARS
- Effective communication between the quality assurance centers and units of the faculties is essential to support development of NARS.
- Incentive and sanction systems are important to sustain the quality system and to reduce the resistance of the faculty staff members.
- External evaluations of the strategic plans for quality assurance of the universities were carried out by QAAP.

### **Matters should be addressed**

- Meeting between the Chairperson of the National Committee and the presidents of the Sectors' Committee should be carried out regularly to clarify the importance of NARS development
- NQAAC should establish a clear mechanism to satisfy the technical needs of the sectors and the number of training workshops provided by the NQAAC should be increased and well disseminated
- NQAAC should establish an organized and documented system for monitoring the development of NARS in different sectors
- The fund provided for development of NARS should be proportional with the required activities
- The sectors have no plans for extending their current activities on NARS into postgraduate programmes

## Representatives of other Higher Education Enhancement Project (HEEP)

29. The executive director and chairman of the board of projects management unit, Ministry of Higher Education, stated that HEEP development objectives are to create the conditions fundamental to improving the quality and efficiency of the higher education system in Egypt through legislative reform, institutional restructuring, and establishment of independent quality assurance mechanisms and monitoring systems. The valuable outcomes of integration of QAAP projects with other HEEP were emphasized. It was stated that some HEEPF projects were used to develop the quality management and enhancement of the academic process in some institutions and the outcomes of these projects supported significant development of the system. Furthermore, he reported that the site visit outcomes helped the institutions to identify their needs and the analysis of these outcomes should affect the scope of the HEEPF projects. He added that there are a group of factors attributed to enhancing establishment of the internal quality system at the level of the institutions, in relation, for example to the funded projects and the developmental engagements, however it was mentioned that inactivation of the role of NAAQAE hampers the sustainability of the constructive outcomes of the QAAP. The representatives of HEEPF reported that some QAAP professional staff cooperated through effective dialogue and feedback on evaluation and impact of few quality projects funded by HEEPF. Also, QAAP supported and monitored effectively the quality projects of Faculties of Education Enhancement Project (FOEP). Feedback reports were prepared by the monitoring team of QAAP and the chairperson of QAAP provided the FOEP chairperson with a copy of these reports. The representatives of FLDP mentioned that QAAP participated in the preparation of the training materials required for the quality assurance programmes. These materials included general concepts and procedures of quality assurance guidelines for programme and course specifications and reports. The materials were designed in line with the contents of "*The Quality Assurance and Accreditation Handbook for Higher Education in Egypt*".
30. It was reported by the representatives of FLDP that QAAP had a role in the training system of the academic and non academic staff members. However the number of training workshops assigned to the academic staff exceeded those that were allocated to train the non-academic staff. This variation was due to the interest and the priority given to peer reviewer training for the academic staff wishing to attend these programmes. The training workshops were carried out by consultants from QAAP. According to the general rules of FLDP, each workshop included fifteen training hours carried out for three days. A positive impact was reported from the integration of QAAP and FLDP which is attributed to enhancement of the quality operational procedures and indicated by improvement of the quality of teaching and assessment capabilities of teaching assistants and faculty staff members. The trainees become aware of the importance of NARS development and the evaluative framework.
31. It was reported that QAAP responded effectively to the evaluation of trainees and trainers on the technical comments of the training programmes; for example, more practical exercises in the training programme could be designed by the trainers in response to the need of trainees to enhance their practical and intellectual skills in application of the quality system. However as the administrative issues; like the number of training hours and the scheduling of the training workshops are regulated by The National Committee of FLDP so QAAP had no authority to modify these issues even when required by either trainees or trainers.

## Strengths

- The strategic objectives of QAAP are achieved via evident integration between the QAAP , and other HEEP

- Enhancement of the quality culture and procedures among the teaching assistants and faculty staff members is evident.
- Handbook for Quality Assurance and Accreditation is relevant to training programmes of other projects
- The importance of the evaluative framework and developmental engagement outcomes are recognized by academic staff members.

#### **Matters should be addressed**

- The training of quality assurance and accreditation programmes should be enhanced among the non academic staff members
- The integration between the QAAP and FLDP should be augmented at the administrative level

#### **National Committee Executive Members (NCEM)**

32. The majority of the NCEM reported that the QAAP had annual operational plans which were derived from the approved road map. They stated that implementation of the annual action plan were monitored by the chairperson of the NQAAC who prepared a progress reports including the mid term reports presented to the World Bank. These reports were discussed and assessed by the NCEM during their monthly meetings. However a number of the NCEM mentioned that there was inconsistent development of the annual action plans due to insufficient policy for systematic application, evaluation and revision of the road map. They added that neither procedures nor regular follow up to assess the achievements of the annual action plans were evident.

33. The successful implementation of a three year transitional period involving a total of 177 participating institutions was emphasized. Funding 177 projects in 15 universities leading to the establishment of 11 quality assurance centers in universities and 146 quality assurance units in faculties. The NCEM stated that QAAP monitored the effectiveness of different types of support given to the projects by discussing and assessing the written monitoring reports of the chairperson of the NQAAC. Monitoring feedback reports were submitted to the presidents of the universities to enhance effective outcomes of the projects' activities in collaboration with QAAP.

34. The majority of the NCEM confirmed that key factors influencing the effectiveness of different types of QAAP support included an insufficient number of personnel in the monitoring team, multiple academic programmes within participating faculties and the relative short time of implementation of the project activities (18 months) in the faculties and (6 months) for development of strategic plans of the university and quality assurance centers.

35. The majority of the NCEM stated that the positive outcomes of the projects' plan, which should be more widely disseminated, include:

- Enhancement of the quality culture and capacity building among academic and non academic staff,
- Development of strategic plans of the universities which assures commitment of the university leadership to support and monitor the quality culture and activities,
- Development of both quality assurance centers and units in the universities and faculties respectively with effective enhancement of their roles
- Publication of a *Handbook for Quality Assurance and Accreditation in Egypt (2005)* and the guidelines of the NARS development.
- Working in collaboration with government and non-governmental organizations to develop the infrastructure to support quality assurance systems in institutions.
- Recruiting and giving initial briefing and training to 500 peer reviewers
- Completing 48 Developmental Engagements including receiving self-evaluation reports, arranging site-visits and producing written review reports.

- Supporting development of NARS at the level of 7 sectors.
- Operating a website that provides useful information and publications.
- Promoting integration with other developmental projects to further enhance awareness and support the effectiveness of the quality culture.

36. They added that the negative issues to be addressed, concerning the implementation of the projects' plan, included:

- Marked delay in the delivery of the financial installments to support the projects, which led to postponing all planned activities.
- Staff resistance due to low salary, insufficient finance for implementation of research activities and the lack of incentives and sanctions systems which support establishment of the quality system.
- Lack of faculty staff training on the quality disciplines and insufficient interest of most sectors of Supreme Council of Universities (SCU) to apply for NARS projects,
- Insufficient financial rewarding for the team work of the quality assurance centers and units.
- The oral feedback at the end of the site visit needs to be modified as emphasis must be put on reporting the strengths and issues which should be rectified only, with no need to state that "the institution is not ready to receive an accreditation visit" to avoid unenthusiastic attitude of the faculty staff.
- Inadequate leadership commitment in some institutions to support the implementation and sustainability of project activities and outcomes, so some faculties dealt with quality activities as a project not as established internal system.

37. According to the projects' outcomes the NCEM stated that the current regulations of the QAAP cannot be used for the new faculties which have not yet participated in DEs and they need to be modified as there was no correlation between numbers of programmes, size of structural organization of the faculty staff and the fund of the project. There were few strategic plans at the faculties' level which might be considered the backbone for implementation of the quality system. The internal annual reports of the faculties were restricted only to the English versions. The review reports were limited to English language only. Arabic versions were not available. Re-editing of the Arabic version of *The Handbook for Quality Assurance and Accreditation* is required.

38. The majority of the NCEM stated that the current regulations of the QAAP can be modified by:

- Taking into consideration the faculty size, number of programmes and the relevant fund accordingly; the system should be developed to include only one to three programmes in the institutions.
- Approval of application forms of the quality projects were on competitive basis.
- The QAAP should offer quality projects for development of faculties' strategic plans that reflect the faculties' priorities.
- QAAP financial and technical support during the developmental engagement phase should be adequately provided to the faculties with strong initiative for establishing the system to be prepared to the site visit of accreditation rather than giving little equal supports to all faculties to be at the marginal levels.
- Development of the obligatory rules for enhancement of the system.

39. The NCEM stated that the QAAP followed up the developmental action plans of the faculties after the site visits to make sure that they were developed and implemented to fill recognized gaps in the review report. They stated that development of the faculties' action plan were identified clearly in terms of objective, mechanisms, outcomes, responsibilities, measurements and deadline date. Some of the NCEM suggested that the developmental action plan of the faculties should be monitored systematically by a team assigned by the

QAAP and included one of the peer reviewer team who participated in the site visit to ensure sustainability of the quality system.

40. The majority of the NCEM revealed that there must be an effective communication between the quality centers and units to enhance sustainable implementation of the system. Modification of the current laws and bylaws are needed to maintain and ensure the sustainability of the quality assurance system.

### **Strengths**

- Development of the road map is evident
- The outcomes of an approved annual operational plan is monitored and evaluated by NQAAC.
- The positive outcomes of the quality projects which should be disseminated include enhancement of the quality culture, improvement of capacity building, development of strategic plans of the universities, reviewing of the academic standards, developing of formal annual action plan, improvement the role of both quality assurance centers and units, maximizing the effectiveness of the DEs site visit and enhancement the integration between QAAP and other developmental projects to augment the usefulness of the quality background.
- Monitoring of the operational action plans by QAAP was evident

### **Matters should be addressed**

- There is insufficient policy for systematic application and evaluation of the road map. Insufficient procedures and regular follow up to evaluate the success of the annual action plan were evident.
- Size of the monitoring team, numbers of academic programmes, time for achievement of project outcomes, amount of the financial support and the applied mechanisms for monitoring the project activities need to be reviewed
- The mechanism of delivery of the financial installments need to be reviewed
- Research resources and facilities require enhancement
- There is a need to develop an incentives scheme to support the establishment and full implementation of the quality system.
- Encouraging the sectors to apply for NARS projects is fundamental. Staff development should be informed by a needs assessment
- There is a need to have a formal review for the conclusion set during the oral feedback at the end of the site visit
- The quality management system has not been fully implemented yet. There is a need for further awareness and involvement of the senior leadership and academic staff in some institutions
- The structural organization of the universities and faculties need to be reviewed to include the quality assurance centers and units
- There is need to develop strategic plans at the levels of the faculties
- The faculties 'documents provided to the QAAP prior to the site visit should be in both Arabic and English versions
- The editing of The Arabic version of the Quality assurance And accreditation Hand Book For Higher Education In Egypt needs to be revised.
- Development of the obligatory rules to overcome obstacles in implementation of the system is required
- Effective communication between NQAAC, the quality centers, and the quality units of the faculties is essential to augment sustainable accomplishment of the system.
- Modification of the laws and bylaws are positive feature to keep and make certain the continuance of the quality assurance system.

## **British Council**

41. The British Council as a strategic partner for QAAP was represented in the interview by the Sector Manager Education Reform who strongly agreed that the QAAP used the financial and technical support in efficient and effective ways. Consultants from QAAP were elected by the British Council including the chairperson and other members of NQAAC to contribute by their efforts and experience in establishing the quality assurance systems in the academic institutions of other countries.
42. QAAP took ongoing steps and proceeded in the correct way to achieve the affirmed objectives. This is evident as QAAP adopted the use of key external reference points in the development of the processes, for example, with INQAHEE. However, it is too early to detect full achievement in line with international guidelines.
43. The British Council has effective communication with the QAAP. No obstacles have been detected.
44. The QAAP responded effectively to the comments from the consultants of the British Council. The QAAP made the required modifications in response to their comments. The consultants provided training, consultations and mentoring activities. Constructive dialog and exchange of opinions with the Egyptian academic staff was made available.
45. No significant gap can be detected between the approved action plan of the QAAP and the QAAP road map and the actual achieved activities.
46. The British Council afforded help to the QAAP to establish sustainable quality systems in the academic institutions by providing significant support and consultations. The British Council conducted in association with QAAP a number of symposia. The quality assurance system in higher education will be established in the future as outcomes of the quality assurance projects. Fortunately, the quality assurance units in the faculties will monitor and enhance the developed quality assurance system.
47. It was judged that the risk which threatens the continuation of the QAAP activities is mainly the inactivated role of the NAAQAE. In general, the start that has been made for developing of an internal system for quality assurance in the higher education institutions is encouraging, however the systems and procedures in some institutions are treated as projects and not yet sustainable. The effective role of the NAAQAE was emphasized to secure autonomous mechanisms available to support the quality assurance process in accordance with internal requirements of the universities; otherwise all the exerted efforts will be in vain.
48. The British Council has a future plan for maintaining the sustainability and effectiveness of the positive outcomes of the QAAP. Enhancement of capacity building in quality assurance is a focus area in this plan; for example, to improve the capability for writing the review report. The plan also will provide support to the NAAQAE as soon as it will be established to enhance its role in supporting continuing quality improvement.

## **Strengths**

- QAAP made effective use of the financial and technical resources provided by the British Council
- Mutual exchange and benefit between the British Council and NQAAC was evident
- The QAAP uses key external points to support the development of quality assurance system
- There is clear mechanisms for communication between the British Council and QAAP

- QAAP responded effectively to the comments of the British Council' consultants
- QAAP received well structured activities from the consultants of the British Council
- The accomplished activities of NQAAC went parallel with the road map and the approved action plan
- There is evidence of the strategic role of the British Council
- The Quality Assurance Projects are asset for developing of quality assurance systems
- The role of the faculties' quality assurance units is emphasized
- Well done start has been made for developing of quality assurance in the higher institutions

### **Matters should be addressed**

- Full achievement of QAAP objectives can not be identified yet.
- The absence of NAAQAE hampers the sustainability of the constructive outcomes of the NQAAC.
- Establishment of NAAQAE is emphasized to support developing of the quality assurance system
- A clear policy should be identified to indicate effective relationship between the NAAQAE and the NQAAC

### **Government**

49. This interview was represented by members in Educational Committee of the National Party who reported that the Ministry of Higher Education and Scientific Research is considered a strategic partner to QAAP in the process of development of quality assurance systems. The procedures taken by the Ministry to implement the reported outcomes of QAAP projects and making them effective included support of the developmental action plans provided by the faculties after their site visits and with the support of the universities through consultation, effective dialogue, technical and financial support to help sustainability of the established quality systems. They reported that widespread consultation with the Ministry of Higher Education and Scientific Research, Educational Committee of the Popular Assembly, Shura and all governorates and public universities on the feedback of quality projects' impact and consequent future planning was effectively conducted to determine the future mission, process and methods leading to a state accreditation process. It was mentioned that the National Quality Assurance and Accreditation Agency was established by Presidential Decree in 2007, and it will be activated in the near future.
50. Referring to the positive outcomes of the projects, the future action plan taken by the Ministry of Higher Education included enhancement of effective communication with the international universities to help development of academic external reference standards. Currently a strategic plan for the Higher Education is established that will help all the governmental and private institutions to develop internal quality assurance system. The Ministry of Higher Education supports development of the external evaluation system of the universities. It enhanced the role of the Higher Education Enhancement Projects (HEEP) to support the quality assurance and accreditation process in accordance with requirements of universities and higher education institutions. Thus it helps the QAAP in achieving its goals.
51. The universities have significant variations concerning the achieved outcomes of the quality projects. These differences were reported to be attributed to the variation in leadership vision for quality improvement and the importance that may be attached to discrepancies in human and financial resources, the extent of dissemination of the quality culture and capacity building of faculty staff members to be able to apply quality concepts and procedures, establishment of quality assurance centers and units and developing and

monitoring of documented annual action plans. The impact of the DEs' site visit on the faculties was stated to be significant positive factor.

52. It was reported that no approved obligatory rules have been stated to implement the outcomes of the quality projects and to promote dissemination of the quality culture and reduce resistance of the faculty staff members. However modification of the current laws and bylaws to fit implementation of the quality assurance and accreditation system will be considered as soon as the NAAQAE is developed. Even then there is an obligation that they must go parallel with the level of financial support to enhance effective developmental changes.
53. The QAAP has a positive impact on the future role of the NAAQAE as it supported development of NARS, quality centers of the universities and helped establishment of the internal quality assurance system in the academic institutions. It has provided the base for development and improvement of quality systems in the academic institutions which will be governed and regulated by NAAQAE. It was reported that the role of QAAP was directed towards the technical support to promote quality culture and build up the relevant procedures to prepare the institutions for the process of developmental engagement. However the NAAQAE is the professional body which will provide judgment for whether the institution is being accredited or not. Accordingly QAAP will provide groundwork for NAAQAE through several outcomes, for example; establishment of quality assurance centers and units, dissemination and implementation of quality procedures among the faculty members and establishment of the quality assurance strategic plans for the universities which is considered a key stone in the system. So, the active role of QAAP became clear in promoting Egypt's national interests in international developments in quality assurance in higher education.

### **Strengths**

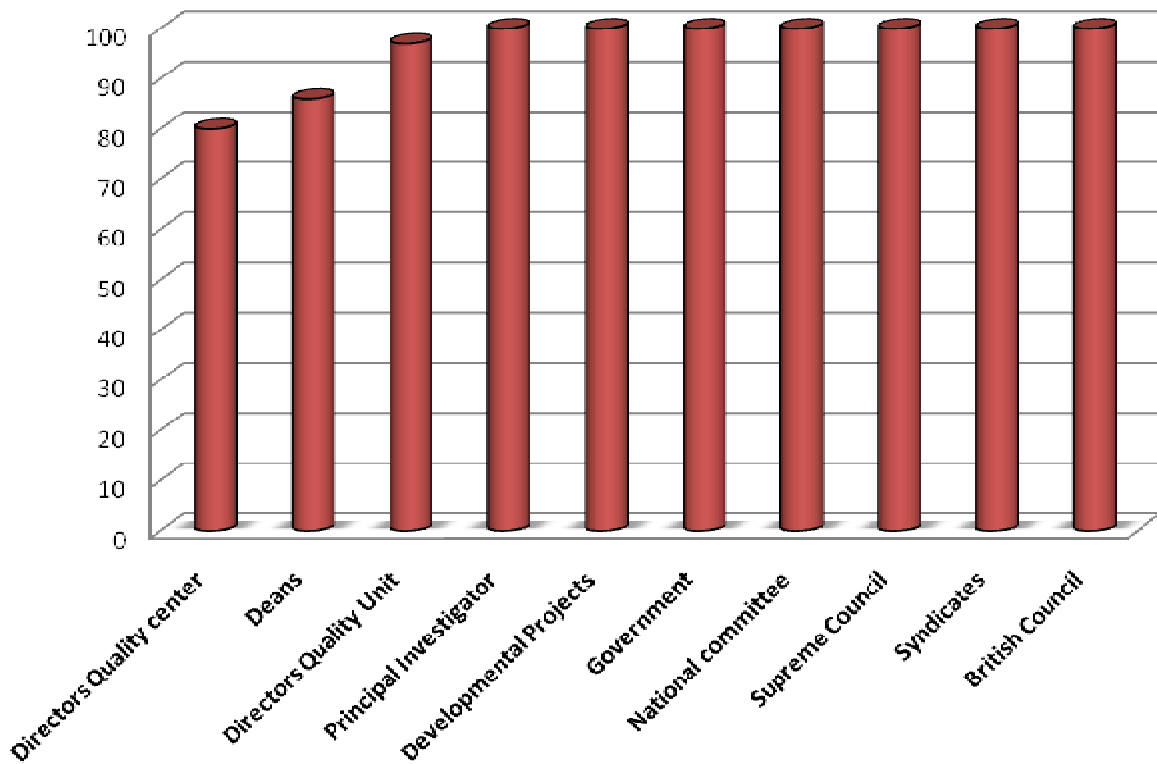
- The Ministry of Higher Education supports the development the quality assurance systems.
- Ministry of Higher Education provided technical and financial support for the developmental action plans
- The assignment of the upper management of the faculties and universities should be carefully considered as personal specifications play an important role in enhancement of the quality culture and procedures.
- Effective communication between Ministry of Higher Education and QAAP
- The role of the NQAAC provided coherent and effective base for development of the NAAQAE

### **Matters should be addressed**

- No obligatory rules have been stated yet to enhance development of the quality system
- Financial support is essential for development of the quality system
- Development of new laws and bylaws for obligatory implementation of the quality assurance system which should be associated with the development of the NAAQAE

## Responses of key Stakeholders to Standardized Questions

54. Two categories of standardized questions with consistent scale ranged from 1 to 5 with 5 high were used to collect responses from the key stakeholders. The first category of these questions were utilized to measure how relevant are the QAAP activities (%) to the interests of the stakeholders and reform of the programmes including funded projects, developmental engagements, the *Handbook for Quality Assurance and Accreditation*, written developmental engagement review reports in participating institutions, other QAAP documents, workshops and conferences. The results of relevance of all variables among the target groups were changeable (figures 1-5). The highest relevant values of all variables to the QAAP activities were achieved by the results collected from the sector manager education reform of the British Council, representatives of other developmental projects, representatives of the government and NECM which indicated their significant support of QAAP activities to reform the academic programmes. Analysis of the collected responses revealed that the funded projects and the developmental engagements were the most relevant subject matter to all stakeholders' interests. To lesser extent were the responses to *The Handbook for Quality Assurance and Accreditation*, followed by the written developmental engagement review reports. Revising the editing of the Arabic version of the *Handbook* was emphasized. The least relevant values were reported from the results of the other QAAP documents, and the conferences. The results reported that the degree of relevance of workshops to the interests of stakeholders were variable. The least values were achieved from the deans, principle investigators and directors of the quality assurance centers and units. These results indicated the need for QAAP to provide more training workshops for capacity building of the faculty staff.
55. The second category of the standardized questions were used to rate the quality of engagements of the stakeholders with QAAP activities (%) comprising consultation on proposals, communications at operational level, including briefing on projects, dialogue and feedback on evaluations of processes and impact. The results of these variables were inconsistent among all target groups (figure 6). The best responses were provided by the sector manager education reform of the British Council, representatives of the government and NECM. These results revealed significant consultations and communication provided from the strategic partners, government and NQAAC. The responses achieved from the deans, directors of the quality assurance centers and units and the principal investigators revealed insufficient communication. Responses collected from the members of the Supreme Council for Universities exhibited the lowest values. The responses of the directors of the quality assurance centers as regards to the degree of relevance of the network of quality center heads in respect of the University's Quality Center indicated disappointing results. Responses reported from the members of syndicates and professional bodies indicated high relevance of the funded projects and the developmental engagements to their activities. No responses were achieved from measuring other variables in both categories of the questions, which indicated that although an initial good start has been made to involve them in developing of the quality system, their role is in need to be enhanced.



**Figure 1: Percentage of relevance of QAAP funded projects to the stakeholders' interests and reform of the programmes among all target groups.**

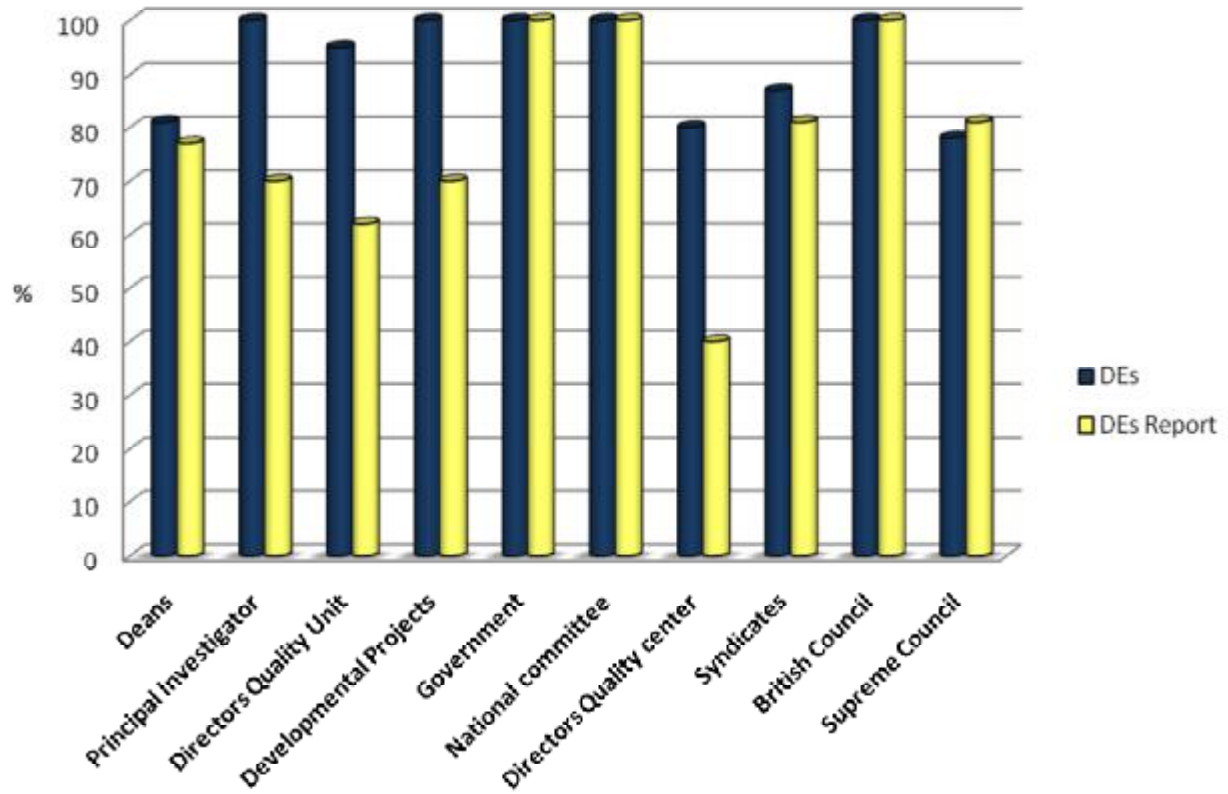
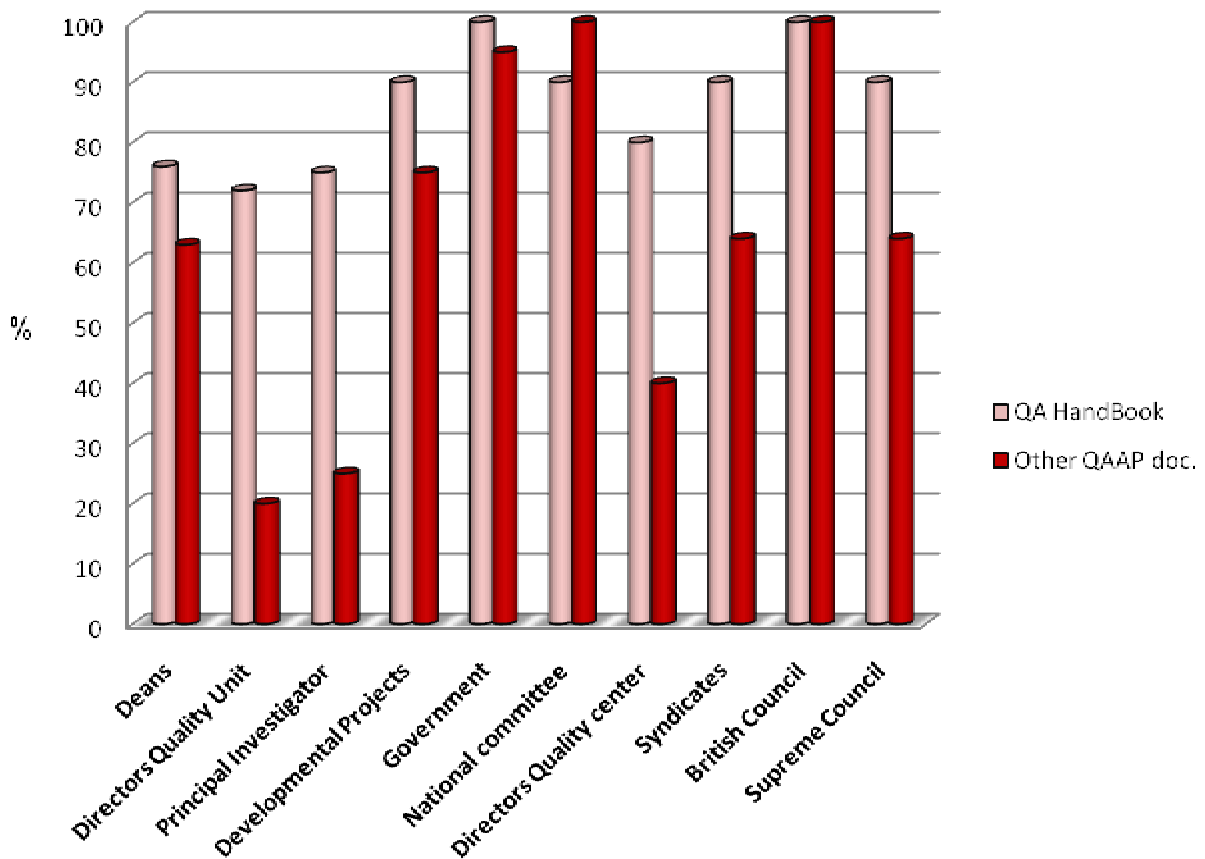
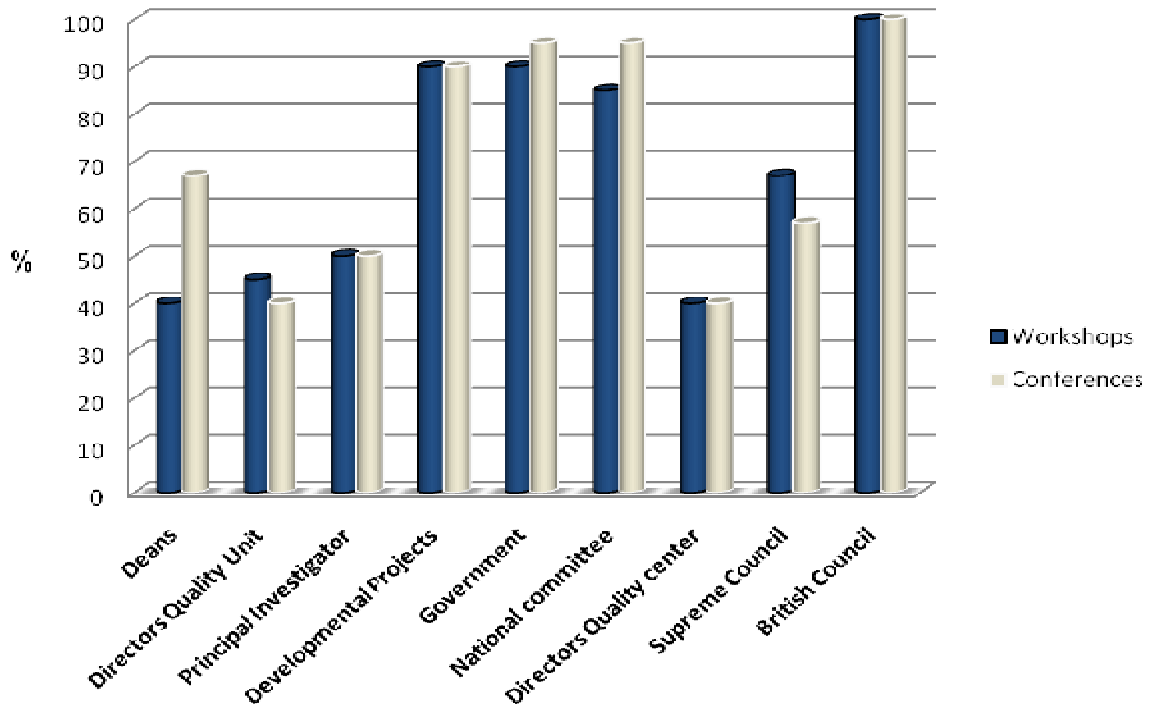


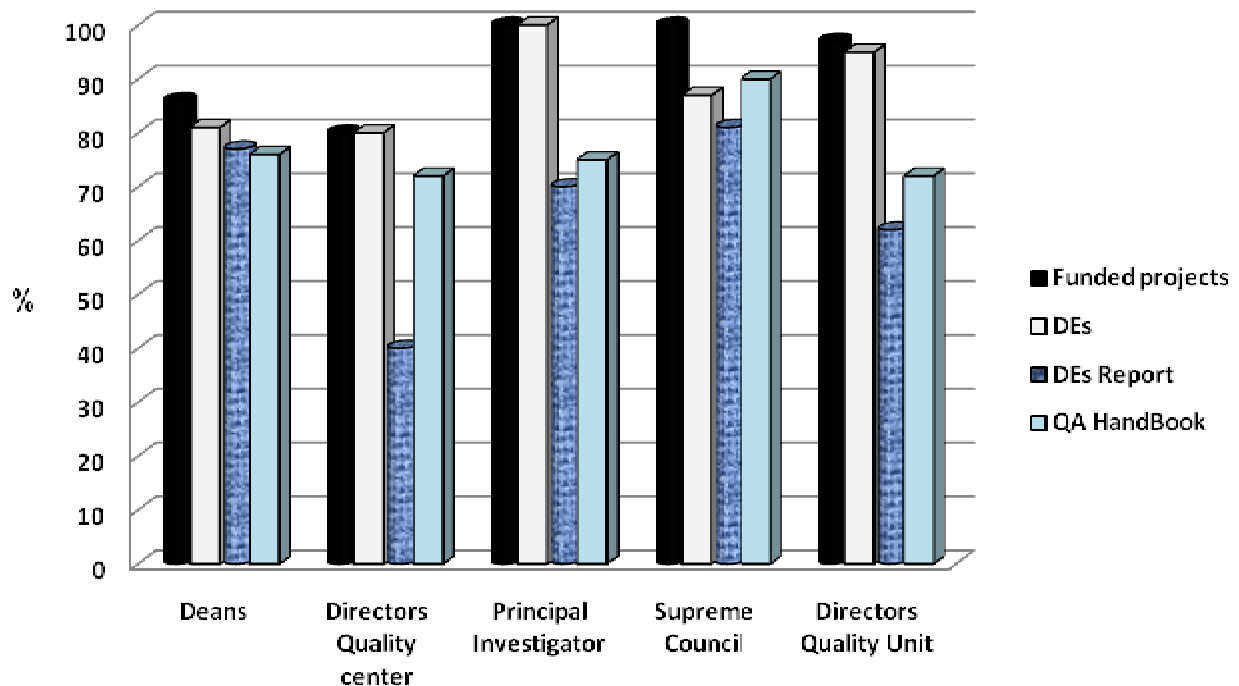
Figure 2: Percentage of maximum relevance of DEs and DEs reports to the stakeholders' interests and reform of the programmes among all target groups.



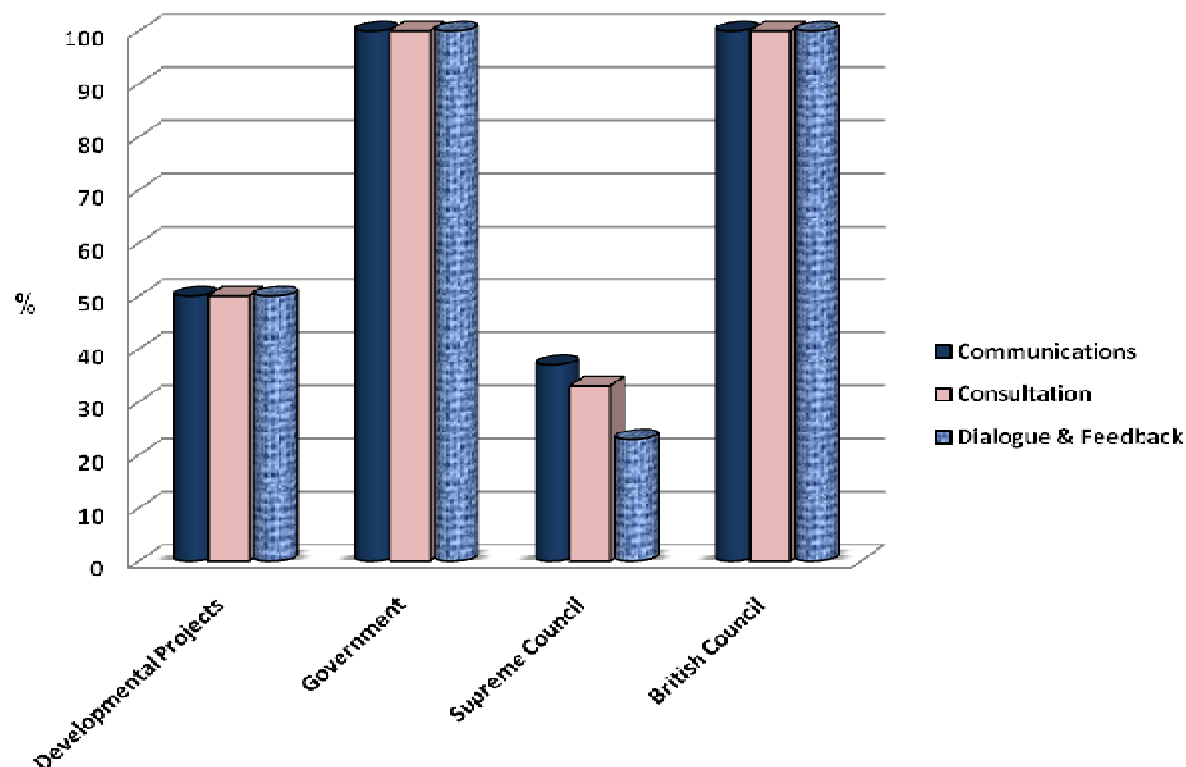
**Figure 3: Percentage of maximum relevance of The Quality Assurance and Accreditation Handbook and Other QAAP documents to the stakeholders' interests and reform of the programmes among all target groups.**



**Figure 4: Percentage of maximum relevance of the workshops and conferences to the stakeholders' interests and reform of the programmes among all target groups.**



**Figure 5: Comparing the percentage of maximum relevance of QAAP activities including the funded projects, DEs, DEs reports and The Quality Assurance and Accreditation Handbook to the stakeholders' interests and reform of the programmes among all target groups.**



**Figure 6: Rating the quality of engagement (%) with QAAP activities including consultations on proposals, communications at the operational level, dialogue and feedback on evaluations of processes among all target groups.**

## B. The Outcomes of the Survey Questionnaires

### Capacity Building

56. Capacity building satisfaction was assessed from the satisfactory responses of the deans, faculty staff members, directors of quality assurance units and centers, principal investigators, and administrators of the faculties comprising teaching assistants and demonstrators, peer reviewers, and QAAP office staff.

57. Tables (1&2) and figures (7&13-20) indicated that values of capacity building satisfaction in all target groups of the faculties engaged in DEs were higher compared with corresponding values in the faculties that have delayed project deliverables. The highest values of capacity building satisfaction in all faculties were indicated by the positive responses of 69 per cent of the deans and 67 per cent of the principal investigators respectively. These results reveal that the QAAP provided modest technical training in response to the needs of the institution, the majority of the deans supported the development of capacity building provided by the QAAP and they agreed that the QAAP carried out useful workshops to train the facilitator before the site visits to their institutions. In addition the principal investigators attended satisfactory number of the awareness seminars and workshops conducted by the QAAP, however the technical training provided by QAAP to support capacity building needs to be enhanced. Lesser values of capacity building satisfaction were brought together from the positive responses of 61 per cent of faculty staff members and 64 per cent of administrators respectively which indicated the need to increase the effectiveness of the awareness seminars and the training workshops

provided at both center and faculty levels, enhance implementation of the quality assurance procedures in respect of programmatic review, internal annual review, and increase the potentiality of the training workshops to provide clear demonstration of components of the framework for evaluation of academic activities and quality assurance systems. Regular evaluation of needs assessment is required to enhance capacity building.

58. The value of capacity building satisfaction of the directors of quality assurance centers was 55 percent (Table 3 and figure 21). These responses were disappointing and indicated insufficient technical training provided in responses to their needs. The least values were achieved from the positive responses collected from 42 percent of directors of the quality assurance units in the faculties (figure 7) which revealed limited training opportunities for developing well structured programme specifications, reports and faculty annual reports. These results indicated that the quality unit team should have more precise procedures to conduct effective training for faculty members and administrators to enhance effectively the skills of programme reporting. There is a need for further awareness and involvement of the academic staff in all faculties. The role of the quality assurance units needs to be developed and supported by the upper management of the faculties. Positive values of adequate capacity building were presented by 81 percent of the review teams (Table 4 and Figure 22). These results indicate their abilities to use effectively the prompts, guidelines and protocols of *The Quality Assurance and Accreditation Handbook* during the site visit, their acquaintance with the rules of successful review as well as their skills of report writing. The value of capacity building satisfaction of the QAAP office employees was 63 percent (Table 5 and figure 23). These results indicate insufficient staff development programmes concomitant with substandard IT skills.

**Table (1): Assessment of satisfaction (%) of the faculties in DE Phases and Faculties with delayed deliverables**

Variables	Capacity building		Supporting and Monitoring		Reporting and documentation		Effective Communication		Quality Management and enhancement		Overall Satisfaction	
	FDE*	Fdd†	FDE*	Fdd†	FDE*	Fdd†	FDE*	Fdd†	FDE*	Fdd†	FDE*	Fdd†
Target Groups												
Deans	84	62	50	26	66	54	76	59	68	47	69	48
Principle Investigators	83	72	64	40	64	60	70	58	69	51	70	53
Faculty Staff	66	56	68	50	62	52	73	66	65	31	66	56
Employees	68	61	67	49	61	45	64	46	60	28	61	51
Units Directors	55	32	66	27	64	50	68	39	50	30	53	33
Students			48	38	48	32	41	32	38	28	40	30
Graduates							49	37	65	33	65	33
Representatives of employing community							44	40	50	43	49	41

FDE\* = Faculties in DE phases

Fdd† =Faculties with delayed deliverables

**Table (2) Accumulative values of satisfaction assessment (%) in all faculties**

Variables Target Group	Capacity building	Supporting & Monitoring	Reporting and Documentation	Effective Communication	Quality Management and Enhancement	Overall Satisfaction
Deans	٦٩	٤٩	٦١	٦٥	٦٠	٦١
Principle Investigators	٦٧	٥٢	٦٢	٦٤	٦٢	٦٢
Faculty Staff	٦١	٥٩	٥٧	٦٩	٤٨	٦١
Employees	٦٤	٥٨	٥٣	٦١	٤٤	55
Units' Directors	٤٢	٤٣	٥٦	٤٨	٤٠	٤٨
Students		٤٣	٤٠	٣٦	٣٣	٣٣
Graduates				٤٢	٤٧	٤٤
Representatives of employing community				٤٢	٤٩	٤٦

**Table (3) Assessment of satisfaction (%) among quality center directors**

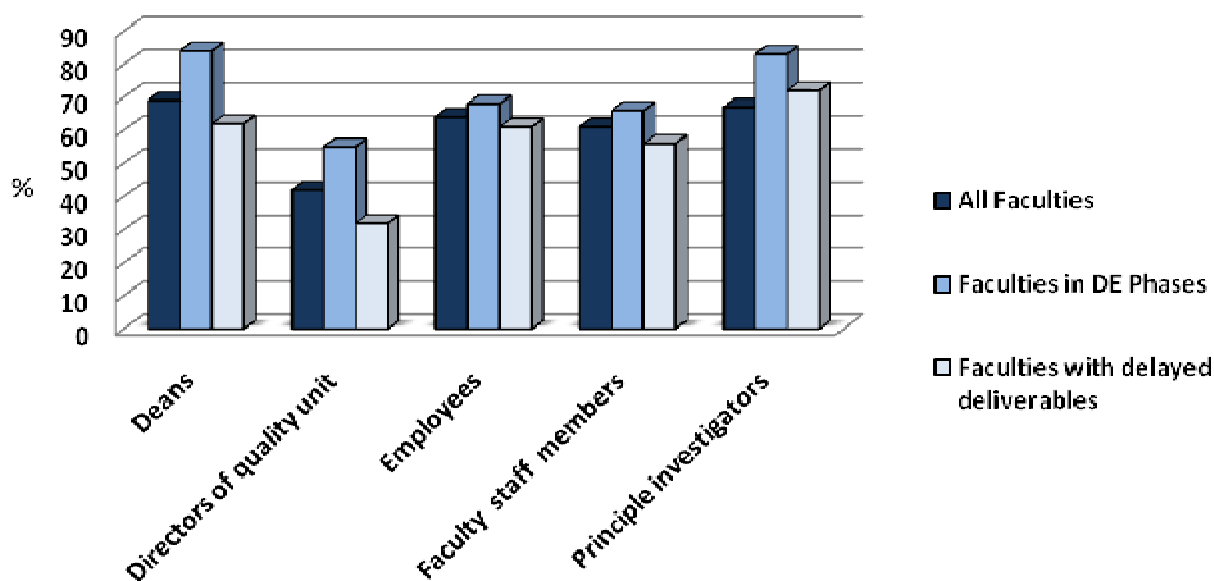
Target group	Capacity Building	Supporting and Monitoring	Reporting and Documentation	Effective Communication	Quality Management and Enhancement	Over all Satisfaction
%	55	57	62	60	50	53

**Table (4) Assessment of satisfaction (%) among the peer reviewers**

Target group	Capacity Building	Supporting and Monitoring	Reporting and Documentation	Effective Communication	Quality Management and Enhancement	Over all Satisfaction
%	81	74	81	44	65	75

**Table (5) Assessment of satisfaction (%) of QAAP office staff**

Target group	Capacity Building	Supporting and Monitoring	Reporting and Documentation	Effective Communication	Quality Management and Enhancement	Over all Satisfaction
%	63	72	58	88	63	67



**Figure 7: Assessment of capacity building satisfaction.**

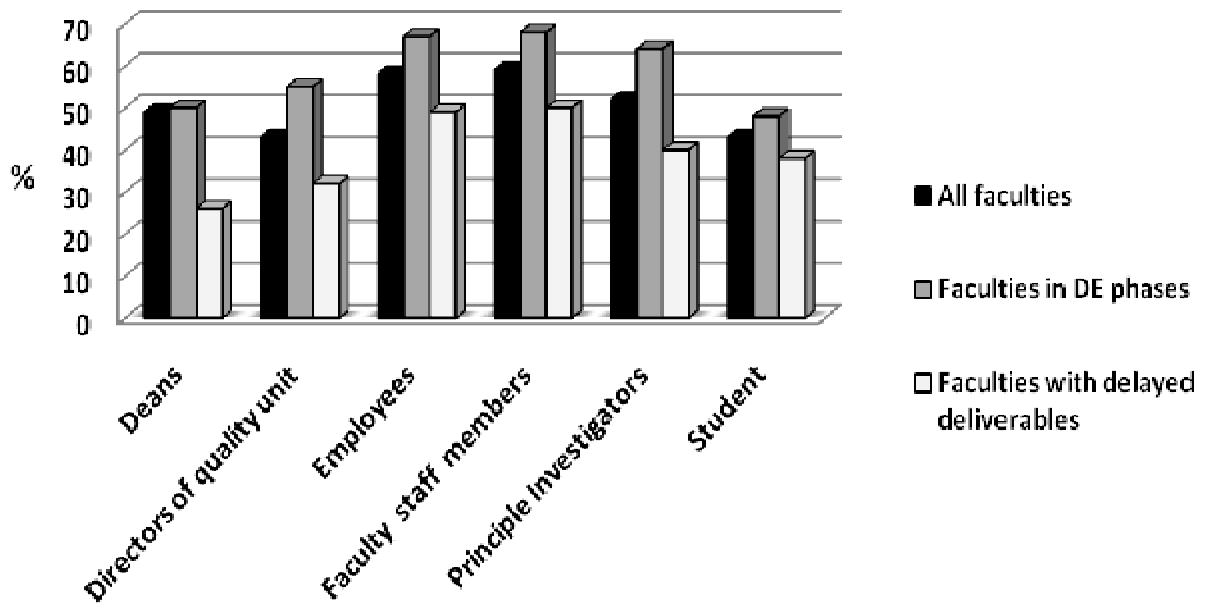
### Supporting and Monitoring Activities

59. Effectiveness of QAAP supporting and monitoring activities were assessed from the positive responses of deans, faculty staff members, students, directors of quality assurance centers and units, principle investigators, and administrators of the faculties including teaching assistants and demonstrators, peer reviewers, and QAAP office staff.

60. Tables (1&2) and figures (8&13-20) indicate that values of satisfaction of supporting and monitoring activities in all target groups in the faculties engaged in DEs were higher as compared with the corresponding values in the faculties that have delayed project deliverables. Only 49 per cent of the deans in all faculties were in accord that QAAP provided adequate financial support for implementation of the project activities and technical support which was carried out on regular basis in response to the faculties' need. They showed agreement on the adequacy of the site-visit schedules, confidentiality and punctuality of the DEs reports, effectiveness of the site visit evaluation forms and QAAP supporting and monitoring activities to enhance development of the

action plans. Responses from 52 per cent of the principal investigators agreed that payments are made on time when due, however payments sometimes were withheld without clear reasons. Agreement was reported on the regularity of consultations and advices provided by QAAP throughout implementation of the project's phases, effectiveness of QAAP responses for managing arising problems at both the managerial and operational levels, providing an effective oral feedback at the end of each monitoring visit which is augmented by prompt written monitoring feedback reports. Additionally, they confirmed that appraisal forms were provided by QAAP to monitor the effectiveness of the monitoring team performance. Constructive responses collected from 59 per cent of the faculty staff members and 58 per cent of the administrators including teaching assistants and demonstrators showed their satisfaction of the supporting and monitoring activities provided by the project's team and monitored by the quality assurance units to enhance good practices, for example; reform of the curricula, developing an explicit criteria for the assessment of graded levels of students' attainment, and established policies for systematically monitoring and assessing of the research activities and community services. The monitoring activities of the units require to be enhanced in the light of evaluation of needs assessment to support capacity building. Additionally, the results mentioned that the upper management of the faculties provided adequate support for continuing improvement. The least values equal to 43 per cent were achieved from the positive responses of both directors of the quality assurance units and the students. These results suggest an inadequate monitoring system provided by the quality unit for enhancing the quality disciplines among the academic departments, unavailability of *The Handbook for Quality Assurance and Accreditation* in both Arabic and English versions, insufficient effectiveness of the supporting and monitoring activities for students, and few opportunities provided for stimulation of independent learning and self evaluation of students. Additionally, the learning resources were insufficient to support the process of learning.

61. Satisfaction with supporting and monitoring activities was indicated by 57 per cent of the directors of the quality assurance centers (Table 3 and figure 21). These results suggested irregular and inadequate technical and financial support, modest responses of QAAP to the arising problems, unavailability of monitoring appraisal forms on regular basis and lack of activities provided by the QAAP to enhance contribution of the centers to monitor the developmental action plans after the site visit. Responses from 74 percent of the peer reviewers revealed accord on the time of the site visit allocated by the QAAP to achieve the work activity. They are in agreement that the QAAP provided the review team with good facilities and good accommodation during the site visit, the supporting materials before the site-visit were punctually provided for the peer reviewers, and the chair of the review team is able to control and support it (Table 4 and figure 22). Positive responses collected from 72 per cent of QAAP office staff (Table 5 and figure 23) agreed that proper monitoring was provided by QAAP for all employees in both the managerial and the accounting sections.



**Figure 8: Assessment of supporting and monitoring activities satisfaction.**

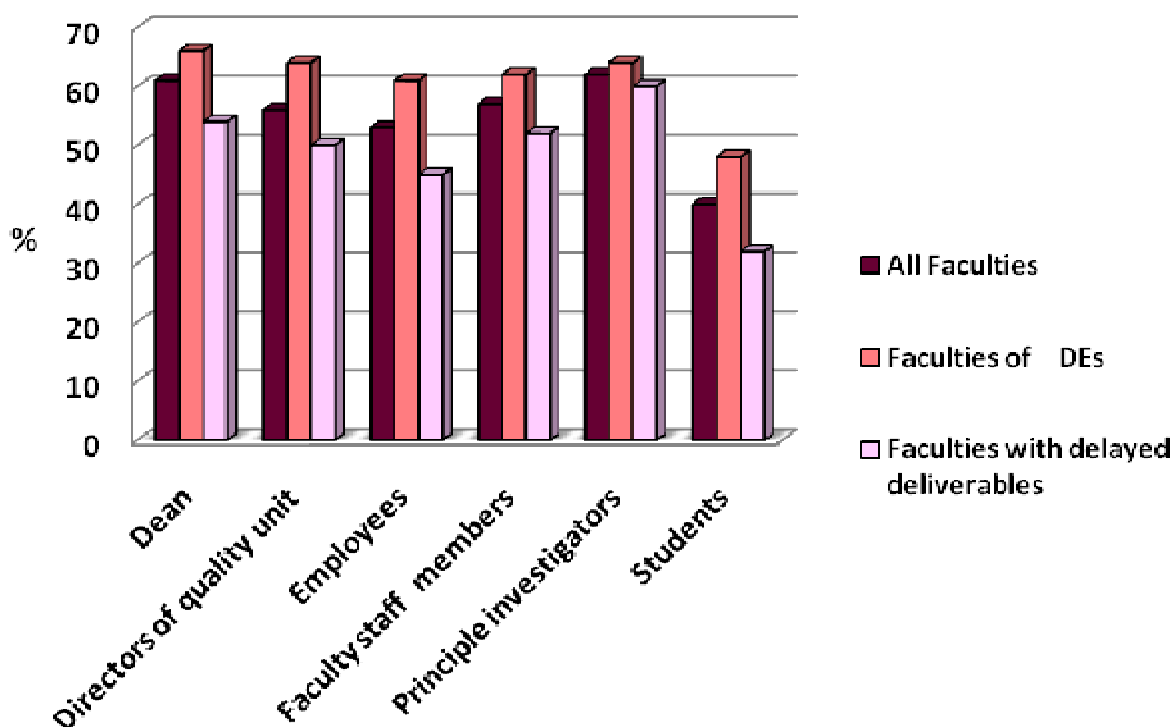
### Reporting and Documentation Systems

62. Effectiveness of QAAP reporting and documentation systems were assessed from the satisfactory responses of the deans, faculty staff members, principal investigators, administrators of the faculties including teaching assistants and demonstrators, directors of quality assurance units and centers, students, peer reviewers, and QAAP office staff.

63. Tables (1&2) and figure (9&13-20) indicated that values of satisfaction with reporting and documentation systems in all target groups in the faculties engaged in the DEs were higher as compared with the corresponding values in the faculties that have delayed project deliverables. Satisfactory responses were achieved from 61 per cent of the deans and 62 per cent of the principal investigators respectively. These results mentioned that the faculties had made start for developing filing systems for their activities and they indicated also successful start for establishing a system intended for reporting and regular upgrading of data base including both hard and soft copies. These responses also showed modest reporting of the achieved deliverables of the projects by the QAAP according to the structured evaluative formats and existence of irregular feedback reports. There was an agreement that QAAP provided the faculties with few copies of the Quality Assurance and Accreditation Handbook for Higher Education in Egypt. Additionally the responses from the deans of the participating faculties indicated that using of effective reviewer tools by the review teams was modest. They added that the roles of the facilitator and the institution were clarified only to some extent by the chair review during the preliminary site visit. The fairness and evidence based judgments of the developmental engagement reports were considered by the QAAP; however they need to be enhanced. Satisfactory responses collected from the faculty staff members, administrators of the faculties

including teaching assistants and demonstrators, and directors of quality assurance units were 57 per cent, 53 per cent and 56 per cent respectively. These results indicate insufficient reporting system of the programme including uncompleted forms of programme and course specifications and reports, partial completion of the Annual Faculty Self Evaluation Reports. Insufficient reporting of data base of learning resources, research activities, community involvement and staff development consequently provided inadequate documentary evidence to inform the faculties on their levels of performance. In addition these results indicate that The Quality Assurance and Accreditation Handbook for Higher Education in Egypt as well as the soft and hard copies of the templates of programme and course specifications and reports were available to some extent. However, there was inadequate system provided by the quality unit for self evaluation, internal reporting and enhancing development of improvement plans. Evaluation of the training workshops was carried out insufficiently. The least responses were presented by 40 per cent of the students. These results put forward the need of the faculties to establish and upgrade regularly data base of the students' activities and support. In addition, publishing and declaration of the faculties' mission among the students need to be enhanced.

64. Satisfactory responses of reporting and documentation systems were indicated by 62 per cent of the directors of the quality assurance centers (Table 3 and figure 21). These results revealed the need for enhancing regularization of the reporting system of the projects' activities and outcomes, documentation and upgrading of the data base at all levels should be improved. Satisfactory responses of reporting and documentation systems were indicated by 81 percent of the peer reviewers. These results indicate that the reporting and documentation systems of the site visits and development of data base as well as evaluation of each training workshop were carried out regularly and effectively (Table 4 and figure 22). The positive responses achieved from 58 percent of the QAAP office staff (Table 5 and figure 23) indicate that reporting and documentation need to be enhanced. The results point out the need for QAAP to develop within the office clear job specifications, job descriptions, and systematic evaluation with a further need to engage systematically with all stakeholders.

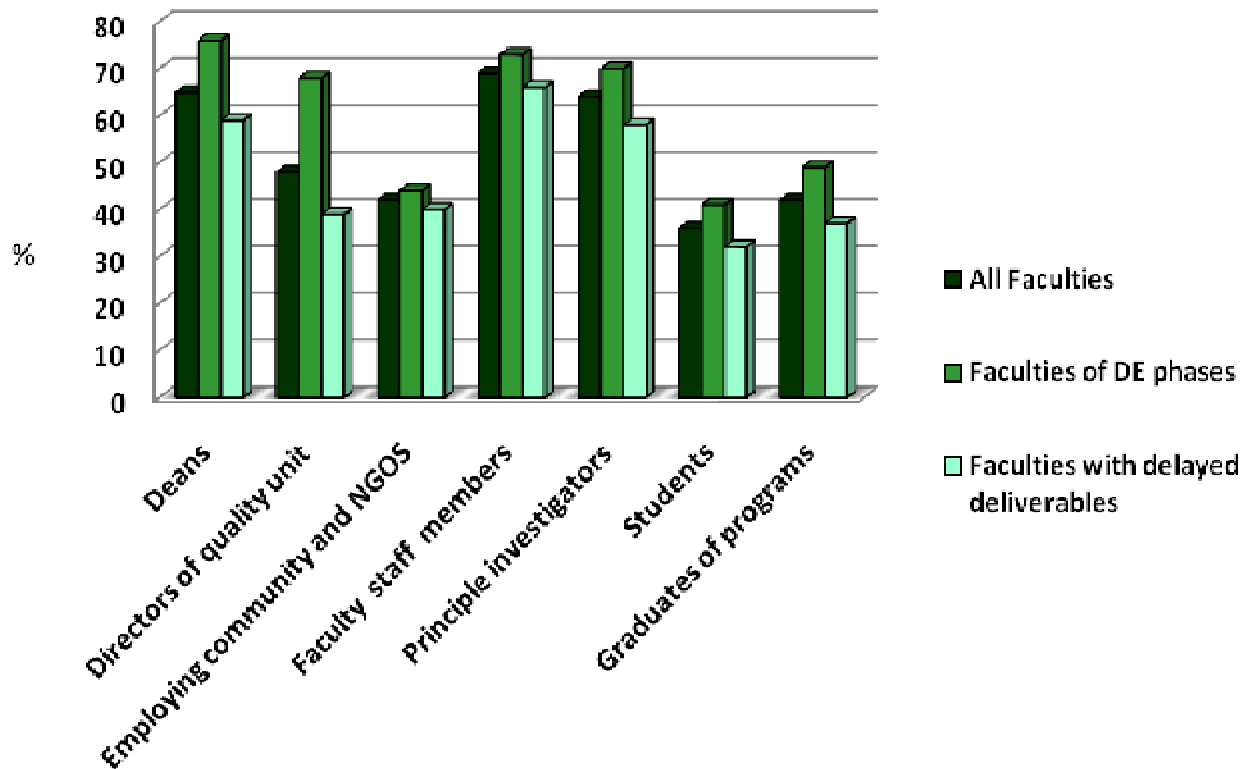


**Figure 9: Assessment of reporting and documentation systems satisfaction.**

### **Effective Communication**

65. Effectiveness of QAAP communication scheme were assessed from the satisfactory responses of the deans, faculty staff members, administrators of the faculties including teaching assistants and demonstrators, students, directors of quality assurance centers and units, principal investigators, graduates of the programmes, representatives of employing community, peer reviewers, and QAAP office staff.
66. Tables (1&2) and figures (10&13-20) indicated that values of satisfaction of effective communication in all target groups in the faculties engaged in DEs were higher as compared with the corresponding values in the faculties that have delayed project deliverables. Satisfactory responses revealed that 65 per cent of the deans had valuable dialogue, communication and consultations with QAAP and it responded successfully to the raised problems during implementation of the project phases. However this value indicates the need for enhancement of effective links to include the deans among all faculties. Additionally these responses showed that the review chairs demonstrated good communication with the deans during planning and conduction of the site visits which needs to be more comprehensible and effectual among all faculties. The positive responses were collected from 64 per cent of the principal investigators which revealed the need for additional regularity and effectiveness of communication with the monitoring team including both verbal and written links. Satisfactory responses collected from the faculty staff members, the administrators of the faculties, including teaching assistants and demonstrators, and the directors of the quality assurance units were 69 per cent, 61 per cent and 48 per cent respectively which showed insufficient communicative channels provided by the quality unit. These values showed that the principal investigators demonstrated insufficient communication with the faculty staff and the administrators to enhance effective training and promote solving of arising problems at the managerial and operational levels which enhanced development of the internal quality assurance system. Satisfactory responses achieved from 42 per cent of the representatives of employing community were in agreement that the faculties have made a start for effective communication with their stakeholders for receiving and processing their views to improve the job market needs, although enhancement of these procedures is required. Positive responses achieved from 42 per cent of the graduates indicated the need for development of appropriate assessment methods to improve effective achievement of ILOs and enhancement of the effectiveness of learning facilities. The least positive responses achieved from 36 per cent of the students revealed that the majority of students showed improper communication with their course instructors which is evident by inadequate learning opportunities; namely insufficient students' feedback on courses and lack of feedback provided from their assessments.
67. The percentage of satisfaction of the directors of quality assurance centers was 60 percent (table 3 and figure 21) which showed inadequate communication between the QAAP and the directors of the centers at both managerial and operational levels including communiqués' with the monitoring teams and QAAP office staff. It was reported that the QAAP responses on the directors' comment in the monitoring appraisal forms need to be more promptly and effective. Additionally QAAP had a limited role in enhancing effective communication between the centers and the relevant universities. The positive results collected from 44 per cent of the peer reviewers (table 4 and figure 22) revealed difficulty in communication with QAAP office staff and lack of QAAP responses on their comments as regards to the training workshops. In addition, the peer reviewers confirmed lack of constructive feedback on their performance after the site visits. The QAAP needs to approach this issue in order to enhance effectiveness of the review process. Satisfactory responses were achieved from 88 per cent of the QAAP office staff (table 5 and figure 23) which indicates the existence of effective communication between the head of each

section in QAAP office and the subordinates and among the employees in different sections across the office.



**Figure 10: Assessment of effective communication scheme satisfaction.**

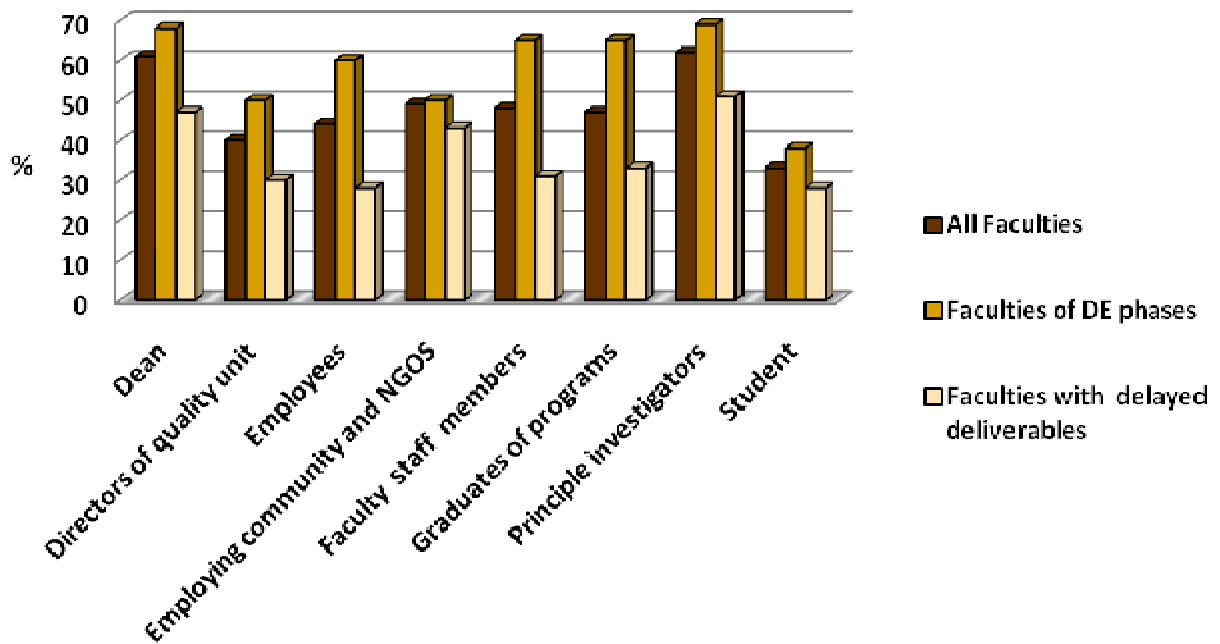
**Effectiveness of quality management and enhancement**

68. The effectiveness of quality management and enhancement of QAAP was assessed from the positive responses of deans, faculty staff members, principle investigators, administrators of the faculties comprising teaching assistants and demonstrators, students, graduates of the programmes, directors of quality assurance centers and units, representatives of employing community, peer reviewers, and QAAP office staff.

69. Tables (1&2) and figures (11&13-20) indicate that values of satisfaction of effectiveness of quality management and enhancement in all target groups in the DEs faculties were higher as compared with the corresponding values in the faculties that have delayed project deliverables. Satisfactory responses achieved from 60 per cent of the deans indicate establishment of considerable number of quality assurance units which need to be increased among the universities. Sustainability of the projects’ outcomes needs to be enhanced. In addition these responses indicated a good start in providing effective site visits and that QAAP provided enhancement for development of proper action plans of the DEs faculties. These agreeable responses also showed that DEs phases made available the environment and background required for enhancement and preparing the faculties to apply for accreditation. However more augmentation of these responses is required to ensure effective quality management and enhancement of QAAP activities. Positive responses collected from 62 per cent of the principal investigators indicated that the outcomes of the QAAP projects have contributed to substantial dissemination of quality culture, establishment of quality assurance units, substantial start of programmatic assessment and good start of reporting system. Nevertheless these responses need to be enhanced among all the universities. Satisfactory responses collected from the faculty

staff members, administrators of the faculties including teaching assistants and demonstrators, and directors of quality assurance units were 48 per cent, 44 per cent and 40 per cent respectively. These results reveal that quality assurance units were established as outcomes of the quality project however their roles need to be enhanced. The units have insufficient system for revising and processing the views of the faculty staff and the students. Thus, there is a need for further awareness and involvement of the community of the faculties. Ability to analyze rigorously programme and course reports is required. Although a start has been made for revising and processing the views of the internal stakeholders, enhancement of these processes is urgently required. The results revealed that however the faculties established a start for quality assurance system, they have not achieved an adequate function of the quality system and many quality procedures are still incomplete which were evident with lack of self evaluation, inadequate action plans, insufficient effective actions and inadequate involvement of the stakeholders. Effectiveness of the projects' outcomes should be evaluated regularly to assess enhancement of quality of the academic programmes. Positive responses achieved from 47 per cent of the graduates and 49 per cent of the representatives of employing community respectively, were in accord that the faculties had made start for receiving and processing their views. It was indicated that the graduates exhibited insufficient personal, subject-specific and employment-related skills, and the faculties need to organize and work more closely with their alumni to satisfy properly the job market needs at local, regional and international levels. On the other hand, it was reported that the current academic programmes provided insufficient employment opportunities, and the quality management system has not been fully implemented yet; there is a need for further awareness and involvement of the stakeholders including the graduates, the potential employers and the syndicates. The least satisfactory results were presented by 33 per cent of the students which revealed insufficient commitment of the faculties to provide the students with the teaching and learning methods that enabled them to achieve course ILOs, made available course specifications at regular basis, and informed the students with the assessment criteria. In addition, dissemination of the importance and purposes of the institutions accreditation among the students need to be enhanced. These results put forward the need of the faculties to establish a quality system with further awareness and involvement of the students.

70. Satisfactory responses collected from 50 per cent of the directors of the quality assurance centers (table 3 and figure 21) indicated that QAAP needs to do more to support the centers to be integral parts of the governance of the universities, to enhance their support and monitoring provided to the quality assurance units, and to maintain sustainability of their activities. Positive responses collected from 65 percent of the peer reviewers (table 4 and figure 22) reveal unassuming acceptance of the current financial reward which is insufficient to recruit more peer reviewers, insufficient reactions from the QAAP in response to arising problems of the team. Positive responses collected from 63 per cent of QAAP office staff (table 5 and figure 23) indicate the need for QAAP to enhance adequate deployment of the employees among the different sections, and develop documented systematic evaluation which is competent with further need to enhance the stakeholders' evaluation for the QAAP office staff.



**Figure 11: Assessment of effectiveness of quality management and enhancement satisfaction.**

### Overall satisfaction of Quality Assurance System

71. The values of overall satisfaction of QAAP quality assurance system included accumulative assessment of the values of capacity building, supporting and monitoring activities, reporting and documentation systems, effective communication scheme; and effectiveness of the quality management and enhancement among all target groups.

72. Tables (1&2) and figures (12&13-23) reveal that values of assessment of overall satisfaction of effectiveness of quality management and enhancement in all target groups in the faculties experiencing DEs were higher compared with the corresponding values in the faculties that have delayed project deliverables. Modest positive responses of overall satisfaction of the quality assurance system were presented by 62 per cent of the principal investigators and 61 per cent of the deans respectively. Additionally, satisfactory responses were collected from 61 per cent of the faculty staff members and 64 percent of the administrators respectively. Poor results were collected from 53 percent and 48 percent of the directors of the quality assurance centers and units respectively. The least positive responses were achieved from 33 percent of the students, 44 percent of the graduates and 46 per cent of the representatives of the employing community. These results indicate that although the faculties have well structured steering councils and committees; there was insufficient evidence of their effectiveness on reviewing of the programmes or the general enhancement of the quality system. For the internal quality assurance system to be effective, all faculty members will need to embrace its requirements, and in order to move from a “project” to self-sustaining routine, the faculty has to consider ways of embedding the new processes to support continuing developments and attaining sustainable quality assurance. In contrast, positive responses of overall satisfaction of the quality assurance system were presented by 75 per cent of the peer reviewers and 67 percent of QAAP office staff respectively.

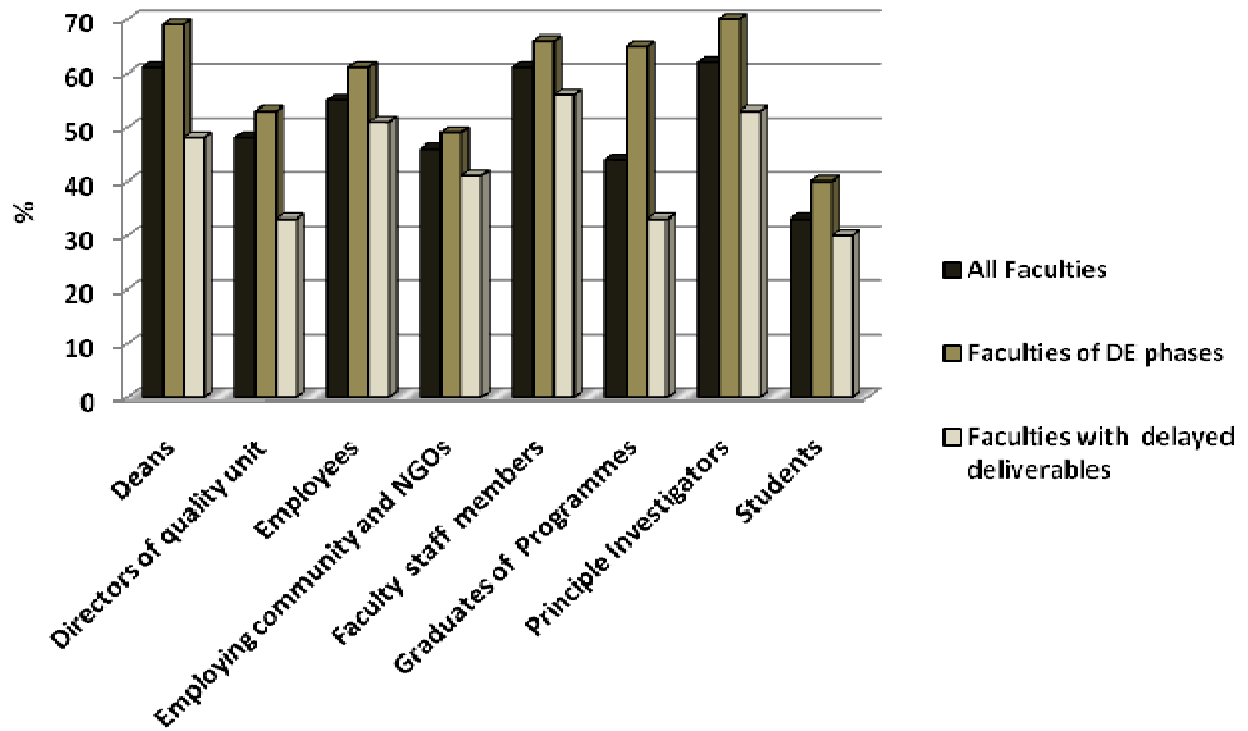


Figure 12: Overall Satisfaction of effectiveness of QAAP projects.

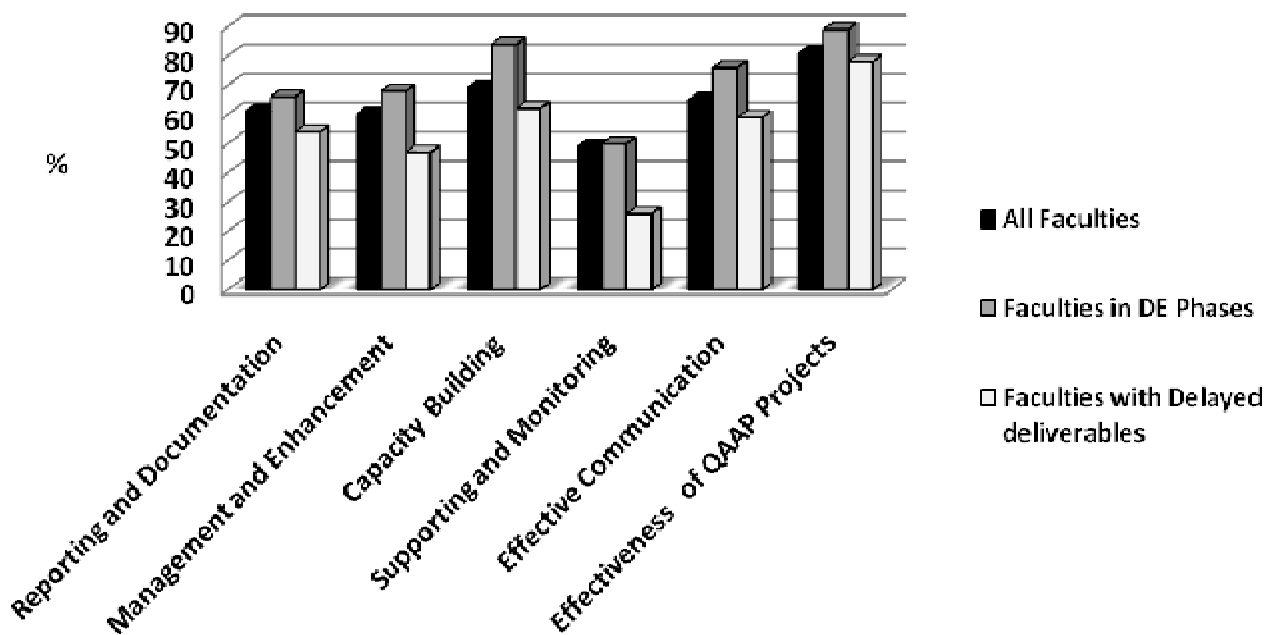


Figure 13: Assessment of satisfaction of all variables among the deans.

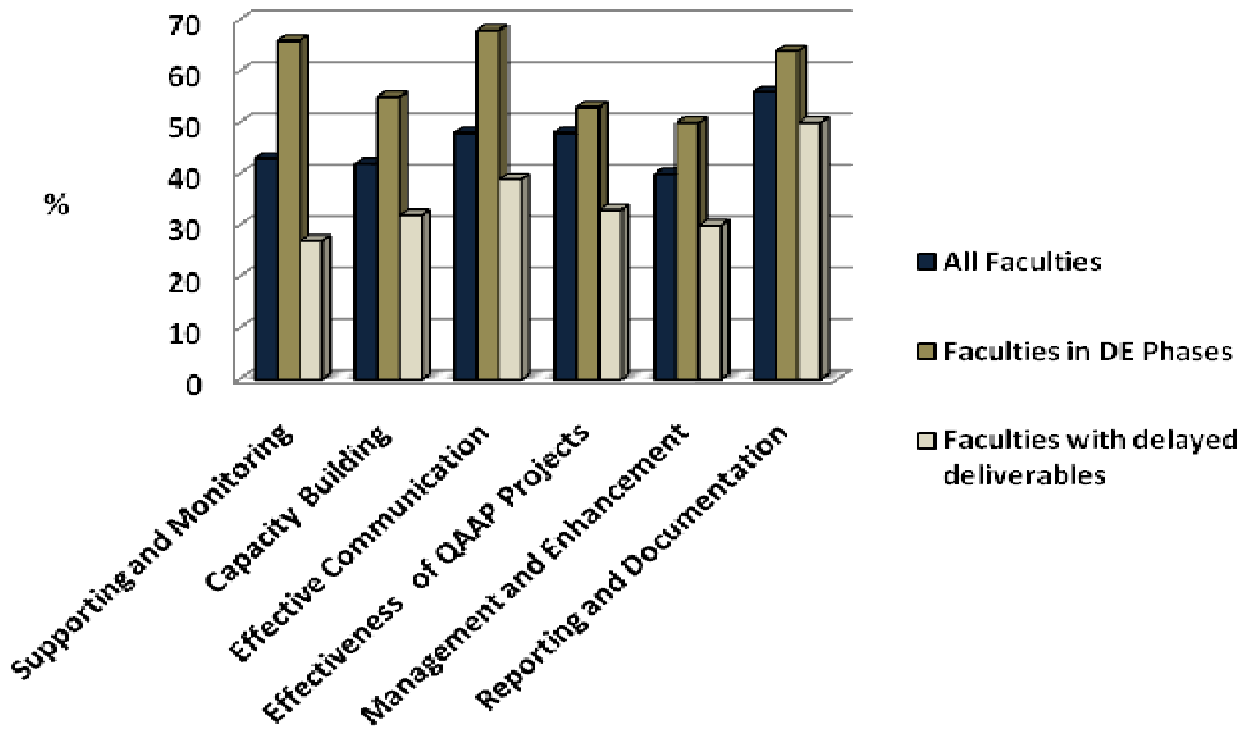


Figure 14: Assessment of satisfaction of all variables among the directors of quality units.

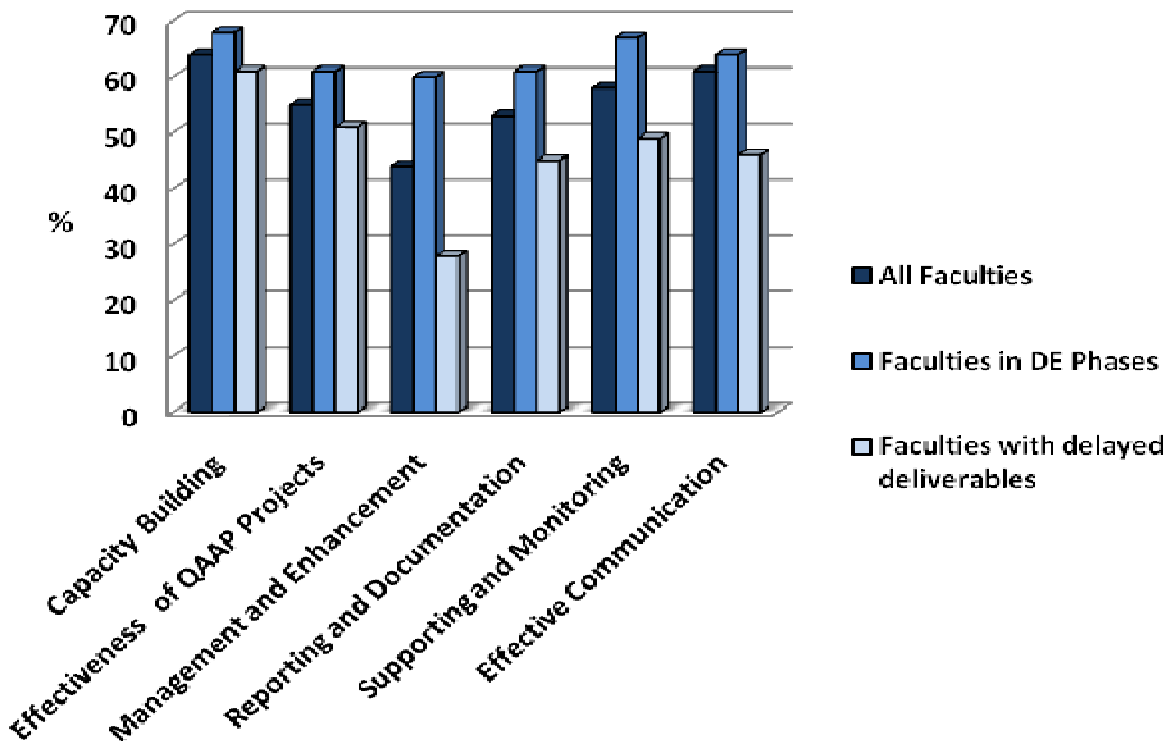


Figure 15: Assessment of satisfaction of all variables among the administrators.

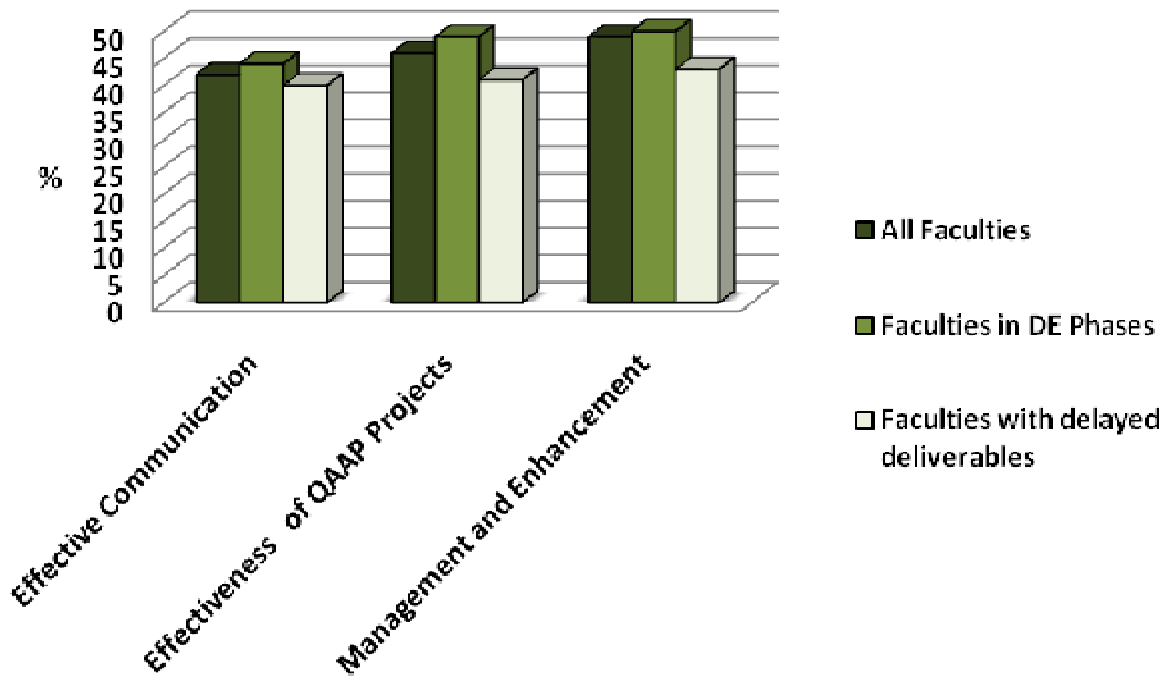


Figure 16: Assessment of satisfaction of all variables among the employing community

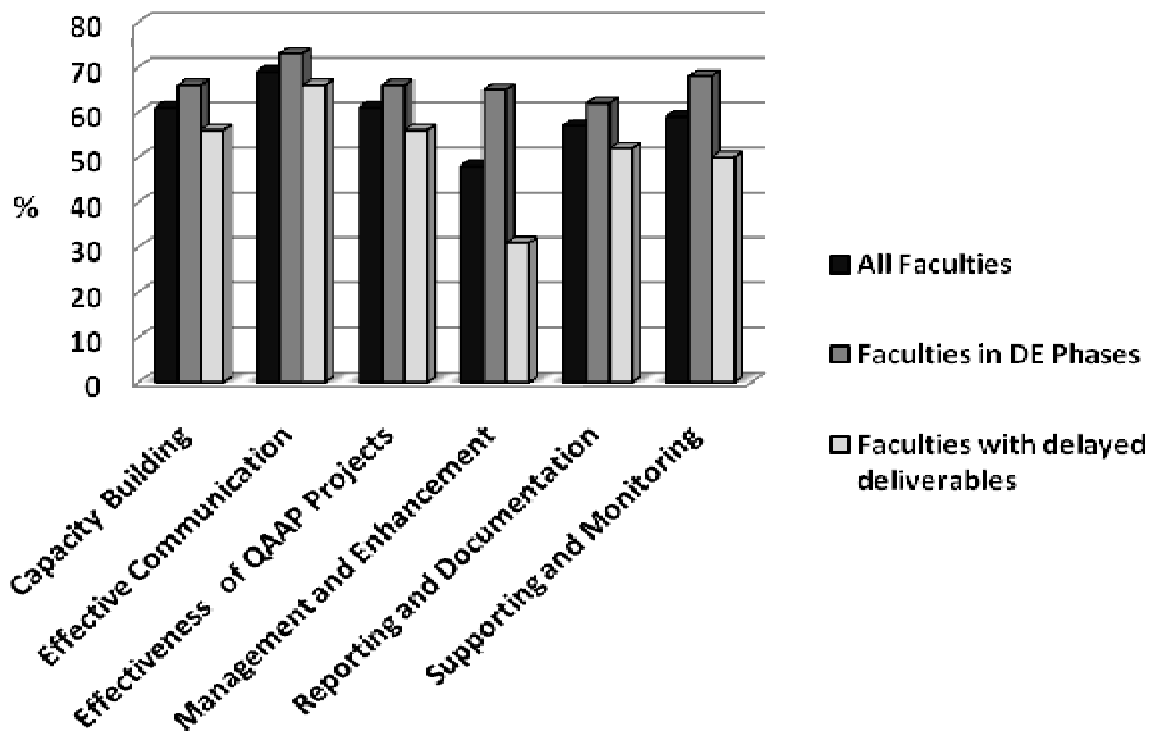


Figure 17: Assessment of satisfaction of all variables among the faculty staff members.

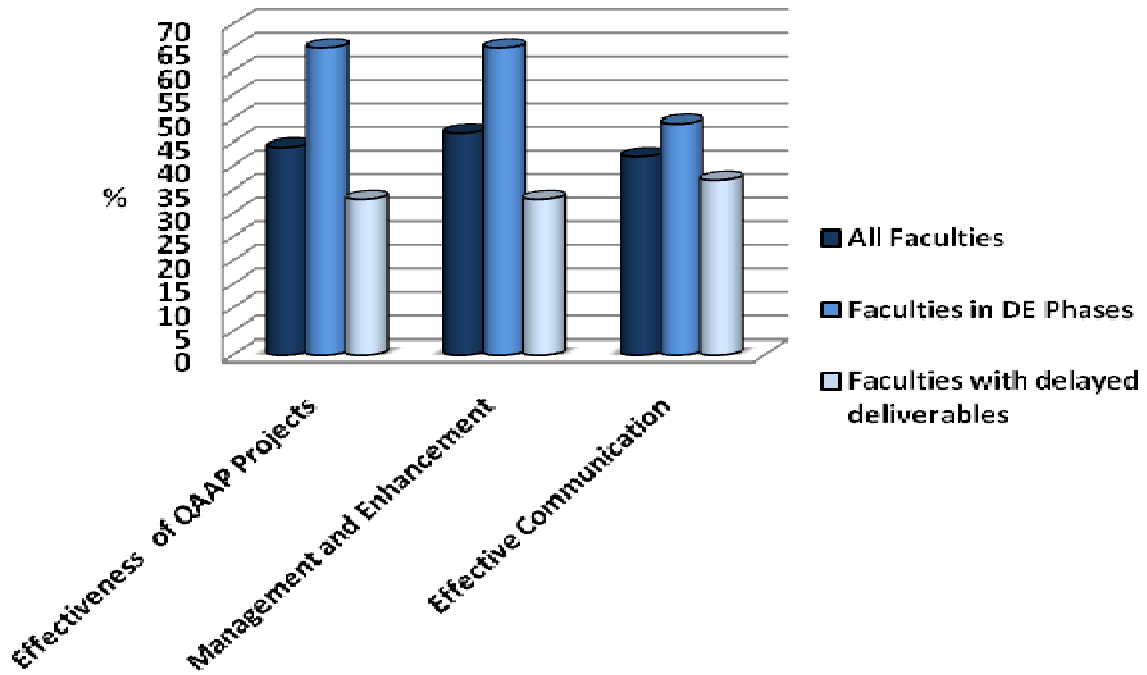


Figure 18: Assessment of satisfaction of all variables among the graduates of programmes.

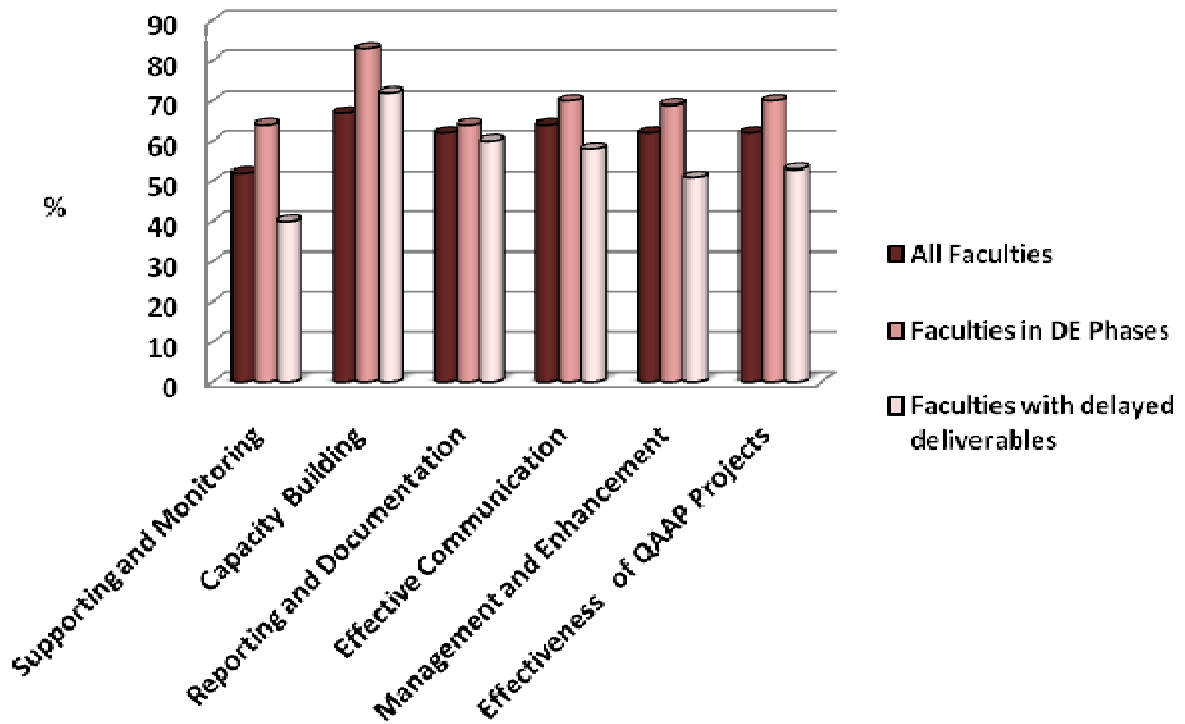


Figure 19: Assessment of satisfaction of all variables among the principle investigators.

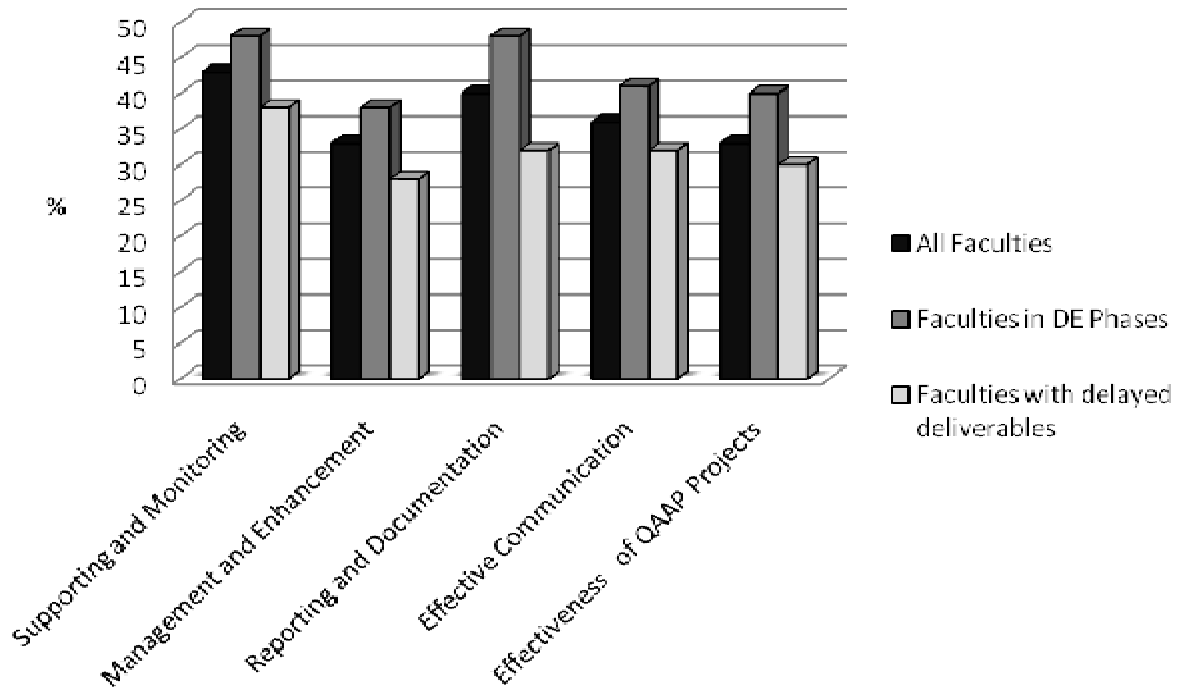


Figure 20: Assessment of satisfaction of all variables among the students.

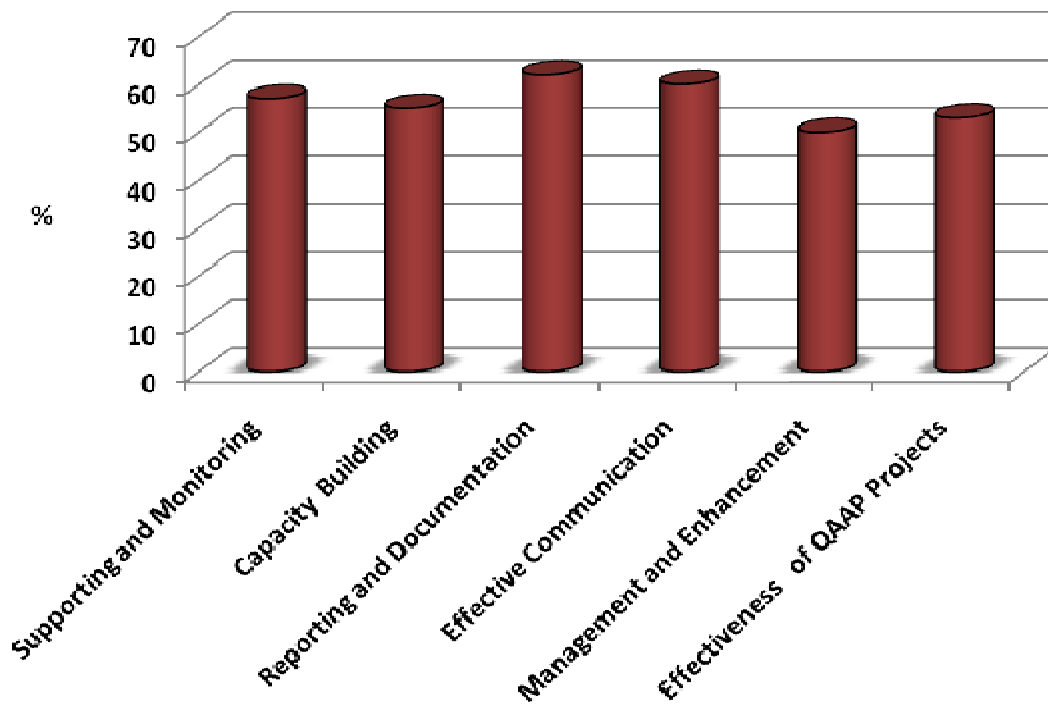


Figure 21: Assessment of satisfaction of all variables among the directors of quality centers.

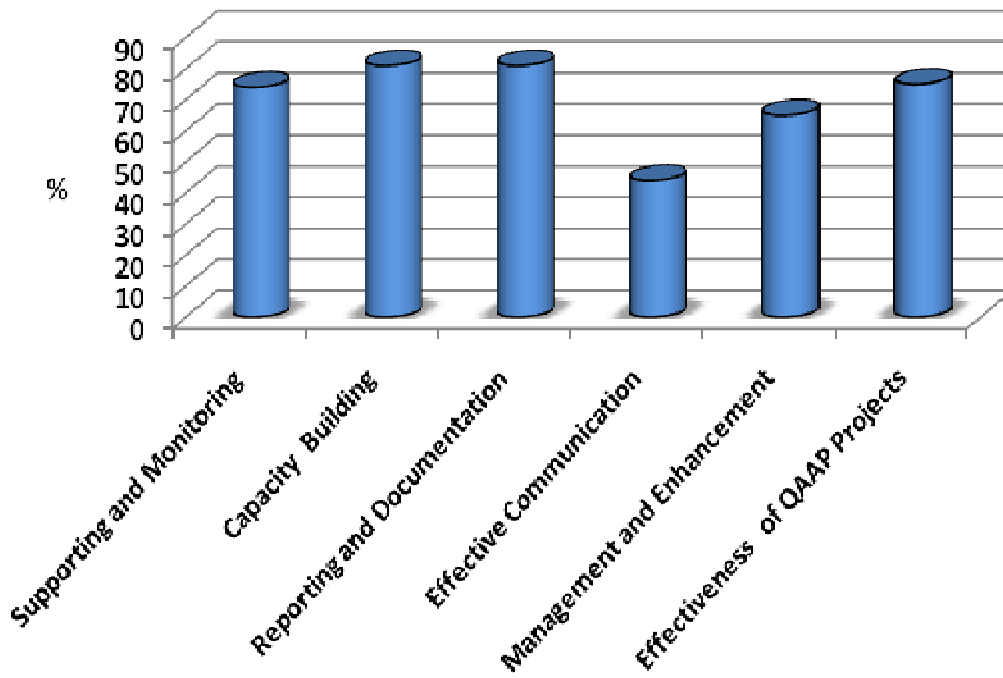


Figure 22: Assessment of satisfaction of all variables among the peer reviewers.

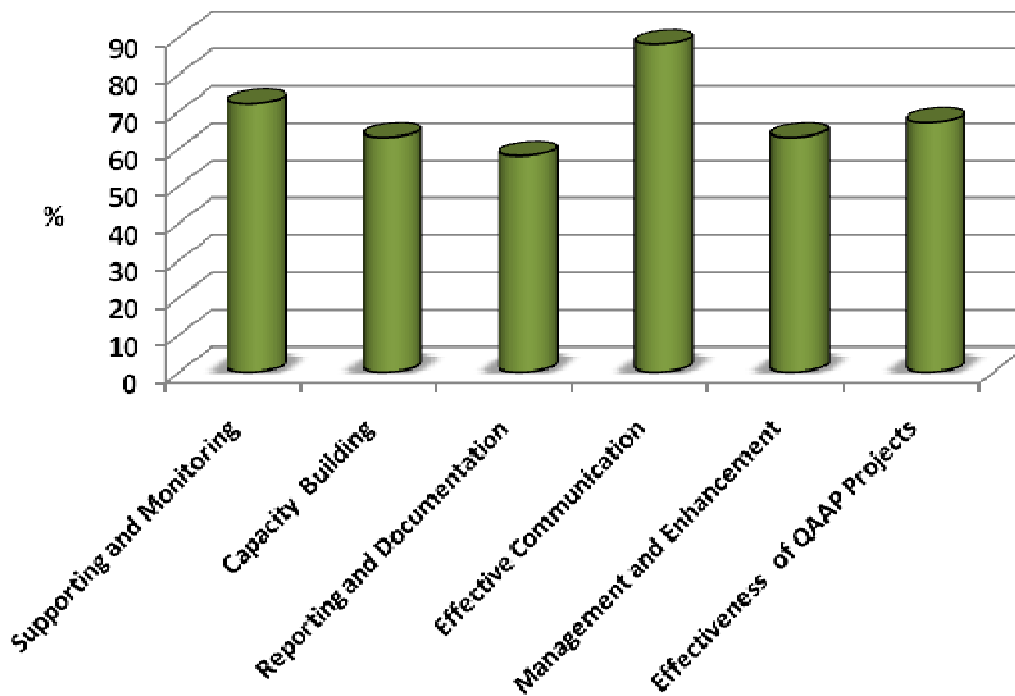


Figure 23: Assessment of satisfaction of all variables among the QAAP office employees.