

Enhancing Quality Assurance System in Higher Education: A Case Study of University of Tripoli

15 march 2021

Dr. Mohamed Al-Griw, PhD

Director,

Quality and Performance Evaluation Office (QPEO)

University of Tripoli (UoT), Tripoli, Libya

UNIVERSITY OF
Tripoli



Outline of presentation

- Definitions.
- Growth of external quality assurance system (QAS).
- Factors contributing to QAS.
- QAS structure in Libyan Higher Education.
- Establishment of QAS at University of Tripoli (UoT).
- Elements of internal QAS at UoT.
- Enhancing of QAS at UoT.

Definitions & Concepts

- **Quality:** as a technical term means accuracy and mastery by adhering to performance standards.
- **Quality assurance:** it is about ensuring that there are mechanisms, procedures, and processes in place to ensure that the desired quality, however defined and measured, is delivered.
- **Accreditation:** a group of procedures and processes that carried out by the donors for accreditation in order to officially ensure that the educational institution has met the quality requirements and specifications and its approved guarantee, and that its programs comply with the approved and announced standards.

Where we are?



- **Historically**, higher education (or rather Universities) were very special.
- **NO external QA** (checks on whether a good job was being done) or **internal QA** (other than at the original appointment of teaching staff).

Why:

- Protection of academic freedom
- Who is knowledgeable enough to monitor an academic?

Growth of external QA

- Growth of external QA since 1991
- The International Network of Quality Assurance Agencies in Higher Education (**INQAAHE**) or the Network, was established in 1991.
- When it was founded, **INQAAHE** had members from only 11 countries which, more or less, represented all the countries that had at that time systems, in some cases partial systems, of external QA in higher education.
- Since that day, the number of members from different countries are increasing >>>

Growth of external QA

Factors

- The growth in higher education sector in many countries.
- Growth in distance learning.
- In some countries there was a trade off between the reduction of direct governmental control of higher educational institutes and the introduction of external QA arrangements.

Growth of external QA con.

Factors

- The increase in the number of private, including “for profit”, providers in some countries.
- The ever increasing internationalisation of higher education including the growth in cross -border providers and the need for the mutual recognition of qualifications and higher education credits.

Libyan Ministry of Education (LME)

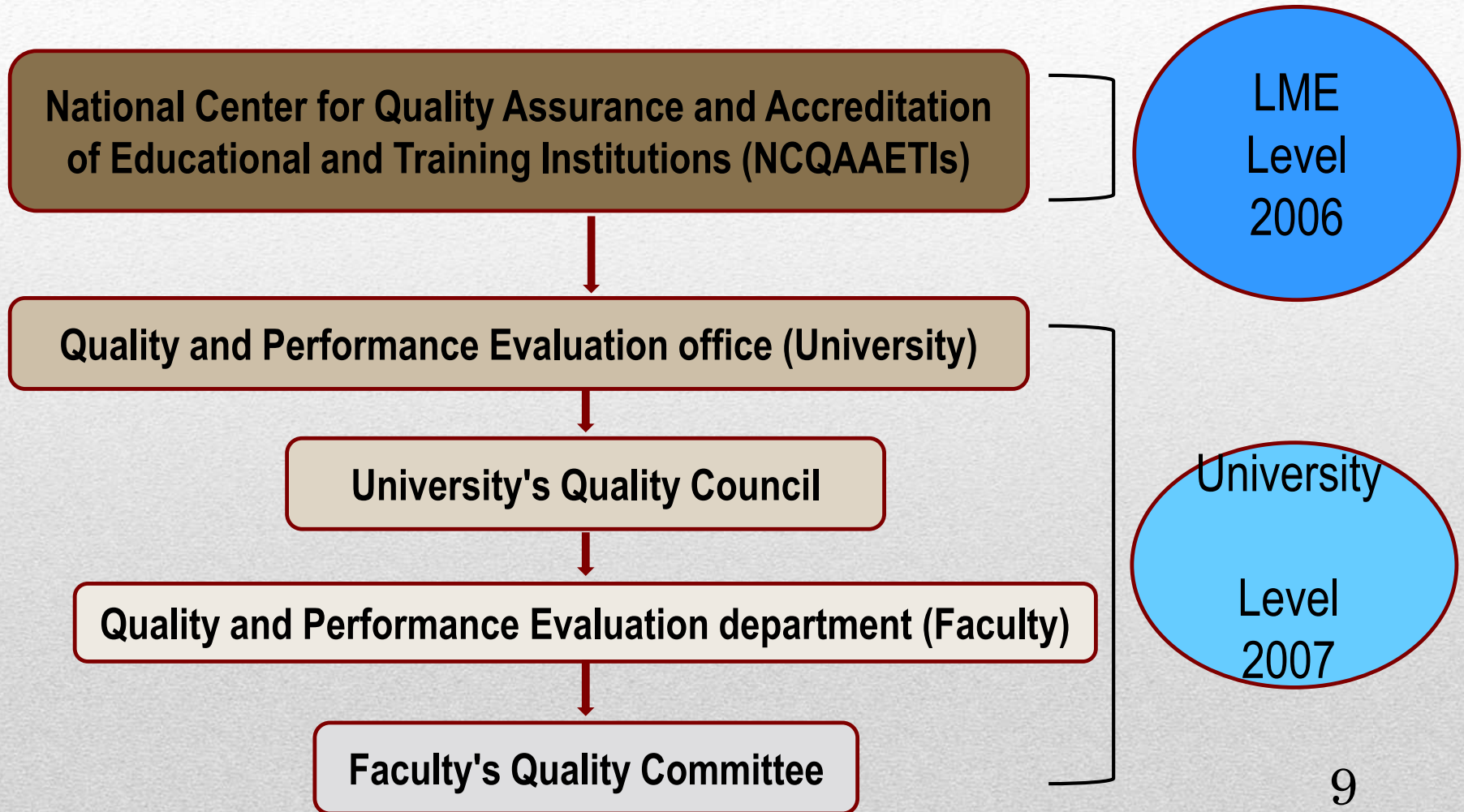


One of the most important strategic objectives of the [Libyan Ministry of Education \(LME\)](#) is:

- The implementation of **QAS** in the universities and Institutes.

This process is new to our understanding of higher education in the state of Libya.

Libyan Ministry of Education (LME): The Backbone of the QAS



Libyan Ministry of Education (LME): The QAS structure



Within the Libyan higher education system, the QA process includes the following programs:

- Licensing
- Accreditation
- Quality assurance (educational process)



Establishment of the QAS at UoT

UNIVERSITY OF
Tripoli



- ❖ In April 2007, The Quality and Performance Evaluation Office (QPEO) at UoT was established.
- ❖ QPEO is under the administration of the Vice-President of Scientific Affairs and post graduate studies.

Tasks

- To overlook issues related to QA and accreditation in the educational system.
- To develop a strategic plan for QA and accreditation.
- To assist in improving the quality of the academic programs and that of their graduates.

11

Establishment of the QAS at UoT

UNIVERSITY OF
Tripoli



For the purpose of this initiative:

- ❖ In 2008, a **QA unit (department)** was established in each **faculty**.

Tasks

To ensure that the process and achievement of quality within the standards, nationally and internationally, and that the quality of learning opportunity, research and community involvement are appropriate and fulfill the expectations of the range of stakeholders.

Strategic direction of the QPEO

UNIVERSITY OF
Tripoli



Our vision

Excellence in quality practices and their guarantee at UoT.

Our mission

Dissemination of the quality practices at all University's units, and the continuous improvement of quality through the implementation of effective QAS to achieve the desired aspirations of the UoT.

Strategic direction of the QPEO

UNIVERSITY OF
Tripoli



Our objectives

- ❖ Developing the QAS at UoT.
- ❖ Improving the quality of academic performance.
- ❖ Improving the quality of administrative performance.
- ❖ Improving the quality of research and community services.
- ❖ Achieving academic accreditation and making progress in the international rankings.

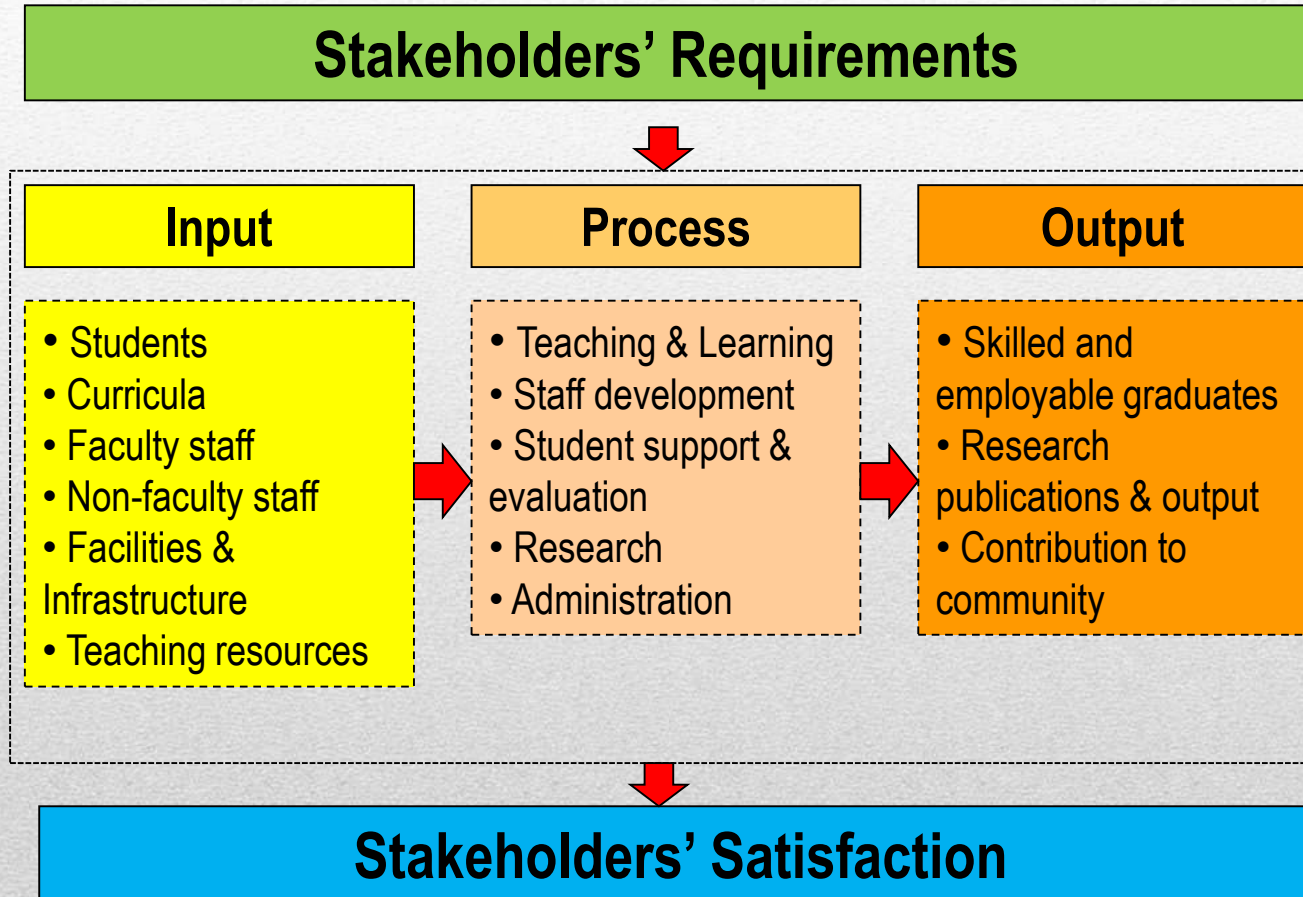


Internal QAS at UoT in General



- ❖ A system approach to QA requires a focus on the requirements and satisfaction of stakeholders and the quality dimensions of input, process and output.
- ❖ The input segment includes students, teachers, curricula and facilities.
- ❖ Regarding process, the emphasis is on teaching, learning interactions, research, student support and evaluation, staff development, administrative practices.
- ❖ Output includes the quality of graduates, research output and service to the community.

Internal QAS at UoT in General



Outline of presentation

- Definitions.
- Growth of external quality assurance system (QAS).
- Factors contributing to QAS.
- QAS structure in Libyan Higher Education.
- Establishment of QAS at University of Tripoli (UoT).
- Elements of internal QAS at UoT.
- **Enhancing of QAS at UoT.**

Enhancing of QAS at UoT

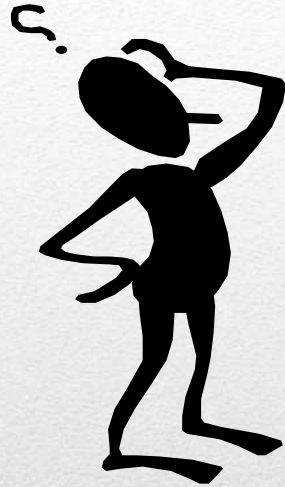
UNIVERSITY OF
Tripoli



In this part of our presentation, we will sharing you our thoughts and experiences in the fields of rating & ranking



Story from the beginning ...



HOW to improve the quality of performance, efficiency, and competitiveness of the UoT's unites

There were CHALLENGES & RESISTANCE

What can we do?

End of 2017



Firstly, we evaluated the ...



The Reality of UoT's unites

Looking at the overall state of **UoT's unites** showed that they face significant obstacles and challenges as a result of many changes in the internal and external environments at all levels.

- No accredited faculties.
- A strong resistance to change.
- A few University people believing in quality and accreditation as analytical tools to ... change the current situation

After diagnosing and describing the reality,
we asked HOW ...



- ❖ To change the reality?
- ❖ To create an awareness of UoT people on QA?

We also wondered about possible ways to
change the current situation of the UoT's unites.

21

We started with developing our strategic objectives

One of the principal strategic objectives is ...

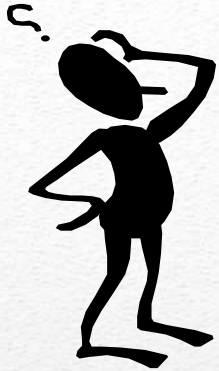


Achieving accreditation and making progress in international rankings



Excellence

how to reach that?



create a competition
between UoT's unites ...



We wondered ... WHY we do not use the
Rating & Ranking to achieve our objectives



As you may **Ranking** is one of the tool
for measuring quality of performance,
particularly for those universities
aiming to compete

QPEO efforts ...

Supreme committee and **sub-committees** have been formed to carry out the day-to-day work and are responsible for preparing standards and procedures that can be used to rank UoT's unites.



After 4 months of hard working ... exactly in

Dec. 2017 QPEO issued the 1st draft of the ...

UoT's Ranking: Standards and Procedures

It is the first project at the national level





UoT's Ranking **goals**

UNIVERSITY OF
Tripoli



- ❖ Disseminating and promoting quality concept and culture.
- ❖ Preparing faculties for the institutional and programming accreditation.
- ❖ Enhancing the competitiveness and effectiveness of the UoT unites at all levels.





UoT's Ranking principles

UNIVERSITY OF
Tripoli



The **UoT's Ranking Directory** was based on a number of pillars and principles, including:

- The main functions of the faculty/administrative unites.
- Standards of academic accreditation.
- Standards of international rankings.





UoT Ranking standards

UNIVERSITY OF
Tripoli



1. Planning and management.
2. Teaching and learning.
3. Scientific research.
4. Serving Community.
5. International dimension.

Faculties

- 5 standards
- 38 indicators
- 1310 points

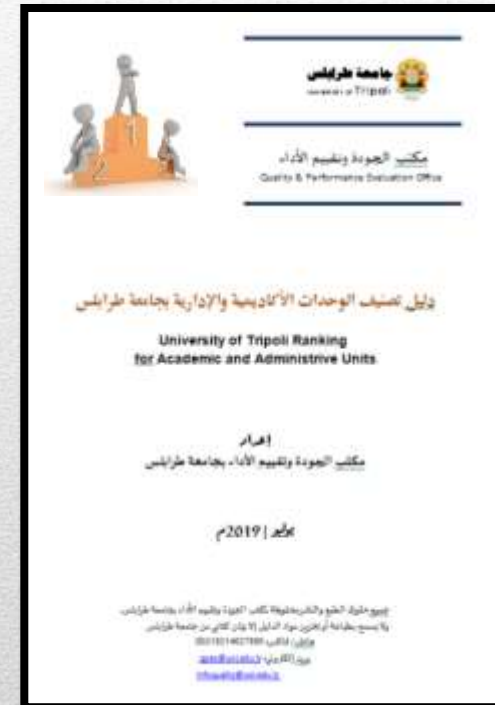
1. Planning and management.
2. Information and documentation.
3. QA and continuous improvement

Centers Managements Offices

- 3 standards
- 17 indicators
- 140 points

After approving the directory from the
University Council (in 2018)

WE launched ...
“The Ranking
project of the
UoT's academic &
administrative
unites”.



1st Ranking Project ... started ...

From **Jan 2018 TO Dec 2018**

The QPEO evaluated - for the first time
- the quality performance and outcome
of all UoT's units on the basis of the
standards mentioned earlier.



At beginning of 2019 (Jan 2019)

The QPEO issued the 1st internal
Ranking for UoT's unites ...

IT Was challenge ...



Rankings of the UoT's unites:

- 1ST ranking issued in Jan 2019
- 2nd ranking issued in Jan 2020
- 3th ranking will be issued in April 2021



As result of this project ... we got



- High competition between academic unites (faculties).
- High competition between administrative unites.
- Huge database about the UoT's unites that will contribute to policy-making & decision-making.



As result of this project ... we got

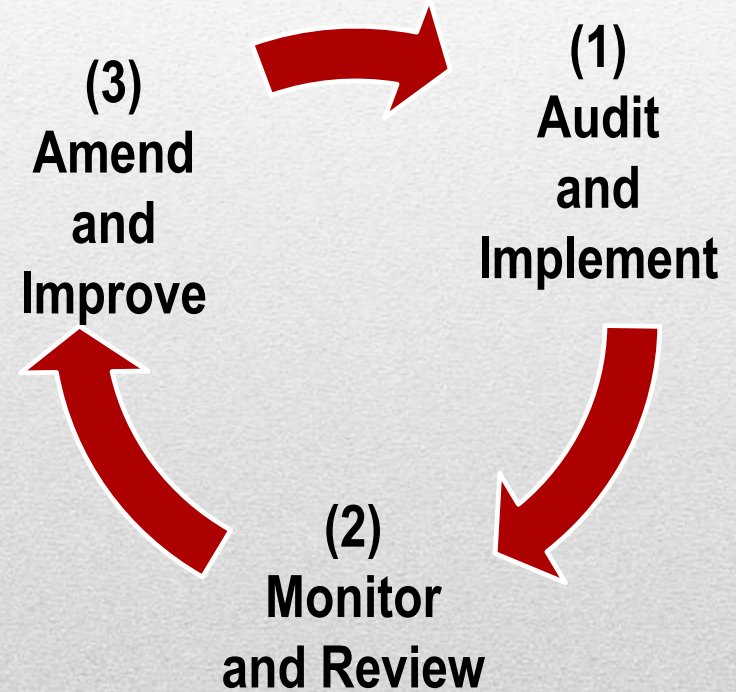


- **11 faculties** prepared and submitted the required documents for institutional accreditation to NCQAAETIs.
- **6 other faculties** finished the required documents and are ready to submit.
- So far, **2 of 21 UoT's faculties** got institutional accreditation from NCQAAETIs and preparing it self for programming accreditation.



الجودة وآليات تطبيقها وضمانها رحلة مُستمرة ...

**وفي الختام أشكركم
على حسن الإصغاء**



Dr. Mohamed A. Al-Griw, PhD
m.algriw@uot.edu.ly