



PHOENICIA UNIVERSITY

Quality Assurance System

The Quality Assurance and Accreditation (QAA) office at PU is in charge of enhancing the quality of education, academic accomplishments, and institutional performance. In addition, the office aims to establish reputable institutional and programmatic accreditations.

Vision:

The QAA ensures that PU excels in the areas of learning and teaching, training, and research at both local and international levels.

Mission:

The QAA's mission is to track, review, and follow up on learning and teaching, training, and research and benchmark such operations to international academic standards.

Strategic Goals for Quality Management:

- 1- Sustaining and enhancing standards of learning and teaching outcomes, training, and research
- 2- Tracking, reviewing, and enhancing all the activities related to advancing, sustaining, and creating improvements at an institutional level
- 3- Providing the colleges with all the support and guidance needed to reach the set quality assurance academic goals

Strategic Goals for Quality Enhancement/Improvement:

1. Collecting and reviewing all the feedback received by PU alumni and creating amendments accordingly with the support of the Alumni Office
2. Implementing recommendations and improvements as directed by the Board of Trustees and the external advisory board of each college
3. Reviewing and enhancing the students' learning outcomes to maintain best practice in learning and teaching and advancing their experiences, ensuring students have the

necessary skills required by the job market and for their future professional careers with the support of the Career Center

4. Highlighting the strengths and areas for improvement to meet international standards.

Phoenicia University (PU), as a not-for-profit higher educational institution, is responsible for all the required internal quality assurance. Quality assurance is maintained in the following fields:

1. Academic criteria and standards: student learning outcomes, suggested degree plans, student assessments, development, and accomplishments.
2. Quality of learning and teaching: learning and teaching approaches and methods adopted by faculty, learning resources, service satisfaction, instructor evaluation, course evaluation, and support to students.
3. Research and professional development: publications, presentations, seminars, and conferences.
4. Community and social engagement and other extra-curricular activities.
5. Efficiency of quality management: management of feedback, self-evaluation, and leadership.

PU's internal quality assurance system and study programs are assessed and monitored through external quality assurance. Institutional associations and agencies carry out the assessment and evaluation at PU in several fields such as university management and networks, learning and teaching, research, professional development, etc.

Quality Assurance at PU:

- Internal quality assurance system: monitoring and evaluating facilities and activities aiming to achieve continuous improvement
- External quality assurance system: benchmark activities, external audit, and/or external quality assessment
- International accreditation bodies

Process for Internal Quality Assurance:

- Implementing and evolving the fundamentals of internal quality assurance sequence: planning, achieving, monitoring, and implementing
- Checking and reporting on whether or not if each element of the internal quality assurance sequence is being properly executed
- Setting out key features for the University quality assurance system based on the University's strategy
- Establishing standards and criteria for staff and academics
- Assessing the quality of learning and teaching practices, research, professional development, etc.
- Monitoring educational resources, teaching methods, course evaluation per semester, students' assessment
- Conducting continuous quality improvement activities
- Assessing parameters to measure the level of agreement with predefined standards. The parameters for improvement are: conducting surveys and collecting data (students'

feedback), setting educational policies and procedures, establishing student-centered learning approaches, assessing the achievement of learning outcomes, measuring the graduate employment outcomes, improving resources, working on improving staff skills, and ensuring stakeholders' satisfaction.

Four areas are covered and considered in internal quality assurance:

Area 1: Academic Aspect

Standard 1: Academic Standards

Quality assurance is integrated by the objective which is the quality of learning outcomes.

Learning outcomes:

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Learning outcomes:

- Focus on the outcome of learning.
- Align teaching, learning and student assessment.
- Grasp knowledge and advance skills after the completion of teaching units that should be included at the PROGRAMME LEVEL, COURSE/MODULE LEVEL.
- Engage in initiatives for national, international, local recognitions.
- Implement specific, measurable, appropriate, and realistic and time bound parameters.
- Represent the minimally acceptable level of student performance, knowledge, skills, and attitudes.
- Set classifications based on professional and practical skills, intellectual skills, knowledge and understanding, and general and transferable skills.
- Map student outcomes in tables/diagrams. The table summarizes the mapping of learning outcomes with student's outcomes for each course.

The example below demonstrate the mapping process in the College of Engineering:

CLO/SO	SO1	SO2	SO3	SO4	SO5	SO6	SO7
CLO1	X						X
CLO2	X						
CLO3	X						
CLO4	X						X
CLO5	X						

Standard 2: Curriculum and Program Design

1. Are planned and continuously reviewed to reflect, stress, and meet the intended learning results/outcomes.
2. State the program qualifications clearly and must refer to national and international qualifications.
3. Stress the foundational knowledge, skills, and qualifications required by alumni.
4. Ensure that instructing strategies are constructively aligned with the proposed learning result.
5. Enable academic coordinators to either develop an alternative educational plan or to modify the current one after consulting the advisory committee, partners, or colleagues.

Standard 3: Student-Centered Learning & Teaching Approach

1. Prompts student-centeredness, where students exercise their ownership in the learning and teaching process.
2. Develops students' skills in an effective, efficient, and sustainable manner.
3. Urges faculty members to advice, guide, and encourage students for the purpose of developing a sense of autonomy.

Standard 4: Student Assessment

1. Assessors must be acquainted with the university's assessment strategies.
2. Faculty members need to abide by the college's guidelines and strategies of assessment.
3. Students must be able to assess the extent to which the learning outcomes have been accomplished.

Standard 5: Student Progression and Achievement

1. Coordinators in each college should gather and follow up on students' progression.
2. Students should develop portfolios which portray accomplished outcomes, including third-party documentation/reports (e.g., accreditation agencies).
3. The program should be designed to facilitate and support smooth progression of students.

Area 2: Quality of learning opportunities

Standard 1: Teaching faculty members

1. Faculty should be knowledgeable and acquainted with the courses they are teaching.
2. Faculty should have the necessary skills and expertise to deliver the information and knowledge to students.
3. Faculty members should strive for continuous professional development by attending conferences, workshops, and seminars and conducting research.

Standard 2: Learning Resources and Student Support

1. Faculty should provide students with the support needed to overcome academic challenges and ensure that they can make progress in their respective programs.
2. Faculty should ensure that the resources available to achieve the learning outcomes are aligned with the program offered.
3. Faculty should ensure that the facilities for learning are used effectively.
4. Faculty should ensure that the academic staff are competent to effectively teach, facilitate learning, and maintain a scholarly approach to teaching.
5. Faculty should ensure that students are satisfied with the facilities to improve student life on campus.

Area 3: Research & Other Academic Activities

Standard: Research & Other Scholarly Activities

1. Faculty should be responsible for assuring that the system, which organizes scientific research and other academic activities, reflects the mission of the University.
2. Faculty have to focus on research and other academic activities.

Area 4: Community Involvement

Standard: Community Involvement

1. Faculty should adopt the concept of integrated community participation in the whole process of learning and teaching to achieve the desired level of quality assurance.
2. The system of quality assurance should ensure that the faculty, informed by the university mission, make contributions to their local community and society at large.

Revision of a Certain Program

Components of Curricular Design:

All curricula at PU should establish the following:

- Meet the program education objectives which contribute to the institution's mission.
- Meet the needs of the job market.
- Ensure that the content of the curriculum is suitable.
- Curriculum must be developed to enhance students' critical thinking skills and a range of transferable skills (e.g., leadership skills, problem-solving, time management, communication, and interpersonal skills).

Educational proficiencies:

- Critical and logical reasoning and thinking
- Problem-solving
- Collaboration and teamwork skills
- Creativity
- Innovation
- Communication skills
- Management skills

Student learning outcomes (SLOs):

- SLOs are related to the program and institution's mission.
- SLOs are specific, appropriate, and realistic.
- SLOs contain an action verb at the beginning.
- SLOs should be measured by a matrix to see the correspondence between SLOs, the program educational objectives (PEOs), and the course learning outcomes (CLOs).

Teaching methods:

- Project-based learning
- Problem-based learning
- Inquiry/Research-based learning
- Team-based learning
- Cooperative-based learning
- Practice-based learning

International Accreditations

The aim of PU is to be recognized internationally. Therefore, the University is investing its efforts to receive international institutional accreditations in addition to program accreditations for its various colleges.

Program Accreditation:

Program accreditation provides the University with a scheme to assess, evaluate, and improve the quality of its education and services. Program accreditation helps in:

- Assuring that specific programs meet high-quality standards set by profession.
- Enabling employers to recruit well-educated graduates.
- Increasing competition of accredited programs.
- Enabling graduates to be accepted in postgraduate positions.
- Facilitating the acceptance of transfer students from other programs.
- Supporting student mobility.
- Improving the employability of alumni.

Institutional Accreditation:

Institutional accreditation is the process used to monitor, assess, and evaluate the standards and quality of education at PU. It ensures that the University has met all the international standards necessary to prepare the students to excel in the job market.

Institutional accreditation can enhance and boost the reputation of the institution, ensure the quality education offered, lead to more international affiliations, and share best practices.