Developing Internal Quality Assurance for a Quality Culture

Table of Contents

I.   Introduction

Assuring quality of programmes and institutions in higher education makes extensive usage of standards. This is due to the fact that abiding by standards make the process transparent and therefore independent, which enhances the trust needed to succeed evaluations and at the same time the assurance of quality. It is also a mean to define priorities in a specific system. Actually, the definition of standards would set a hierarchy in the aspects that are to be considered when discussing the quality, and this hierarchy puts forward the issues that express better the quality notion and/or needs in a specific context.

Europe has spent large efforts defining a set of standards and guidelines for quality assurance (QA) in higher education. The latest update has been released in May 2015 [1]~~[1]~~. In this reference document, the European standards and guidelines (ESG), three classes of standards are distinguished relatively to:

- Internal quality assurance
- External quality assurance
- Quality assurance agencies

The internal quality assurance (IQA) is one of the three pillars of a quality assurance system. The internal quality assurance process is central to build a quality culture. First, this is the closer to the institution and therefore is crucial for the building of a quality culture within it, taking into consideration its context and profile and it is set by the institution itself to respond to its emerging needs. Second, this process is essential to respond adequately to the external quality assurance process driven by the societal needs of an overall quality higher education system. In other words, internal and external quality assurance processes are complementary and are both necessary to achieve a quality culture in a higher education system and in each of its institutions.

The need for developing a quality culture has been sensed in Lebanon since a couple of decades. Several institutions have been able to develop their own internal quality processes. Some of them went further by undergoing an external evaluation and accreditation by international agencies. At the national level, several projects, mainly European Tempus projects, but not limited to them, have been launched and succeeded in introducing the quality concepts both at the institutional level and at the external level. The latest of those projects is the Tempus-TLQAA project [2][2] which succeeded in developing the components of a proposed external QA system and in running a pilot evaluation in which several Lebanese universities have participated in, through undergoing a pilot evaluation by committees formed from within the project. This project paved the road towards supporting the voting of the law for establishing a Lebanese QA Agency. In the meantime, the parliament voted for the regulatory law for higher education and private higher education which stresses the need for a national quality assurance agency but also the importance of the internal quality assurance process.

In this context, the Erasmus+ Higher Education Reform Experts (HEREs) team in Lebanon, has organized in collaboration with the Directorate General of Higher Education (DGHE) and the Tempus-TLQAA project a seminar on Internal Quality Assurance on April 2013 at the Lebanese University administration premises. Since then, there has been a demand expressed by the DGHE as well as by different groups including the TLQAA+ group to develop a hands-on workshop related to IQA. The proposed workshop provides an overview of the concepts and tools of IQA in addition to few Lebanese experiences. The workshop includes a working session where groups of experts will be discussing issues related to the development of IQA in particular and quality culture in general. The HEREs team has received the support of Erasmus+ Sphere through offering a Technical Assistance Mission to support this workshop that is to be held on October 5th, 2015. Regional UNESCO office in Beirut also supports the workshop.

The present reader aims to provide some information regarding the development of internal quality assurance processes and systems. It serves as a background document for the seminar and provides some highlights to the Lebanese Higher Education Institutions that would like to start or pursue the development of their IQA systems. This reader is divided into different sections. The next section is dedicated to the relation between IQA and quality culture. The IQA process in general is explained in Section III. Section IV is dedicated to the presentation of some major tools used in IQA. It is important to have the first steps well identified when a new IQA system is to be put in place. This is the subject of Section V. Finally, the document ends with some conclusions.

II.   Internal Quality Assurance and Quality Culture

"Quality is not an act. It is a habit."

Aristotle

"Quality is doing the right thing when no one is looking."

Henry Ford

The fact that Aristotle discussed "Quality" shows the philosophical dimension of quality. It is a habit for him; a habit is a repetitive procedure that is applied without thinking. However, to become a habit a procedure must have proved that, for a significant period of time, it is healthy. For Ford "Quality" is associated with what is "right". Therefore, quality has a cultural dimension and several experts prefer to talk about quality culture. Hence, the goal of any quality process is to create a quality culture. This is even particularly true in higher education, a sector considered to be in the centre of socio-economic development.

There is no common definition for "quality" or for "quality culture". The EUA "Quality Culture Project" has extensively studied the Internal Quality Assurance from a "quality culture" perspective [5][5][6][6]. The project was implemented in two rounds with participants in several European Higher Education partner institutions. Important results have been achieved within the project but there has been no consensus on the definitions of "quality" and "quality culture". Nevertheless, several characteristics have been proposed for these two terms. It is worth recalling some of the issues that were discussed and reported in the EUA project [6][6]:

- *Accountability/autonomy*: *Recognition of the demands for greater external accountability and greater institutional autonomy;*
- *Definition of quality*: *Resistance in coming up with a single definition of quality that could apply to a diverse group of institutions but an acknowledgment that the search for such a definition is important for each institution.*
- *Institutional quality culture*: *An understanding of the need to embed quality culture both institutionally and with external stakeholders and to ensure its wide ownership, which implies that the development of a quality culture is based on a top-down and bottom-up approach and that the rectorate must provide leadership rather than management of these issues.*
- *Quality enhancing structures*: *A cautionary note about internal quality structures that could become over-bureaucratic and an associated stress on the importance of quality culture.*

> ▪ *Approach to quality culture*: An agreement that a formative rather than a punitive approach to quality is more constructive and would lead to improvement while a punitive approach leads to compliance.
> ▪ *Relationship between external and internal quality culture*: An emphasis on using results of internal evaluations to sustain the motivational level of staff and students in engaging in quality issues.
> ▪ *Students' role in quality culture*: An appreciation for the role of students and their involvement in quality and in the governance of institutions.
> ▪ *External stakeholders' role in quality culture*: An emphasis on the role that external stakeholders can play with regard to the development of higher education institutions, which include in Round II the importance of considering the limits to their sphere of influence.

Some major issues must be addressed in order to start a process leading to a quality culture.

Accountability, Autonomy and Continuous Improvement

Autonomy of the institutions is crucial for the development of a culture of quality. In several countries, higher education institutions, resources and programmes are directly managed by the state. In such context, institutions have limited possibilities to define and apply policies leading to the development of a culture of quality. Therefore, autonomy is essential to develop a culture of quality. However, autonomy often goes in parallel with responsibility and accountability. Accountability to society and to external stakeholders can be assured by quality processes. This led to the debate in the quality community about accountability versus continuous improvement. A parallel has been suggested between accountability versus continuous improvement from one side and external versus internal quality assurance on the other side. It is often suggested to have external quality assurance deal with accountability matters while letting internal quality assurance take care of continuous improvement (fitness for purpose).

The previous scheme applies in a broad set of contexts, however, the Lebanese case is quite different where the institutions have a high degree of autonomy. The need for accountability might be strongly felt, but it is difficult to apply with the limited resources provided by the State to the higher education system mainly private and strongly autonomous. Therefore, even in the model proposed for external quality assurance as drafted in the law currently in the parliament for the establishment of a Lebanese quality assurance agency continuous improvement is the choice for external QA. This has also been the case in the model agreed upon within the Tempus-TLQAA project [2][2] for external QA. There is a clear shift towards continuous improvement and fitness for purpose.

Quality Management and Leadership

The following figure [5][5] summarizes what is being understood in quality culture by associating quality management to quality commitment and it shows how they are complementary in the building of a quality culture. The quality management appears to be the technocratic element while the quality commitment is the cultural element. The technocratic element is needed since it provides the necessary tools for the internal quality process while the cultural element is essential to assure that that the different components of the institutions are joining naturally their efforts and commitments to attain quality. These two elements are not separated but are rather interactive. The first one is often associated to a top-down approach while the second one is rather a bottom up, and the figure succeeds in indicating that the top-down process must facilitate the bottom-up one. In order to secure a successful interaction between those two elements, communication and participation are needed. In addition a climate of trust has to be developed and nurtured. It is worth mentioning that a sensitive and critical balance has to be found between the two elements. Actually, a strong technocratic dimension would make the whole process over-bureaucratic while a strong cultural dimension would create interesting ideas without real application in the institution reality. Only a good leadership of the higher education governing body can assure and take care of such critical balance.
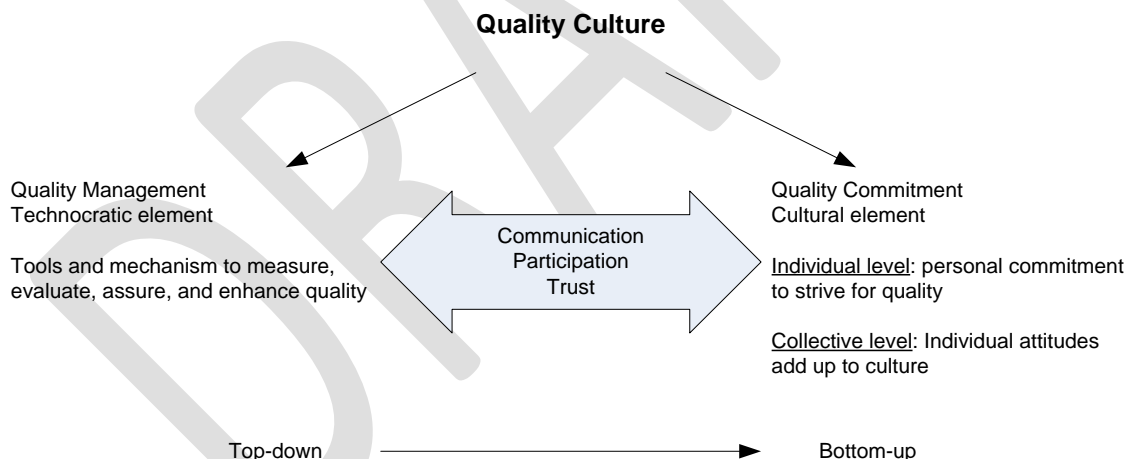
Quality Culture

Quality Management
Technocratic element

Tools and mechanism to measure, evaluate, assure, and enhance quality

Communication
Participation
Trust

Quality Commitment
Cultural element

Individual level: personal commitment to strive for quality

Collective level: Individual attitudes add up to culture

Top-down   Bottom-up

Figure 1. Quality Culture (reproduced from [5][5])

In Lebanon, the strong autonomy of higher education institutions allows the governance bodies to develop quality culture. However, communication and trust are to be handled with care. Transparency might be a good key for this endeavour.

Quality Approach

Formative approach must be used in Lebanon rather than punitive in order to develop a culture of quality. The punitive approach pushes for compliance and transforms the whole

process to a bureaucratic and administrative one which must be avoided. Formative approach leads to a better participation. However, this requires the development of a good communication within the institution.

It is worth noting while discussing the approach to quality, that every institution has its own culture and context. Therefore, the blind application of best practices must be avoided, while a critical analysis of the different examples must be assessed in order to extract the good lessons learned that might help the development of a culture of quality in various institutions.

Relation between Internal and External Quality Assurance

The second pillar of quality assurance mentioned by the ESG is the external quality assurance. It has been mentioned previously that external quality assurance is often considered closer to accountability. It is actually the process by which the system assures the quality of its components, mainly in the higher education institutions. Therefore, the two pillars are considered to be complementary and the choices in each of them must be coherent or form a continuum. Typically, in the discussion of accountability vs. Continuous improvement we have considered that the national consensus for continuous improvement in the Lebanese external quality assurance system shifts the whole system towards a quality in the sense of fitting for purpose. In the same discussion it has been mentioned that the autonomous nature of the Lebanese higher education and its profile pushed towards this choice of continuous improvement. Another example would be the choice of standards. Those applied in internal QA shall not differ largely from the ones to be used in external QA.

In addition to serving accountability, external QA is necessary at different levels. It also ensures coherence between the different components of the higher education system and form a driver for dialogue and communication between the different stakeholders about the needs and the necessary reforms and developments in the sector. It is therefore crucial to have a harmonized development of internal and external QA.

III.   Internal Quality Assurance: The Process

> "*Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the choice of many alternatives.*"
>
> **W. Foster**

The citation from William Foster is often cited in texts on quality assurance. It is important to notice necessary ingredients to reach "Quality":

- high intention,
- sincere effort,
- intelligent direction,
- skilful execution.

It starts by a high intention. This can be translated in a higher education institution by a clear conviction at the highest level of the governing body in the benefits of quality assurance, and in particular, in IQA. Once reached this high intention includes quality and quality assurance in the mission of the institution.

A sincere effort would be necessary to translate the mission into strategic plans and objectives. An intelligent direction would support the development of a quality culture and the involvement of all the stakeholders of an institution, both internal and external, to the quality process. Finally, skilful execution of the quality procedures would put the institution on the road of continuous improvement.

At this stage and in order to better identify characteristics of the needed process for IQA, the ESG standards [1][1] for IQA are recalled hereafter. Other standards exist. The ESG standards have the advantage of being generic and designated to form a reference in the very diverse European (and probably Bologna) Higher Education area.

Standard 1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Once the top governance of the HEI is convinced by the benefits of the applying QA procedures, a policy must be defined and shall be made public. This policy shall take into consideration the specific context of an institution and its characteristics and shall cover all the activities of this institution. It shall involve not only all the internal components, but also a maximum of the institution's external stakeholders. It must also take into consideration aspects related to academic integrity and freedom and to the development of democratic values and sense of belonging. This policy shall be translated into procedures across the different components of the institutions; faculties, departments, laboratories, research centres, administrative and technical support offices and departments etc.

Standard 2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

An internal quality process shall verify that programmes are designed carefully and according to the best possible standards in the field. It shall also make sure that approval procedures for new programmes and for the update of existing programmes are precisely defined and made public. The lack of a national qualifications framework and the diversity of credit systems in Lebanon make these processes even more difficult. The institutions shall compensate this by a broader study of the needs and the state of the art and a more important involvement of local stakeholders. It is worth noting that the fact that our graduates have to be prepared for local, regional and global labour markets must be taken into consideration.

Standard 3: Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

There has been a clear shift in the past decades by placing the student at the centre of the learning process. This is not just an administrative issue but rather a shift in the habits and teaching and learning methodologies applied within the institution. The IQA process must ensure that this shift is occurring at an acceptable pace.

Standard 4: Student admission, progressing, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

The institutions shall offer necessary support and services to each student to help her/him succeed in every phase of ~~its~~ her/his learning pathway. The IQA shall measure up the effectiveness of these services and shall identify the needs in this domain.

Standard 5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

The IQA process shall make sure that the institution's academic staff is of quality. This covers all the sides of the forming of the academic human resources of the institution, from recruitment, to the development of the skills of this staff.

Standard 6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

The IQA process shall assure that necessary resources are available to make the learning process the most effective. The resources are human resources but also physical and material.

Standard 7: Information Management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Several Lebanese universities have developed specific units in charge of this information management. Other universities have different procedures and processes to collect the information about the activities carried on by the different components of the institution. In both cases, the information collected feeds the strategic planning performed at the highest level of the institution's governance. These units, when they exist, are often related to the quality assurance department. However, it is preferable to have independent QA processes that shall also review the performance of the information management units or processes. It is worth noting that this is at the core of the strategic planning and is therefore critical for the IQA culture.

Standard 8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

This information is precious to the prospective students as well as to the external stakeholders. The existence and accuracy of this public information has to be verified within the IQA process.

Standard 9: On-going monitoring and periodic review of the programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

The IQA process shall include a periodic review of the programmes and activities within the institution. This forms a looped system that permits to precisely measure the progress in terms of quality at the different levels. The IQA process and resources shall be dimensioned accordingly.

> *Standard 10: Cyclic external quality assurance*
>
> *Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.*

The IQA process shall be designed taking into consideration the complementary roles of internal and external QA processes.

In a recent publication [7][7], A. Gover, T. Toukkola, A. Sursock performed an analysis of the Part 1 of the new ESG and the solutions it provides to the European universities in light of the development that occurred in the past years. They concluded that the ten standards and tightly linked and they pointed out five issues that institutional leaders and QA officers need to be careful about:

- Linking QA to institutional strategic management
- Developing institutional research capacity that would generate valuable information to both internal decision making and external stakeholders
- Ensuring the quality of the student experience and success
- Academic quality of teaching and learning
- Implementing robust measures to review their programmes

The IQA process to be put in place shall respond to all the previous requirements. However, it is largely dependent on the characteristics of the higher education institution itself, e.g. public vs private, size, credit system, mission, etc. Therefore, there is no single process that has to be applied, in an administrative or bureaucratic way. However, the process shall always start by a clear conviction of the importance of IQA and firm engagement from the top governing bodies of the institution. The process shall also engage a sincere dialogue with the different internal but also external stakeholders to incite them to get involved in it. A policy shall then be drafted and executed. Answering the following questions might help in this.

- Who to involve in drafting the policy?
- How to engage the different stakeholders in the process? How to convince them of the importance of the development of this quality culture?
- How to maintain dialogue and communication with the different stakeholders?
- What standards to apply? What are the priorities?
- What administrative body shall be created to implement the policy? And how to connect it to the administrative structure of the institution? (Remember the sensitive balance discussed earlier between the technocratic element and cultural element)
- What would be the milestones for the development of the IQA? (with specific targets and objectives)

- How to get students involved, not only in the IQA process but also in the other processes within the HEI? And to what extent?

Similar and other questions have been addressed in a recent publication from EUA as a result of the Tempus EUREQA project [8][8][8] .

IV.   Internal Quality Assurance: The Tools

"Quality is everyone's responsibility."

W. Edwards Deming

Actors

Whatever is the structure to develop in order to support the IQA process, it has to be clear that QA is everyone's responsibility. This message has to be clearly heard in all the university components, i.e.

- students,
- academic staff,
- technical staff,
- administrative staff,
- administration and governance structure,
- alumni and students' unions, and
- external stakeholders.

Quality management structure

The QA internal structure is an important tool of the QA process. Several possibilities have been experimented in this domain: quality unit (at the institutional, faculty or department level), office of institutional research and information, a research management office...

Measurement tools

Several tools exist to collect student satisfaction (at all levels), realization of learning objectives, external satisfaction of the programmes outcomes, research projects results etc. These include surveys (e.g. of students or employers), feedback forms (e.g. at the end of a course or a semester ...), focus groups, exit surveys (e.g. at the graduation from a programme), analytical reports (e.g. at the end of a project or a training period or a placement), meeting with external stakeholders...

The tools must be chosen carefully and function of the objectives defined in the policy along with the expected results. A cross correlation between the conclusions reached using different

tools might also be necessary. The choice of the tools depends also on the needed resources and on the quality culture development stage reached at the institution (e.g. while student feedback about a course is often accepted by all, the acceptance of their feedback about a specific instructor and ~~its~~ his teaching methodology largely depends on the degree of maturity in terms of quality assurance within the institution).

Communication and feedback mechanisms

The choice of how to communicate the results of a measurement to the different components of the institution is critical not simply out of the will to involve everyone in the quality process but also to make everyone profit from this process to further develop her/his skills and methodologies. This is even more critical when the feedback is to be provided to the policy makers within the institution.

Another communication might also be needed prior the execution of a IQA procedure. Typically, it might be needed, in a specific context, to communicate to students information about QA before engaging them in filling feedback forms.

Finally, it is worth noting that developing guides that might include compiled best practices and/or FAQs and making them available within the institution might also be of interest.

Connecting with external QA and peer QA bodies

It is important to have continuous communication between the IQA and the external QA agencies. This can be done through the participation in seminars, workshops and conferences and also through the active participation in the external QA processes when offered. It is also important that the IQA officers meet and dialogue with peers from other institutions to share best practices and pitfalls to avoid.

Finally, the choice of the tools and their application must respect the principles of transparency, impartiality and independence in order to guarantee the sustainability of the climate of trust necessary for the development of the culture of quality.

V.   Internal Quality Assurance: The First Steps

> "*Quality is free. It's not a gift, but it's free. The 'unquality' things are what cost money.*"
>
> ***Philip B. Crosby***

The Lebanese universities are very diverse with respect to the establishment of a IQA system. Actually, some of them already have a well-established and operational system while others have just started considering it and a continuum can be found on this dimension.

The very first step in establishing an IQA system is convincing the governing body of a HEI of the importance of such a process. This can be done by showing that quality is free while the 'unquality' might make the institution loses resources and good image. This very first step seems to be completed in the Lebanese Higher Education sector as shown by the fact that the regulatory law covers related aspects.

The second step is concerned with the development of a policy and a strategic action plan to establish such an IQA system in each institution taking into consideration its specific context and characteristics.

Finally, the execution stage shall start with care and feedback shall be delivered to the governing body in a first period and till reaching an operational stage.

VI.   State of Play in the Lebanese Higher Education Sector regarding Quality Assurance Matters

During the period from June to September 2015, the Erasmus+ HEREs team in Lebanon surveyed the Lebanese Higher Education Institutions and many higher Education Experts about a broad range of higher education matters including QA issues. The survey aims at drawing the state of play of the Lebanese Higher Education sector. The collected results are to be analysed and shall be presented in a national roundtable before being published. This document provides a snapshot of some of the results of this study related to QA and IQA. Only results from Higher Education Institutions answers are presented here.

Eighteen universities have filled in the questionnaire. These are:

1. Université Libanaise (UL)
2. Arab Open University (AOU)
3. Arts, Sciences & Technology University in Lebanon (AUL)
4. American University of Science and Technology (AUST)
5. Beirut Arab University (BAU)
6. Islamic University in Lebanon (IUL)
7. Lebanese American University (LAU)
8. Lebanese German University (LGU)

9. Middle East University (MEU)
10. Modern University for Business & Science (MUBS)
11. Al Manar University of Tripoli (MUT)
12. Notre Dame university – Louaize (NDU)
13. Al Rassoul Al Aazam University Institute (RAU)
14. Université Antonine (UA)
15. University of Balamand (UOB)
16. Université La Sagesse (US)
17. Université Saint Esprit de Kaslik (USEK)
18. Université Saint Joseph (USJ)

100% of the HEIs believe in Quality Assurance and Quality Enhancement in Higher Education Institutions (HEIs). 60% of the HEIs have implemented a IQA system and the remaining ones are planning to do so. This proves the importance of IQA in the Lebanese Higher Education sector. Actually, for half of the respondents it is very urgent to deal with the absence of QA while the other half finds it urgent. Half of the respondents believe it is very urgent to deal with the lack of accreditation too while the other half finds it between fairly urgent and urgent.

Regarding the development of QA mechanisms and procedures, 55% of the respondents perceive strong development of IQA within the institutions in the past few years. The other respondents have a divided perception between weak and fair development of IQA. A large majority (95%) of the respondents declare having participated in developing IQA. 95% mention that QA procedures exist in their institutions while only 75% have those procedures well defined and documented. The various HEIs have a non-uniform participation of the stakeholders in QA processes: students (75%), academic staff (100%), administrative staff (80%), top management (100%), and external stakeholders (30%). This combines well with the fact that 100% of the respondents declare that QA processes are well linked to the management of their universities. Surprisingly, most of the respondents provided non precise responses/examples/practices when openly asked on how the top management consider the quality evaluations results. Regarding the public availability of the QA information, all the respondents declare that the internal stakeholders have systematic access to this information while 45% and 25% of them indicate that QA information is accessible by external stakeholders and by general public respectively.

70% of the respondents confirm that their HEIs have undergone an external evaluation. Less than 20% of them feel that strong development of external QA has occurred in the past five years and a majority expresses that such development has been rather fair or weak. About 55% have been involved in the efforts conducted to develop external QA in the Lebanese HE sector. All HEIs with the exception of one support the establishment of a Lebanese Quality Assurance Agency.

Finally, it is worth noting that 95% of the respondents find the EU2020 objective "Improving the quality and efficiency of education and training" fitting well with the Lebanese Higher Education context.

The previous numbers clearly show that the Lebanese universities in general are very much aware of the crucial role of Quality Assurance and have allocated significant efforts to this during the past years. The top management of the universities seem to support the establishment of IQA procedures. It seems that the involvement of some categories of stakeholders needs to be encouraged. The institutions may decide to define the QA procedures in documents that shall be made available. Public information need to be available. It is not clear if and how Lebanese universities profit from the evaluations' results. There is a clear demand for the establishment of the Lebanese Quality Assurance Agency that shall develop an external QA system which will positively impact the development of a culture of quality within the different institutions.

VII.   Conclusions

The present reader aims to give some highlights and background elements to the workshop organised by the HEREs in October 5, 2015. The starting point is that IQA processes must be specific to each institution considering the specificities of which. However, several reference elements have been provided that would help the Lebanese institutions to start this process. These will be worked out in details within the workshop and specific hands-on session shall permit to discuss and deepen the major points showing the diversity of their applications in different contexts.

Some of quality experts relate quality rightfully to excellence. However, and even if assuring excellence might use the same processes as assuring quality, the two approaches remain different [4][4]. Nevertheless, assuring quality, both internally and externally is crucial and probably vital for modern higher education systems and institutions.

VIII. References

[1] "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG),"
Approved by the Ministerial Conference in May 2015, by ENQA, ESU, EUA, EURASHE, EI,
BUSINESSEUROPE, and EQAR, May 2015.

[2] Tempus Project: "Towards the Lebanese Quality Assurance Agency" website (TLQAA):
http://www.tlqaa.org

[3] I. Haris, "Assessment of the Implementation of internal Quality Assurance at the Higher Education (An
Indonesian Report)," Journal of Educational and Instructional Studies in the World, Vol. 3, Issue 4,
November 2013.

[4] M. Brusoni, R. Damian, J. Grifoll Sauri, S. Jackson, H. Komurcugil, M. Malmedy, O. Matveeva, G.
Motova, S. Pisarz, P. Pol, A. Rostlund, E. Soboleva, O. Tavares, L. Zobel, "The Concept of Excellence in
Higher Education," ENQA Occasional Paper 20, 2014.

[5] "Developing an Internal Quality Culture in European Universities – Report on the Quality Culture
Project. 2002-2003," EUA Publications, 2005.

[6] "Developing an Internal Quality Culture in European Universities – Report on the Quality Culture
Project. Round II 2004," EUA Publications, 2005.

[7] A. Gover, T. Toukkola, A. Sursock, "ESG Part1: Are Universities Ready?" EUA Occasional Papers,
September 2015.

[8] A. Gover, T. Toukkola, "EUREQA Moments! Top Tips for Internal Quality Assurance," EUA Publications
and Tempus Eureqa project, 2015.