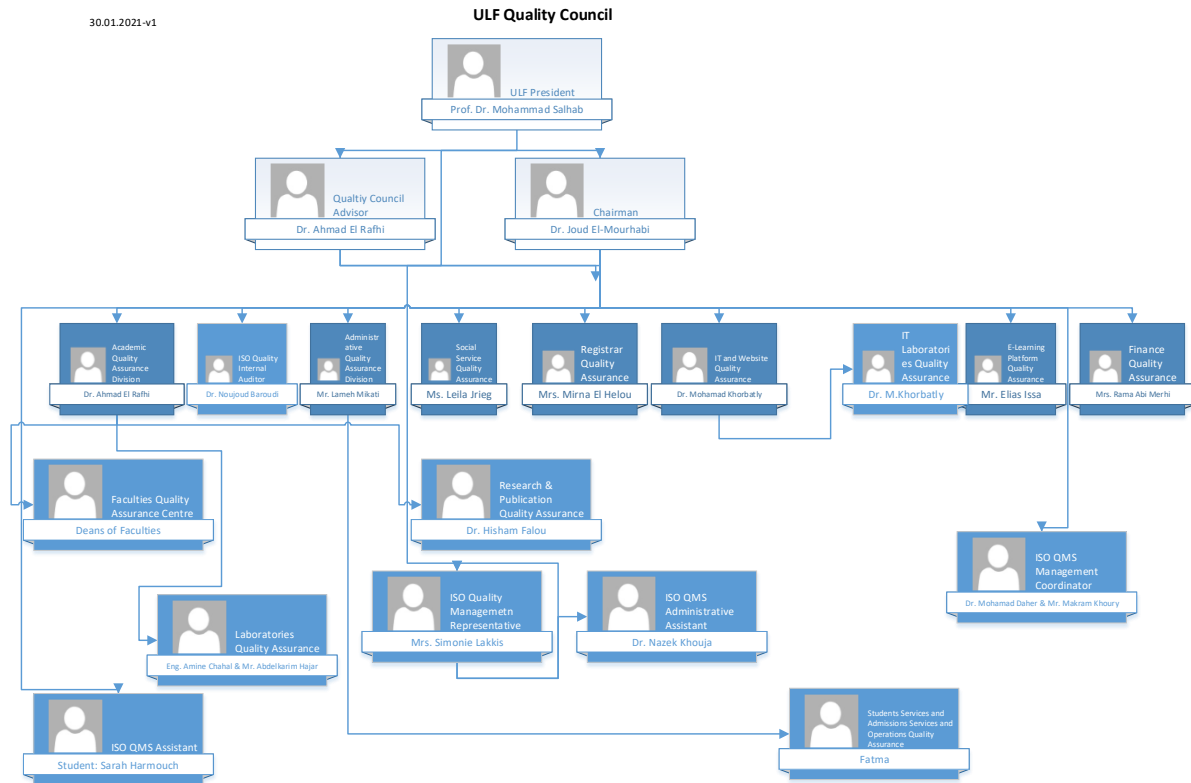


# Quality Assurance

## ULF University Quality Council



## University Quality Council, Committees, Structure and Composition

The University Quality Council shall be standing Council reporting directly to the President and Chaired by the President when present in the Council. University quality work shall be, where possible, conducted by the council and be based on the recommendation(s) for standing and non-standing committees. The University Branches shall have sub-committees to the University Quality Council and its sub-committees. These sub committees shall be represented at the University Quality Council and by Directors of the University Branches. The president shall form or dissolve the Quality Council, committees, hence sub-committees.

## Standing Committees

The university shall have two standing quality council / committees at this stage. The university non-standing academic appeal committee shall exist on an ad-hoc basis, if and when needed. The standing committees shall be the:

- University Quality Council
- Academic Quality Assurance Committee

At least 50% of standing quality council /committee members shall constitute quorum. In case that quorum was not achieved in a meeting, another meeting shall be called for, at which those present shall constitute a quorum, provided that all members shall have had written notices with stated agenda circulated, emailed, posted to them at least three working days prior to such second meeting. Decision shall be passed by at least 51% of present committee voting members, in case of a tie, the Chairman shall have the casting vote. Agenda for each meeting shall be prepared by the Council/committee's chairman in strict coordination with the Advisor to the Committee and the **President**. The secretary shall be responsible for the recording and distribution of minutes. The university president alone shall have the power to dissolve the council/committee, approve or revoke its recommendations. All meetings of a standing and non-standing council/committees shall be conducted in accordance to the latest edition of Robert's Rules of Order / Parliamentary Procedures.

### **University Quality Council (UQC)**

**UQC composition:** The UQC shall be composed of the university vice-president, chairman of the university academic council, deans of faculties, head of IT and head of e-learning, the registrar, the university secretary general, finance department head, student social services, quality management system (ISO) management representative, ISO QMS administrative assistant, ISO QMS co-ordinators, laboratories supervisors, member of students services staff (holder of a graduate degree in business studies), work study student-assistant.. The UQC secretary is appointed by the Chairman of the Council and is responsible for recording and distribution of minutes.

The UQC agenda for each meeting shall be jointly prepared by the UQC Chairperson, the Council Advisor and the President.

The UQC shall make recommendation to President for decision on matters concerning the University Accreditation requirement, implementation, continuous development, maintaining the standards and the requirements of accreditation, and the preparations for study programmes accreditations per faculty.

The UQC shall make recommendation to President for decision on matters concerning the University, quality policies, procedure, quality assurance, general policies, objectives, documentation and process to meet the university quality policy as communicated by the President external accreditation and or standards requirements locally and abroad.

The UQC shall plan, organise, coordinate and control all activities pertaining to meeting the minimum requirements of external academic management standards, license conditions, accreditation, affiliations, articulation agreements, alliances and the like.

The UQC shall recommend to the President annual workshops, seminars, conferences, and the like, on matters concerning academic standards, accreditations, articulations requirements, memberships to accreditation and or academic advisory bodies, memberships to academic associations, and or the academic management system of the University for the University, locally and or abroad.

The UQC shall design, supervise and be responsible for the advising the President on the correct implementation of the accreditation and or academic quality management standards system at the University.

Decisions and /or recommendations shall be passed by at least 51% of present UQC voting members. In case of a tie, the Chairperson shall have the casting vote.

The UQC Chairman shall submit a written report to the President for final decision, showing the UQC recommendations. The UQASC report is due by the end of July of the current academic year.

Each present member of the **UQC**, shall be considered a voting member except for ex-officio members.

The UQC shall recommend to the President on matters and quality norms concerning courses syllabi, testing, course grading grade distribution policy and grade average calculation, passing requirements for various courses at the University. The UQC shall also recommend quality guidance on research literary, artistic creation, professional activities, website, laboratories, finance, ISO QMS, student faculty evaluation, probation, and dismissal of students.

UQC shall regularly review the University quality assurance standards relevance to curriculum and applied pedagogy. The UQC shall also review and /or study University Faculties majors, programmes and courses quality assurance policies and procedures.

UQC shall submit its recommendations to the President for on matters concerning research work quality assurance policies, conducted at the University faculties to include senior project, graduate research guidelines, consultancy projects, policies and procedures.

UQC shall submit its recommendations to the President for on matters of quality assurance guidance concerning community needs and subsequently the required academic programmes.

UQC shall submit its recommendations to the President for on matters concerning University pedagogical and learning needs, quality assurance measures reflecting the University local and international environment and subsequently the required academic programmes and curricula development at the University.

UQC shall submit its recommendations to the President for considerations on matters concerning programmes and or majors' curriculum and pedagogical development quality assurance measures to serve the purpose of the University and its local and international market needs.

UQC shall submit its recommendations to the President for considerations on quality assurance matters concerning academic programmes and courses effectiveness, efficiency and the possibility of replacing irrelevant or redundant courses if any.

UQC shall submit its recommendations, to assist Faculties, Chairpersons, Deans and the Librarian in selecting appropriate books, periodicals, symposia, journals, magazines, newspapers, flyers and the like within the quality assurance guidelines.

UQC shall recommend to the President for considerations quality assurance measures reference curricula policy based on the University Purpose and Objectives as confirmed by the BOT, the University Constitution and in accordance to the Lebanese Licence based on the University decrees.

UQC shall submit its recommendations on the University quality assurance guidelines on academic programmes, structure, credits requirements, degrees and general education requirements to the President for considerations. Upon approval by the President, the UQC shall request from the President to include these recommendations in this bylaws.

UQC recommendations shall be passed by at least 51% of present UQC voting members. In case of a tie, the Chairman shall have the casting vote.

The UQC Chairman and the UQC Advisor shall submit a written report, to the President, concerning the work of the UQC, by the last working day of each academic semester and the summer session.

The UQC current members are (the future addition or reduction of members is subject to the university president decision):

Vice-President, Dr. Joudallah El-Mourhabi, Chairman, voting member

Prof. Dr. Ahmad El Rafhi, Chairman of the University Council, Council Advisor, voting member

Deans of Faculties, voting members,

Dr. Hicham Falou, voting member

Mr. Lameh Mikati, voting member

Mrs. Rama Abi Merhi, voting member

Dr. Mohamad Daher, voting member

Dr. Nazek Khouja, voting member

Dr. Mohamad Khorbatly, voting member

Mr. Elias Issa, voting member

Mrs. Miran El Helou, voting member

Miss. Leila Jrieg, voting member

Mr. Makram El Khoury, voting member

Mrs. Simonie Lakkis, voting member

Eng. Amine Chahal, ex-officio-non-voting member

Mr. Abdel Karim Hajar, ex-officio-non-voting member

Miss. Fatma Khayat, ex-officio-non-voting member

Miss. Sarah Harmouch, ex-officio member, students' representative & ISO QMS assistant

UQC Mandate and Organisational Chart will be distributed by the Council's Chairman during the first meeting of the Council. The council to hold, at least, monthly regular meetings and also when

needed or requested by the Council's Chairman in coordination with the Council's Advisor or upon the request of the President.

The UQC is considered dissolved upon the instruction of the President.

### **Instruments and methods of quality assurance**

BOT role to supervise in general the operation of the university, research and holds international conference and therefore issues directions and guideless to be implemented at the University.

Quality assurance is structured within each faculty and entrusted to the Dean and various heads of departments. Heads of departments and the dean of faculty continuously review its licensed and recognised academic degree programmes, teaching and learning as well as student and faculty research to ensure that the ECTS education system is adequately operated, quality is observed and in line with the University mission and goals. Improvement suggestions are raised to the academic council and the University council for final decisions. In addition to this, ULF have a quality assurance committee at a University level with sub-committees in each faculty to bring together various academic departments and coordinate their activities.

The regulatory education sector decrees in Lebanon impose the requirements to keep up with scientific and technological developments which necessitate that we constantly re-examine our academic programmes for development.

As for the system of self-evaluation and quality assurance, ULF is enriched by the exchange of professors with our European partners who opened an opportunity to our professors to be aware of academic programmes of other reputable universities and its development. Our students exchange gave the opportunity to have their academic and practical skills assessed by other universities, hence our academic programmes effectiveness.

We also consider that an evaluation of our university is also rich by the magnitude of accepting our students to train in local leading organizations and the excellent feedback we get from them. Our students' employability success is also a good indicator to the effectiveness and quality of our programmes and we relied on this indicator in our past self-assessment since it came from organizations, professionals from outside the university and from academicians of leading international universities.

ULF has several partnerships with leading French public and private University to include joint degree programmes, joint degrees' awards, exchange of faculty and students. This we believe contributes to the University's academic research, quality, teaching and learning.

ULF provides graduate degrees based on research environment within the specified standards and rules for doing the research. All academic degree programmes (undergraduate and graduate) at the University require graduation research project/ thesis and ULF has a research policy in place (Undergraduate Research Policy). The University is active in holding academic international conferences as a basis for research collaboration locally, regionally and internationally. ULF is also active in academic books publications which is thought will contribute to the general body of knowledge in sciences, philosophies and economics. ULF encourages and supports its faculty members to participate in relevant scientific research, conferences and personal development

activities. ULF should continue to further develop necessary research means. Our laboratories and funding is efficient; our Library is strengthened by memberships in e-libraries. ULF is further developing its policy for professional and research leave, despite the fact that several of its faculty members received such support to continue in France.

Quality assurance is entrusted to deans of faculties and heads of administrative departments. We organised considerable number of scientific conferences with international participation on education, pedagogy, research, teaching methods development and on quality in an attempt to utilise the gained knowledge in the development of our quality practices and policy.

Quality assurance, internationalisation, research and innovation management issues and activities are channelled through the concerned academic departments' heads to deans of faculty, discussed at the University academic council and raised to the University council for approval and final decision in order to be lined to the overall strategic direction of ULF.

The University also relies on its bylaws and executive communications in matters relating to the quality assurance.

The regulatory education sector decrees in Lebanon impose the requirements to keep up with scientific and technological developments which require that we constantly re-examine our academic programmes for development.

As for the system of self-evaluation and quality assurance, ULF was enriched by the exchange of professors with our European partners who opened an opportunity to our professors to be aware of academic programmes of other reputable universities and its development. Our students exchange gave the opportunity to have their academic and practical skills assessed by other universities, hence our academic programmes effectiveness.

ULF has a quality assurance committee at a University level with sub-committees at each faculty and administrative department to ensure that all members of the University community are involved and that the system is integrated at all levels in order to produce quality student experience. Our system is in line with the Lebanese Higher Education Law and should continue to be more compatible with European standards as well, in order to enhance the quality assurance system and encourage better quality culture at the University.

We believe that the development of our academic standards relies on the commitment of its faculty and staff to continuously evaluate and develop the system of providing our students with quality educational experience.

We believe by establishing a University standing committee on quality assurance with sub-committees at faculties and administrative levels the monitoring and development of academic and service provision will be enhanced.

The University achieved ISO certification for its administrative and co-academic services and is seeking external academic and institutional audit for quality. We have modified a considerable number of our administrative, co-academic processes, academic programmes and procedures to satisfy our licensing from the Lebanese Ministry of Education and Higher Education and ISO certification.

The major elements set out below, are guidelines for our faculty and staff to help them keep the quality culture, service and provision of education to its best thus providing valid student experience:

1. Ensure quality of academic programmes and services in free non-denominational academic environment;
2. The University academic community is responsible for developing quality of teaching and learning experience of our students; and understanding that students, as learners, will also take responsibility for their own learning;
3. External quality auditors at programmes and institutional levels are important in developing our quality education and services;
4. International partnerships with reputable higher education institutions, exchange of students and faculty and joint degree programmes, are essential for the enhancement of the University education quality;
5. Ensure that academic, co-academic and administrative activities are well mapped with clear processes and are documented for review and improvement to provide our students with best learning experience;
6. The University quality assurance policy should always address the challenges of curriculum development, the profile and nature of our academic staff and the external requirements whether legal such as the local higher education authorities and market demands;
7. Ensure that more stakeholders contribution, in the future, is made to the development of the University policies and procedures relevant to quality;
8. Ensure that all our policies and procedures are periodically reviewed and recommendations for improvements are constantly made, this to ensure that we meet the continuous changing in our internal and external environment;

ULF's internal quality assurance system consists of three major areas: academic, research and administrative. In the Academic section ULF promotes academic integrity and freedom and does not tolerate academic frauds. All academic programmes are well defined and their course compositions illustrated to ensure that syllabi are in accordance with the programmes and courses. Course offering is prepared on a semester basis by academic departments heads and concerned



dean of faculty to ensure that students learning path is secured within the set academic programmes. ULF ensures that all courses must have a syllabus approved by the concerned head of department and faculty dean. The University secretary general in cooperation with the concerned dean of faculty organise final exams and faculty evaluation by students on a course by course basis. Students' faculty evaluations are reviewed and discussed with concerned faculty. Dean of faculty is responsible to ensure that class learning facilities and technology is available for instructors. Suggestions for academic programmes development and/ or improvements are prepared by faculty heads of departments for the dean's approval before forwarding it to the University academic council; once cleared at the academic council it is raised to the University council for final approval. All faculty, staff and students are selected based on their merits, the dean of concerned faculty and heads of administrative departments are responsible for ensuring the implementation of such policy.

The administrative system at ULF is well structured and has earned ISO 9001:2008 certifications in 2016 and continued its re-certifications to this date with ISO 9001:2015 standard. The system covers the operational cycle at the University from when students enquire, submit transfer credits request, complete admissions applications, consult their academic advisors, register in courses, register in research projects and apply for graduation upon completion. The processes of registering students, organising classes, managing classes and controlling issuing of grades and graduation requirements are all defined, documented and controlled. Processes are well mapped, supported by reliable forms and the system is documented. Internal audit is scheduled twice a year; external audit once a year.

All research activities follow the University research procedure and guidelines. The process is well documented and published to students and faculty members to ensure its proper application. A research control unit is available to help apply the research guidelines and procedures. Students initiate their research with the approval of the concerned faculty head of department and are then allocated research supervisors, readers and resources when needed. Research work is presented to a committee for final evaluation and issuing of grades.

Faculty research at ULF is organised in four teams: engineering, environment, sciences and business studies. Each team is given a research theme suitable for the university mission and its environment needs.

ULF strategic plan includes the analysis of external and internal environments of the University and the analysis of SWOT. Quality and suitability of academic programmes are central to the plan. An in-depth review and meetings with deans of faculties, heads of administrative departments in conducted on subjects related to the academic programmes, plans and quality assurance to identify corrective actions if needed and devise strategies for continuous improvements and development ensuring that realistic goals, attainable objectives and realistic strategies and business plans are made and that adequate resource are available for implementation. In the meetings held at the University council headed by ULF president, recommendations for development and policies are

made. This is the current way of how ULF ensures that its operations and procedures are aligned with University mission and vision. Reviews of the plan and its action plans are regularly held at the University council to determine its success.

Upon the recommendations of deans of faculties and heads of administrative department for maintaining quality and improving it, the ULF, through its University council, ensures that adequate funds are available, that human and material resources are made available to ensure that successful implementation of quality at all levels and functions within ULF.

ULF hold several general faculty and staff meetings to introduce, promote and direct its community to quality focus at academic and administrative functions within the University.

Deans of faculties and heads of administrative departments are entrusted to promote the quality aspects of teaching and learning, students' services and general administrative services and functions within their faculties and departments through the orientation of their staff to the requirements of quality and means to achieve them. We believe that through enhancing the faculty's confidence in work and providing him/her the feeling of responsibility and self-development, the ability to develop competencies and creativity will be achieved.

**1. Which processes are used for the quality assessment of studies and teaching? Please describe the relevant procedures (e.g. course evaluations, graduate surveys) and include information on regularity, responsibility, process and students' involvement. How are the results implemented?**

The processes with use (managed by the Vice-President for Administrative Affairs and Quality Management) to make sure that what we plan is working, is structured within the following functions and activities at the University: University council, academic council, general annual faculty meeting, students service and employability feedback, students internship feedback, retention rates of students, turnover rate of faculty and staff, students evaluation of faculty teaching and class management, peers evaluation of faculty, deans overall evaluation of faculty, students academic results and graduation plans stability, students further studies feedback at other academic institutions. For administrative, co-academic (some aspects of academic management) ULF is audited annually by an external auditor to ensure compliance with the ISO 9001:2008 standards in 2016, continued its re-certifications to this date with ISO 9001:2015 standard and has received the European Universities Associations-Institutional Evaluation Programme (in 2017).

With reference to teaching and learning, the concerned Chairpersons with their Deans review the course syllabi and compare it to the outcome of the course in terms of final results in order to assess whether the objectives of the course were met. Students' evaluation of course Faculty are

also reviewed to learn about the overall conduct of the Faculty member teaching and learning in the course.

We review our academic programmes with what is offered by other universities to find out whether we are providing the right programmes. We also review student's employability data to determine whether our programmes are preparing students for employment.

Our Chairpersons are required to hold regular meetings with faculty members to discuss the academic programmes and its courses in terms of suitability and effectiveness. The Chairpersons review final results of students to determine whether teaching and learning was on target. The Chairpersons constantly research similar academic programmes in Lebanon and abroad to monitor developments and consider it in programmes development at ULF. Chairperson review students' employment information and feedback from corporations where our students have completed internships or are working to learn whether they were adequately prepared at ULF for their work. This information is conveyed to the Dean of Faculty for final review and discussion at the University Council.

The University council reviews all matters raised by the academic and administrative divisions at the University and assesses its conformity with the University plans and mission. The academic council reviews and recommends matters concerning the academic suitability of programmes, teaching and learning, deans and faculty evaluation by students and research at the University. The secretary general department follows up on students' employability and feedback on their internships, thus indicating the success of our teaching and learning methods as well as academic programmes suitability to the market. The University reviews the study plans for students and its success to prepare students for graduation as planned and consider feedback of its students' performance at other universities where they have pursued to continue their further studies.

Academic programmes are reviewed by each faculty dean with concerned chairpersons. They include understanding what the marketplace needs and how suitable the programmes are. Issues such students workload and the learning environment as well as its infrastructure requirements are constantly considered. Recommendations are raised to the academic council and then to the University council for approval.

Aspects of balanced valid programmes are considered and their suitability to the marketplace through reviewing employability feedback and students' internships performance. Companies in Lebanon are very selective in accepting internship and the fact that we have a very successful internship programme with leading public and private organisations in Lebanon demonstrates their satisfaction with our programmes, students' competencies and skills. Teaching and learning are assessed by reviewing students' evaluation of their faculty as well as by faculty peers and dean's evaluation.

We believe that the tools applied for monitoring and evaluating the institutions different activities are efficient. ULF will enforce a new faculty and staff job satisfaction surveys to include it in the decision-making process. ULF has recently increased the involvement of students in the

monitoring and evaluation process and structure a more formal process for involving stakeholders in the process as well.

The academic and administrative units at ULF review and discuss the results of their monitoring and evaluation, then raise it to the University council for final review and decision before forwarding it to the BOT through the University president for approval. Teaching and learning quality, research, resources and service quality are reviewed by their concerned faculties, department heads and raised to the University council for final review and decision.

ULF carefully considers the review of its divisions (academic and administrative), opportunities, strength, threats and weakness as well as its activities performance through concerned deans and heads of departments for policy review and development. The academic divisions raise their review to the academic council for preliminary decisions before being submitted to the University council for final review and decision. Administrative departments' heads are responsible for monitoring and evaluating their departments' performance and report it to the University council for decision. Once decision is made deans of faculties and heads of departments are responsible for its correct implementation. The president incorporates all feedback and the University council in the strategic plan presented to the BOT for approval.

Autonomy is one of the unique aspects of ULF making decisions, administrative and academic, easy to, and quick to make allowing therefore the University to be responsive to its internal and external environments. There are four key decision making units at the University, Academic council, University council, president office and the BOT. These units are interlinked and operate smoothly through regular meetings. Perhaps the addition of further committees on academic and administrative aspects will contribute to the in-depth review of ULF activities and supports the decision making chain at ULF.

With reference to Students Evaluations, our students conduct evaluations of their instructors and the courses on a course by course basis and per academic semester. These evaluations are conducted in confidence and are reviewed by the concerned academic department chair, who in returns review them with the concerned dean of faculty. Results are noted and discussed in the University Academic Council. Results are also conveyed to the concerned faculty member.

Below are our students' evaluations sheets of their instructors and courses:

With reference to teaching and learning, the concerned Chairpersons with their Deans review the course syllabi and compare it to the outcome of the course in terms of final results in order to assess whether the objectives of the course were met. Students' evaluation of course Faculty are also reviewed to learn about the overall conduct of the Faculty member teaching and learning in the course.

We review our academic programmes with what is offered by other universities to find out whether we are providing the right programmes. We also review student's employability data to determine whether our programmes are preparing students for employment.

Our Chairpersons are required to hold regular meetings with faculty members to discuss the academic programmes and its courses in terms of suitability and effectiveness. The Chairpersons review final results of students to determine whether teaching and learning was on target. The Chairpersons constantly research similar academic programmes in Lebanon and abroad to monitor developments and consider it in programmes development at ULF. Chairpersons review students' employment information and feedback from corporations where our students have completed internships or are working to learn whether they were adequately prepared at ULF for their work. This information is conveyed to the Dean of Faculty for final review and discussion at the University Council.

The University Academic Council factors students' evaluations into its academic activities, policies and procedures.

ULF formed a Quality Assurance Committee to help the University's Academic Council and the University's Council with developing, sustaining and improving quality at the University and this is entrusted to the Vice-President for Academic Affairs and Quality Management.

Quality assurance is structured within each faculty and entrusted to the Dean and various heads of departments. Heads of departments and the dean of faculty continuously review its licensed and recognised academic degree programmes, teaching and learning as well as student and faculty research to ensure that the ECTS education system is adequately operated, quality is observed and in line with the University mission and goals. Improvement suggestions are raised to the academic council and the University council for final decisions. In addition to this, ULF has a quality assurance committee at a University level with sub-committees in each faculty to bring together various academic departments and coordinate their activities.

The regulatory education sector decrees in Lebanon impose the requirements to keep up with scientific and technological developments which require that we constantly re-examine our academic programmes for development.

As for the system of self-evaluation and quality assurance, ULF was enriched by the exchange of professors with our European partners who opened an opportunity to our professors to be aware of academic programmes of other reputable universities and its development. Our students exchange gave the opportunity to have their academic and practical skills assessed by other universities, hence our academic programmes effectiveness.

We also consider that an evaluation of our university is also rich by the magnitude of accepting our students to train in Local leading organizations and the excellent feedback we get from them. Our students' employability success is also a good indicator to the effectiveness and quality of our programmes and we relied on this indicator in our past self-assessment since it came from organizations, professionals from outside the university and from academicians of leading international universities.

ULF has several partnerships with leading French public and private University to include joint degree programmes, joint degrees' awards, exchange of faculty and students. This we believe contributes to the University's academic research, quality, teaching and learning.

Quality assurance, internationalisation, research and innovation management issues and activities are channelled through the concerned academic departments' heads to deans of faculty, discussed at the University academic council and raised to the University council for approval and final decision in order to be lined to the overall strategic direction of ULF.

Quality assurance is entrusted to deans of faculties and heads of administrative departments. We organised considerable number of scientific conferences with international participation on education, pedagogy, research, teaching methods development and on quality in an attempt to utilise the gained knowledge in the development of our quality practices and policy.

The regulatory education sector decrees in Lebanon impose the requirements to keep up with scientific and technological developments which require that we constantly re-examine our academic programmes for development.

As for the system of self-evaluation and quality assurance, ULF is enriched by the exchange of professors with our European partners who opened an opportunity to our professors to be aware of academic programmes of other reputable universities and its development. Our students exchange gave the opportunity to have their academic and practical skills assessed by other universities, hence our academic programmes effectiveness.

ULF has a quality assurance committee at a University level with sub-committees at each faculty and administrative department to ensure that all members of the University community are involved and that the system is integrated at all levels in order to produce quality student experience. Our system is in line with the Lebanese Higher Education Law and is within the European standards as well in order to enhance the quality assurance system and encourage better quality culture at the University.

We believe that the development of our academic standards relies on the commitment of its faculty and staff to continuously evaluate and develop the system of providing our students with quality educational experience.

We believe by establishing a University standing committee on quality assurance with sub-committees at faculties and administrative levels, the monitoring, development of academic and service provision will continue to be enhanced.

The University achieved ISO certification for its administrative and co-academic services over eight years ago, continue to be re-certified to this date and is seeking external academic and institutional audit for quality. ULF has also received the European Universities Association-Institutional Evaluation Programme (EUA-IEP) in 2017. Therefore, we have modified a considerable number of our administrative and co-academic processes and academic programmes and procedures to satisfy our licensing from the Lebanese Ministry of Education and Higher Education, EUA-IEP and ISO certification.

The major elements set out below, are guidelines for our faculty and staff to help them keep the quality culture, service and provision of education to its best thus providing valid student experience:

## Major Elements

1. Ensure quality of academic programmes and services in free non-denominational academic environment;
2. The University academic community is responsible for developing quality of teaching and learning experience of our students; and understanding that students, as learners, will also take responsibility for their own learning;
3. External quality auditors at programmes and institutional levels are important in developing our quality education and services;
4. International partnerships with reputable higher education institutions, exchange of students and faculty and joint degree programmes, are essential for the enhancement of the University education quality;
5. Ensure that academic, co-academic and administrative activities are well mapped with clear processes and are documented for review and improvement to provide our students with best learning experience;
6. The University quality assurance policy should always address the challenges of curriculum development, the profile and nature of our academic staff and the external requirements whether legal such as the local higher education authorities and market demands;
7. Ensure that stakeholders contribute, in the future, to the development of the University policies and procedures relevant to quality;
8. Ensure that all our policies and procedures are periodically reviewed and recommendations for improvements are constantly made, this to ensure that we meet the continuous changing in our internal and external environment;

ULF's internal quality assurance system consists of three major areas: academic, research and administrative. In the Academic section ULF promotes academic integrity and freedom and does not tolerate academic frauds. All academic programmes are well defined and their course compositions illustrated to ensure that syllabi are in accordance with the programmes and courses. Course offering is prepared on a semester basis by academic departments heads and concerned dean of faculty to ensure that students learning path is secured within the set academic programmes. ULF ensures that all courses must have a syllabus approved by the concerned head of department and faculty dean. The University secretary general in cooperation with the concerned dean of faculty organise final exams and faculty evaluation by students on a course by course basis. Students' faculty evaluations are reviewed and discussed with concerned faculty. Dean of faculty is responsible to ensure that class learning facilities and technology is available for instructors. Suggestions for academic programmes development and or improvements are prepared by faculty heads of departments for the dean's approval before forwarding it to the University academic council; once cleared at the academic council it is raised to the University council for final approval. All faculty, staff and students are selected based on their merits, the

dean of concerned faculty and heads of administrative departments are responsible for ensuring the implementation of such policy.

The administrative system at ULF is well structured and has earned ISO 9001:2008 in 2016 and continued its re-certifications to this date with ISO 9001:2015 standard certifications. The system covers the operational cycle at the University from when students enquire, submit transfer credits request, complete admissions applications, consult their academic advisors, register in courses, register in research projects and apply for graduation upon completion. The processes of registering students, organising classes, managing classes and controlling issuing of grades and graduation requirements are all defined, documented and controlled. Processes are well mapped, supported by reliable forms and the system is documented. Internal audit is scheduled twice a year; external audit once a year.

All research activities follow the University research procedure and guidelines. The process is well documented and published to students and faculty members to ensure its proper application. A research control unit is available to help apply the research guidelines and procedures. Students initiate their research with the approval of the concerned faculty head of department and are then allocated research supervisors, readers and resources when needed. Research work is presented to a committee for final evaluation and issuing of grades.

Faculty research at ULF is organised in four teams: engineering & environment, sciences and business studies. Each team is given a research theme suitable for the university mission and its environment needs.

ULF strategic plan includes the analysis of external and internal environments of the University and the analysis of SWOT. Quality and suitability of academic programmes are central to the plan. An in-depth review and meetings with deans of faculties, heads of administrative departments are conducted on subjects related to the academic programmes, plans and quality assurance to identify corrective actions if needed and devise strategies for continuous improvements and development ensuring that realistic and attainable objectives are made and that adequate resource are available for implementation. In the meetings held at the University council headed by ULF president, recommendations for development and policies are made. This is the current way of how ULF ensures that its operations and procedures are aligned with University mission and vision. Reviews of the plan and its action plans are regularly held at the University council to determine its success.

The University currently relies only on its bylaws in matters relating to the quality assurance. We intend to publish the handbook once the quality assurance is centralised by establishing a University standing committee on quality assurance with sub-committees at each faculty and administrative department.

Upon the recommendations of deans of faculties and heads of administrative department for maintaining quality and improving it, the ULF, through its University council, ensures that adequate funds are available, that human and material resources are made available to ensure that successful implementation of quality at all levels and functions within ULF.



ULF hold several general faculty and staff meetings to introduce, promote and direct its community to quality focus at academic and administrative functions within the University.

Deans of faculties and heads of administrative departments are entrusted to promote the quality aspects of teaching and learning, students' services and general administrative services and functions within their faculties and departments through the orientation of their staff to the requirements of quality and means to achieve them. We believe that through enhancing the faculty's confidence in work and providing him/her the feeling of responsibility and self-development, the ability to develop competencies and creativity will be achieved.

## **Academic Quality Enhancement Principles**

### **Reason of Policy**

Academic quality enhancement is our top priority and ultimate goal of the University's risk and quality management activities focused on teaching and learning. The academic quality enhancement combines, in an effective manner, quality assurance and risk management. Therefore, our academic quality enhancement should:

- a. provide opportunities to reflect on achievements against strategic goals, strategic priorities and stated outcomes;
- b. identify University strengths to be built on and opportunities for improvement, while working on turning any identified weaknesses into strength to further support the process;
- c. include external reference points, primarily from our local governing laws, rules and regulations of HE and the standards of our international accreditors and quality certifications organisations; and
- d. strengthen engagement by faculty, staff, students and other relevant stakeholders with the PDCA process adopted by the University.

### **Process**

Our academic quality enhancement process includes:

- a. a clear statement of purpose, the scope of and terms of reference for any faculty, division /unit, process or activity under review (including clear links to relevant strategic goals, strategic priorities, objectives, business plan and strategies);
- b. clearly defined responsibilities for initiation, execution and implementation;
- c. a clear and realistic and achievable timeframe;
- d. reference to stakeholder feedback (e.g. from students, faculty, staff, committees, councils at the University and from the external community including our partners);
- e. reference to institutional, faculty and/or academic department performance indicators and relevant data;
- f. reference to relevant external reference points, from our international accreditors, quality certifications organisations, local governing rules and regulations, including standards or benchmarks;
- g. external input into major reviews; and

- h. appropriate approval by the University Council, President and the University BOT, reporting, communication and implementation of the outcomes of the review.

External referencing activities, and external assessment of standards, including our accreditors, quality certifications organisations and the contribution of our appropriate partners (where applicable and needed), at a national and international level, enables the University to compare and evaluate its performance and, in so doing, monitor standards, compare good practice and make quality improvements.

External referencing authorities and projects undertaken by Faculties, Divisions, Centres and Academic Departments of the University will:

- a. supports the University's mission, strategic goals, objectives and strategic priorities;
- b. be founded and focused on the commitment to: learning from good practice(s); implementing potential improvements arising from external references, standards, benchmarking findings (where available and applicable; and sharing of good practices including post projects completion;
- c. be founded on and focused on mutuality: the sought outcomes, expectations of the proposed external referencing and benchmarking activity(s) where available and applicable, should be founded on an already established and prior to the commencement of the particular activity, with a view to establishing mutual interest and benefits for all concerned parties;
- d. be balanced and financial sound, in terms of the value received once compared to costs involved in undertaking the activity / projects; and
- e. has the approval of the relevant Dean of Faculty, University Academic Council, University Quality Council and the Director of the University Quality Management.

External referencing projects and activities should be carried out in accordance with the standards, rules, regulations of the external authorities, that being the local higher education authorities, our international accreditors, European education standards (ESG), and our international quality certification organisations.

## **Teaching and Assessment Quality**

ULF Teaching and Assessment Policy is designed to adequately and effectively supports valid teaching and assessment quality measures and it is therefore composed of the following:

- a. the Teaching and Assessment: Code of Practice as set by the University Academic Council, University Quality Council and the University Quality Management Division, which is stated in our General Academic Rules and Regulations as well as in direct policy communication with Deans of Faculties and Divisions – Teaching, providing for statements of roles and responsibilities for all faculty, staff, students and alumni involved in teaching and assessment;
- b. the Teaching and Assessment: Assessment and Feedback Policy, providing for quality assurance operations and mechanisms for the design, delivery, grades/mark issuing and declaration and review phases of the subject delivery lifecycle; and

- c. the Teaching and Assessment: Subject Pedagogy & Delivery Policy, providing direction and guidance on subject delivery.

Our Academic Programmes, Majors, Academic Programme, Major, Course/Subject and/ or Specialisation quality is supported by the alignment of assessment with learning outcomes at the Academic Programme, Major, Course/Subject and/ or Specialisation, major study and subject level.

Provisions are available for Our Teaching and Assessment that includes external peer review of assessment standards within selected academic departments of study, which is aimed at ensuring valid and effective assessment design towards valid, relevant and appropriate achievement of standards and the attainment of Academic Programme, Major, Course/Subject and/ or Specialisation learning outcomes.

Our quality policy ensures that ongoing quality enhancement of assessment is carried out at the point of assessment design, delivery, issuing and declaration of grades/marks and review as part of the Assessment Quality Cycle.

The University periodically and systematically collects and reports on student performance data across all teaching majors, degrees and subjects in order to monitor their performance and the opportunity to compare such performance in different study disciplines at the University to evaluate final students' outcomes. We also monitor and reports on student progression through their academic degrees' studies, retention rates, and successful completion rates, across the different study majors at the University and against external reference points (where available) especially for our international accreditors and international quality certifications organisation as well as our international partners.

## **Student Feedback and Evaluation**

The University considers that the collection and response to student feedback and evaluation is an important means of enhancing the quality of learning and teaching and the student experience at the University and for fulfilling the University Mission.

Our adopted methods of obtaining student feedback and evaluation can be applied in a formal or informal, structured or unstructured. Our methods include students' faculty evaluation surveys, focus groups qualitative observations and assessment, student consultations and student participation in reviews, especially when they are involved in our Councils and Committees.

The University collects and reports student feedback and evaluation using ethical, periodic and systematic processes and uses such feedback, in combination with other data obtained from other parties, to enhance quality and help the decision makers at the university reach an informed education-related decision.

Our students faculty evaluation surveys are used to obtain students input on a range of Academic Programme, Major, Course/Subject and/ or Specialisation, faculty teaching activities, academic

support services, academic infrastructure, services and facilities, including teaching, pedagogy, class management, grading adequacy and fairness, among many others as designed in our undergraduates and graduates students faculty evaluation surveys on their studies subjects and Academic Programme, Major, Course/Subject and/ or Specialisations. Both internal and external (our international accreditors, international quality certifications organisations) evaluation instruments are used at the University.

The university adopted surveys serve both constructive and collective purposes. Such surveys contribute to the precise information and feedback on our continual improvement of Teaching & Learning activities, adopted pedagogies, the curriculum and also provide comprehensive performance evidence for the promotion considerations of our faculty, probation, awards, and for internal and external quality assurance reporting requirements.

Surveys / Instruments used, will be used, at the University include:

- a. the Subject Evaluation Survey (current-by Academic Chairpersons and Deans of Faculties);
- b. Faculty Self-Evaluation Survey (for 2023-by concerned faculty member)
- c. Peer Faculty Evaluation Survey (for 2023- by immediate faculty supervisor/ chairperson of the concerned academic department, faculty council members and dean of faculty);
- d. the Students Faculty Evaluation Survey (current-by Students);
- e. The Students Research Evaluation (current-by Academic Chairpersons and /Deans of Faculties); and
- f. the Student Experience Questionnaire (for 2023 by all Students at the end of each academic year).
- g. Academic Programme/ Academic Major /Academic Programme, Major, Course/Subject and/ or Specialisation Evaluation (by Academic Chairpersons and /Deans of Faculties);
- h. Academic Programme/ Academic Major /Course Experience Questionnaire (for 2023 by students' evaluation at the end of their study prior to graduation); and

The University may consider that these evaluations, that are set on semester basis and annually, may be delivered concurrently where possible, however results will be reported separately and disseminated accordingly to the University Academic Council, University Quality Council and the University Council.

### **Evaluation of Teaching**

Individual faculty members will be evaluated by their students per subject/course per semester. Faculty members may request auditing evaluation by their respective academic department head of dean of faculty at least once a year, the report of this audit evaluation will remain confidential and will be distributed to the Academic Council, Quality Council, Deans of Faculty and communicated to with the concerned faculty member.

Faculty Evaluations, combined with other sources of information gained through peer and self-evaluation, will be communicated with the concerned faculty member for the faculty development and evaluation interview.

Results of Faculty Evaluations may be grouped across the Faculty and distributed to the Faculty Council / concerned Faculty Committee / Faculty Quality Assurance Committee, Academic Chairperson and Dean of Faculties for monitoring, review and improvement purposes.

### **Evaluation of Subjects**

Our Faculties are responsible for developing the needed schedule for the semester by semester and annual evaluation of subjects to ensure that surveys are conducted at least twice in an academic year for each subject delivered.

The results of the Subject Evaluations will be made available to the faculty / division or academic department, which owns the subject, to support subject monitoring, review and improvement activities undertaken by the Faculty / division or academic department.

Combined outcomes of Subject Evaluation are reported to the deans of faculties, academic council, quality council and the University council, for institutional monitoring, review, improvement and quality assurance activities.

Where subjects are delivered in collaboration with a partner institution (through visiting professing or dual/ double degrees' programmes, the results of any subject evaluation will be communicated back to both the faculty designated staff of the University (such as the Programme Co-ordinator, Subject Coordinator, Dean of Faculty, Academic Council and Quality Council) and appropriate representatives of the partner institution and used to provide the relevant and necessary information for the annual review of the collaborative delivery arrangement.

### **Student Experience Questionnaire**

Student Experience Questionnaire schedule for academic year 2023, will be applied at the end of each academic year, to all students studying the University and its campuses and is designed to obtain feedback from students on the quality of their overall educational experience.

Results of the Subject Evaluation Survey and the Student Experience Survey (once applied in 2023) will be combined per discipline/study major/faculty level and will be made available to students at our Library.

### **Evaluation Records**

Feedback and Information of all evaluation instruments will be archived in accordance with the University Quality Management System Code, at the central archiving academic department, will be analysed and considered as part of quality enhancement activities in order to maintain and enhance our academic quality. An annual Student Evaluation Report will be submitted to the University Council, University President and the University BOT.