
***SELF-ASSESSMENT GUIDE
FOR EGYPTIAN
HIGHER EDUCATION INSTITUTIONS
IN QUALITY AND ACCREDITATION ISSUES***



EXPRESS

EXPRESS
Quality Management Guide for
Egyptian Higher Education Institutions

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Participants in the Express Project

Beni Suef University	Dr. Ahmed Hafiz Hussien Elghandour Dr.Ola Hammoda Ibrahim Dr. Ahmed Abd El Mageed
Helwan University	Dr.Mahmoud Hamman Ibrahim Hamman Dr.Mohamed Elsayed Osman Dr.Mohga Shafik Abdalla Ahmed Dr.Fathalla A. Rihan
University of Leon	Dr.Rafael de Paz, Head of international relation office
Univeresity of Gant	Dr.Joke Claeys, Head of Quality Management Office
University of Alicante Office	Dr.Roberto Escarré, Head of the International Project Dr.Nizar Ayadi, International Project Manager Dr. Carolina Madeleine, International Project Manager

EXPRESS

Stimulating Quality Assurance and Accreditation in Egyptian Universities

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Universidad de Alicante
Edificio Germán Bernacer
Apartado de correos 99
E-03080 Alicante
Spain
Tel: +34 965 909 718
Fax: +34 965 909 715
<http://www.ua.es/es/internacional/index.html>
E-mails: carolina.madeleine@ua.es
project.management@ua.es

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INDEX

Preface	9
A. Quality Assurance at European and Egyptian Higher Education Institutions	
1. Quality Assurance at European and Egyptian Higher Education Institution	13
1.1. Background of quality assurance at European Higher Education Institutions	13
1.2. Quality assurance and the European initiatives.....	14
1.3. State of art: implementing Bologna Quality related issues, EUA Methodology.....	14
1.4. Standards and Guidelines for Quality Assurance in the European Higher Education Area:	15
2. The Bologna Process adapted to the Spanish Higher Education Context	19
2.1. Introduction: Spanish Convergence towards a European Education Higher Area	19
2.2. European Convergence Actions at the University of Alicante	20
3. Quality Assurance Processes at Spanish Institutional level and within the University of Alicante	27
3.1. Accreditation Programme.....	28
3.2. Evaluation of officially recognised postgraduate programmes	29
3.3. Institutional Assessment	29
3.4 Quality Label recognition of Ph.D. studies	29
3.5. Teaching Performance Assessment Programme (DOCENTIA)	30

3.6. Services Evaluation.....	31
3.7. University of Alicante experience on Quality Assurance	32
4. Quality Assurance at Hewlan University Faculty of Science.....	35
4.1. Faculty Mission and Objectives	36
4.2. Academic Standards	42
4.3. Quality of Learning Opportunities.....	44
4.4. Quality Management and Enhancement.....	50
4.5. Community Involvement.....	53
4.6. Action Plan for the coming year	54
4.7. Internal Quality Assurance Unit.....	56
B. Institutional Evaluation Model	
Background	61
General presentation of the model and guidelines.....	63
1. Self-Assessment and its main agents.....	65
1.1. Self-Assessment Committee	65
1.2. Quality Technical Unit or Similar	67
2. Self-Assessment Process.....	69
2.1. Institutional Commitment to Evaluation.....	70
2.2. Formation and training of the Self-assessment Committee.....	70
2.3. Planning.....	70
2.4. The Self-Assessment Process.....	70
3. The Institutional Evaluation Model.....	75
3.1. Educational programme	76
3.2. Teaching Organisation.....	85
3.3. Human resources	91
3.4. Material resources.....	95
3.5. Educational process	105
3.6. Results.....	117

C. Assessment of University Services Following the EFQM Excellence Model

Background	129
1. Introduction to the EFQM Model and Self-Assessment techniques ..	131
1.1. The EFQM Excellence Model	131
1.2. The fundamental concept of excellence	133
1.3. The Excellence Criteria	137
1.4. The Self-Assessment techniques	140
2. Recommendations: the 8 tools to successfully achieve the Assessment process	145
2.1. Develop and retain management commitment	145
2.2. Develop and deploy the communications strategy	145
2.3. Plan for Self-Assessment	146
2.4. Select and train the people directly involved in the process	147
2.5. Conduct Self-Assessment	149
2.6. Consider outcomes and prioritise	150
2.7. Establish and Implement Action Plans	152
2.8. Monitor Action Plan Progress and Review the Self-Assessment process	152
3. Case studies: Services Self-Assessment at Bani Suef and Helwan Universities	153
Report improvement plan: Helwan University	164
1. Presentation of the self-assessment process	164
2. Strengths, areas for improvement, improvement actions	165
3. Improvement plans	168
Report improvement plan: Bani Suef University	172
1. Analysis of the results of the questionnaire	172
2. Strengths, areas for improvement, improvement actions	173
3. Improvement plans	176

Annexes

Annexe 1: The EFQM Questionnaire in Arabic183

Annexe 2: Glossary195

Preface

Since the 1990s quality and quality assurance have become key themes for higher education institutions in many countries in the world. Egypt is no exception. More and more people are concerned about the production or output of the higher education institutions, whether society is getting real value for its investments in higher education. In regional settings and within individual countries, debate is continuing on the role and form of quality and quality assurance for higher education. Issues have evolved recently from an initial questioning of whether new forms of quality assurance were needed, to debate on what are the more effective approaches to quality assurance. Internationally, some elements of consensus have emerged, especially around the core elements of an approach to quality assurance that is appropriate for higher education.

These consensus elements include:

1. Autonomous or semi-autonomous agencies
2. Explicit standards and expectations
3. Self-study by the academic institution
4. Written recommendations
5. Public reporting
6. Attention to both process and results

Confronted with pressing issues and concern on quality assurance and accreditation and willing to eradicate problems that hamper development of their higher education systems, the Egyptian Ministry of Education has started to take certain measures at regional and national levels. An important step was the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States which, by 1990, was ratified by fourteen countries. In addition, the Egyptian Ministry of Education has ratified the Bologna Process and agreed to incorporate the European Higher Education Area (EHEA), meaning to reorganize its higher educational system to integrate a unique university system based upon the readability of the

university degrees and an area where students, teachers and administrative staff could move freely within the 45 signatory countries.

The EXPRESS partner universities, Bani Suef University, Helwan University, University of Gant, University of Leon and University of Alicante have expressed their willingness to contribute in the building up of the EHEA through the participation in the Tempus Programme. Indeed during the years 2006-7 the partners' universities have exchanged their experience and expertise both theoretical and practical on Quality Assurance through conferences in Egyptian institutions and have further developed the knowledge gained by in site visit to the University of Alicante and the University of Leon.

This guide is the result of the analysis of the reality and needs from Bani Suef University and Helwan University and to a larger extend of Egyptian universities. It has being designed to provide the necessary tools for the adequate management of Quality Assurance systems.

We wish that the work realized in the framework of the European Structural and Complementary measure will be useful for the Egyptian university community as a practical tool for the assessment of the university study programmes and services.

This guide is structured in three parts:

- The situation of Quality Assurance in European and Egyptian universities
- A methodology for the Institutional Evaluation of Universities study programmes
- A methodology for the assessment of Universities services following the EFQM model

Further information can be found in the Webpage of EXPRESS Project at the following link: <http://www.ua.es/en/internacional/internacionalizacion/EXPRESS/htm/consortium.htm>

A. Quality Assurance at European and Egyptian Higher Education Institutions

1. Quality Assurance at European and Egyptian Higher Education Institution

1.1. Background of quality assurance at European Higher Education Institutions

The importance of Quality assurance within Higher Education Institutions (HEIs) has to be understood in the light of the ongoing intergovernmental Bologna process. As early as 2003 during the Berlin Conference ministers of education defined three intermediate priorities for the next two years: quality assurance, the two-cycle degree system and recognition of degree and periods of studies. In the Berlin Communiqué, specific goals were set for each of these action lines. As far as Quality Assurance is concerned ministers stressed the need to develop mutually shared criteria and methodologies and agreed that by 2005 national quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved
- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results
- A system of accreditation, certification or comparable procedures, international participation, co-operation and networking

One of the main drivers for progress in the achievement of the above mentioned objectives have been the creation of common and mutual standards and guidelines. Indeed the quality action lines of the Berlin Communiqué were that «The primary responsibility for quality lies in Higher Education Institutions». The outcome was to invite European Association for Quality Assurance in Higher Education (ENQA), in co-operation with European University Agency (EUA), The National Union of Students in Europe (ESIB) and European Association of Institutions in Higher Education (EURASHE), known as the E4, to develop an agreed set of standards, procedures and guidelines on quality assurance and to explore ways of ensuring an adequate peer-review system for Quality Assurance & Accreditation agencies.

This initiative is of great importance as it gives common guideline to the Bologna signatory countries. During the London Communiqué in May 2007, ministers of education recognised that they have been «a powerful driver for change in relation to Quality Assurance». All countries they stated have started to implement them and have made «substantial progress», in particular external quality which is much better developed then before and encourage HEIs to continue developing their systems of quality assurance.

1.2. Quality assurance and the European initiatives

Quality assurance refers to a range of review procedures designed to safeguard academic standards and promote learning opportunities for students of acceptable quality. The University's procedures for assuring quality in teaching and learning are designed to reflect:

- the mission of the University;
- the complexity, diversity and federal structure of the University;
- the University's nature as a community of scholars;
- the conviction that academic staff and students are most effective in an environment that is supportive and participative rather than directive and managerial;
- the collegiate nature of the University;
- the significant delegated responsibility given to Faculties and Departments for developing and overseeing their own quality assurance procedures;
- operation of centrally-defined assurance systems at local level in proportion to potential risk to learning and teaching provision.

1.3. State of art: implementing Bologna Quality related issues, EUA Methodology

In order to evaluate the internal quality development around Europe, the EUA underwent in 2005 a study on 62 institutions out of which 55 were universities. The conclusions they reached are as follow:

- Level of activity in internal quality development processes has risen
- Focus largely on teaching and learning (all inst.), some attention student support services
- Research quality: emphasis on external review, only a third of institutions have internal procedures
- Internal quality development of administration and support services is less developed (less than a sixth of inst.) and more ad hoc

- Lack of coherence in the regulation of the quality development processes –only few HEI pursue a systematic institutionalized approach to quality development
- Institutional autonomy: systematic approach to quality

Out of the study came a list of recommendations, the more important ones were that HEIs may benefit from a more systematic approach to quality improvement across the institution that will exploit synergies between evaluation of teaching and evaluation of research and that will support services and administration. They also stated that governments and Quality Agency should support such combined reviews to ensure the link between research and teaching and the appropriateness of the existing services, as well as to enhance efficiency of evaluation procedures.

Some other recommendations were as follow:

- HEIs and Quality Agencies should cooperate in optimising the relations and coordination between internal and external quality assurance processes, to alleviate the administrative burden on institutions without reducing the value for quality improvement. In particular, external quality assurance should be reduced in direct correlation to the evidence of robust internal quality processes.
- Governments should recognise that quality enhancement, as aimed for in the Bologna process, is not only pursued through quality assurance measures and procedures but often introduced through other channels of institutional development.

1.4. Standards and Guidelines for Quality Assurance in the European Higher Education Area:

ENQA together with the E4 submitted to the European Ministers of Education in Bergen in May 2005 a report on «Standards and Guidelines for Quality Assurance in the European Higher Education Area». The report was fully endorsed by ENQA members and E4 partners, and the European Ministers adopted the standards and guidelines. The basic premises are that this is the beginning, not the end, of a process and that one size does not fit all.

The results and recommendations of the study were:

- There will be European standards for internal and external quality assurance, and for external quality assurance agencies.
- European quality assurance agencies will be expected to submit themselves to a cyclical review within five years.

- There will be an emphasis on subsidiary with reviews being undertaken nationally where possible.
- A European register of quality assurance agencies will be developed.
- A European Consultative Forum for Quality Assurance in Higher Education will be established.

They also come up with standards for higher education that covers internal as well as external quality assurance of higher education institutions. The standards are applicable to all higher education institutions in the Bologna signatory states irrespective of their size, structure, and the national systems in which they are located. Their purposes are to improve the higher education available to students in the EHEA and to assist higher education institutions in managing and enhancing their quality and, thereby, to help to justify their institutional autonomy. They also seek to form a background for quality assurance agencies in their work and to make external quality assurance more transparent and simpler to understand for everybody involved.

The Internal and External standards for quality assurance are as follow:

Standards for internal quality assurance

- Policy and procedures for quality assurance
- Approval, monitoring and periodic review of programmes and awards
- Assessment of students
- Quality assurance of teaching staff
- Learning resources and student support
- Information systems

Standards for external quality assurance

- Use of internal quality assurance procedures
- Development of external quality assurance processes
- Criteria for decisions
- Processes fit for purpose
- Reporting
- Follow-up procedures
- Public information
- Periodic reviews
- System-wide analyses

All these initiatives have a clear vision as stated by the ENQA: «A European higher education area with strong, autonomous and effective higher education institutions, a keen sense of the importance of quality and standards, good peer reviews, credible quality assurance agencies, an effective regis-

ter and increased co-operation with other stakeholders, such as employers.» Europe is working hard for this vision to become reality. However much need to be done, and great part of this effort is expected to come from Universities. Universities around Europe and worldwide are increasingly concerned about their internal as well as external quality situation.

2. The Bologna Process adapted to the Spanish Higher Education Context

2.1. Introduction: Spanish Convergence towards a European Education Higher Area

As stated in the National Report of the Bologna Process, the Spanish Ministry of Education and Science has made the reinforcement of the European and international dimension of Spanish Universities one of its main objectives. Since 2005 the following objectives have been achieved:

- The legal framework for the implementation of the main instruments included in the statements and communiqués of the Ministers responsible for Higher Education in Bologna (1999), Prague (2001) and Berlin (2003) have been completed.
- Rules on the use of the European credit system (September 2003), the issuing by the Universities of the Diploma Supplement (2003) and the validation and assessment of study programmes and official degrees (2004), have enter into force.

After a very broad discussion that took place in the Council for Universities Coordination, in which a high level of consensus was reached, the Government has just approved (January 2005) by Royal Decree the two basic regulations for the establishment of a new structure of Higher Education programmes, consisting of three cycles: first cycle, master and doctoral studies; and has opened the process of renewal of the study programmes in these three levels. In all the above mentioned rules the European dimension is promoted and the development in the future of joint degrees between Spanish and other European Higher Education institutions is fostered.

2.2. European Convergence Actions at the University of Alicante

The University of Alicante, aware of the importance of the European future scenery of higher education, has created the Office for the **Vice President for Quality Standards & European Harmonization** which has been coordinating all the initiative taken so far in the process of Europe convergence.

The UA is preparing and adapting its teaching methodology to the European Credit Transfer System (ECTS). During the present academic year, the European Convergence actions are being materialized through joint actions with other universities in the Valencian Autonomous Community, as well as specific actions of our University in activities concerning the mobility of academic staff and students within the European Area for Higher Education. All these actions are co-financed by the Office of the Vice President for Quality Standards & European Harmonization and the Valencian Regional Ministry for Corporations, University and Science.

The University of Alicante has undertaken five main actions:

- Education Research Networks
- Tutorial Action
- Dynamizers Network
- Seminars and Workshops
- Tutition in English

Education Research Networks: REDES

The Education Research Networks «REDES» has centred its initiatives in training and research activities based on university quality indicators. The training and research program of teaching practises has lead to the creation of a system for the continuous improvement of the teaching staff through the improvement of teaching practice and the establishment of standards that contributes to the improvement of student learning. The designing of research actions in teaching and tutoring should not be seen as an activity that is made individually but rather as an activity that increase its beneficial effects when analysed in collaborative workshops, reflection and debates. Therefore, the creation of REDES and research projects is the model more advisable from an academic university perspective. Following a more in depth description of the main characteristics of the REDES:

A. Profile

REDES can be defined as a community created for the analysis of the teaching and tutoring activity with the aim of improving the quality of student learning.

B. Work methodology and research network

The project and thematic areas have been agreed by reaching consensus and work has been done in working groups. The results are presented through articles and the final results are included in the Webpage of the university. Other means of dissemination are the creation of CDs and newspapers.

C. Structure

- A group of university teachers
- A teacher coordinator/ tutor selected by the group or the department
- A teacher cooperating from the Institute for Education Science

D. Thematic alternatives for the research projects presented:

- Curriculum design and programming of a subject including the objectives, standards, content, methodology, activities and student working plan, instruments and research criteria and bibliography with the aim of adapting the program to the European credit transfer system
- Design and implement methodological changes based on the analysis of learning difficulties of students
- Implement new methodologies and evaluate their efficacy in the performance of students
- Use of technological resources and evaluation of their suitability
- Analyse models, instruments and evaluation criteria used and their possible improvement
- Elaborate a subject from the study program and applied it in different groups and made a comparable study of the results and their reasons behind
- Design a new evaluation model and apply it

E. The working methodology requires:

1. Assistance to conferences and workshops related to university teaching organized by the ICE

2. Analysis the bibliography recommended by tutors and assessors
3. Meetings of the participants in a network and concretion of the Project
4. Implementation of the Project
5. Collecting and data processing
6. Discussion meetings and conclusions
7. Drafting of the final report and writing of research articles

F. The five basic assumptions which have oriented the work are:

1. Teachers are compromise with the students and their learning
2. Teachers know their course content and how to teach those contents to their students
3. Teachers are responsible for the management and tutoring of students learning
4. Teachers think systematically upon their own practice and learn from their experience
5. Teachers are members of the learning communities

G. To conclude we can say that the constitution of learning communities have reached the following successes:

- Sharing of learning practices with the members of the network
- Participation of teachers in a network oriented to the learning of the students and its improvement
- Creation a space for the professional development of university teachers
- Supporting research in teaching and learning
- Creation of an active learning communities
- Coordinating the teaching work in a interdisciplinary manner in a way that the structure, recourses and functions in the network support the reaching of objectives

The compromise and participation from the teaching community has increase since the creation of REDES in 2001, indeed the numbers of Redes have passed from 22 in 2001-2 to 72 in 2005-6. The total number of teachers involve in Redes reach the number of 703, this number is expected to increase in the coming academic year 2007-2008.

Tutorial Action

The tutorial actions aimed to facilitate the integration of new students within their university studies by assigning to each student a mentor for specific

reference among the academic staff of the study programme with whom a special confidence relationship will be established.

The specific objectives of the relationship established between the student and the tutor during the tutorial Action Programme are:

- Counsel on specific study techniques regarding the EHEA
- Offer primary support when students experience any personal crisis during their student life
- Serve as an analytical supplement regarding the student's academic performance and effort
- Counsel about curricular paths, optional and free-elective subjects, mobility, etc...
- Help to ponder career opportunities
- Provide contact with possible experts in topics of interest for the students within the professional and research scopes

Dynamizers Network

The Bologna Process requires a series of changes in university teaching methodology. Some resistance may emerge –sometimes patent, others latent– on the part of the university members due to this significant change. The dynamizers networks are working to speed up the methodological change, without forcing it, also each of the networked members are generating a series of reflections, processes and changes within the academic accreditations groups.

The methodological changes in the European Harmonization Process are dictated by the introduction of the European Credit Transfer System (ECTS), a major consequence is the planning of academic activity from the viewpoint of the students' working hours (in Spain 1 credit= 25/30 hours). This planning should also be done in detail according to objectives, skills and competences that students are to obtain from each subject: Didactic Guides. The introduction of ECTS also implies a swift from the lecturer-centred teaching to the student-centred teaching. That is to say, diminish the sessions of plenary lectures and increase individual and group work of students both in and out the lecture room. Finally, it introduces the process of continuous evaluation instead of a final and unique examination.

Procedures in the

Through the dynamizing action the University of Alicante is helping the implementation of ECTS changes and the acceptance from the university teaching staff. The dynamizing action groups are based on the assumption that each study programme is different and has its own particulars on subjects and individuals; this is why no common plan can be established for all of them. However some common methodological steps can be established:

1. Reflection on the part of each dynamizer with the dean's team on the needs of educational changes in each study programme. This analysis can be done globally, by departments, by areas of study, groups of subjects or subjects.
2. Actual possibilities of facing previous changing needs during the first stage, in the opinion of the dynamizer, the dean's team and the students' delegates.
3. Establishing the objectives for the period of February – December. Objectives should consider: direction (department, group of subjects, subjects, complete study programme, by courses, students) and scope (introducing continuous evaluation, diminish plenary lectures by increasing individual/group work, preparing didactic guides, pondering the required time by average students for several tasks, etc.)
4. Planning of the activities to be performed to achieve previous objectives:
5. Performance of the activities.

Seminars and Workshops

The seminars and workshops provide a unique opportunity for the UA teaching staff to listen and gain knowledge from experts on specific topics related to their current activities. The main objective of the seminars and workshops is to explain how to elaborate the teaching guides in the different subject, giving always practical examples.

Tuition in English

The University of Alicante offers la possibility to a small group of teachers to have their teaching material translated into English. During the teaching year 2005-6 some topics from the Escuela Politécnica Superior have been taught in English, the material can be found in the Webpage of the faculty. This action so far has been limited in scope but due to the success of this first

pilot experience the UA is evaluating the possibility to considerably increase the offer of courses offered in English.

3. Quality Assurance Processes at Spanish Institutional level and within the University of Alicante

The main provisions linked to the Bologna Process are included in the Organic Act on Universities (Ley Organica de Universidades, LOU). The most recent official regulations, in accordance with the Bologna Process, are the Royal Decrees regulating the establishment of ECTS (2003), the Diploma Supplement (2004) and the three cycle structure in accordance with the general lines emanating from the European Higher Education Area (Royal Decrees adopted in January 2005). In accordance with the 2001 LOU, university quality promotion and assurance at national and international levels (Spanish universities abroad) is one of the prime aims of university policy. In compliance with the act, the Ministry of Education and Science created the **National Agency for Quality Assurance and Accreditation** (Agencia Nacional de Evaluacion de la Calidad y Acreditacion, ANECA) in 2002. The main purpose of ANECA is to contribute, through evaluation reports and other reports leading to certification and accreditation, to measuring the performance of higher education as a public service. The agency also seeks to reinforce transparency and comparability as a means of promoting quality and quality assurance in universities and their integration into the European Higher Education Area while establishing accountability criteria.

ANECA carries out its actions through four main programmes. The **Accreditation Programme** constitutes its main action. The agency checks compliance with given criteria and established standards, while ensuring that training results are adequate and that the skills acquired by students meet the demands of the labour market and society as a whole. The programme consists of three stages, namely an internal assessment, an external assessment and a final report. To validate this process, ANECA has established a National Accreditation Committee (*Comite Nacional de Acreditacion*) whose members have a national and international reputation in the fields of teaching and academic research, as well as in the business and professional

sectors. The **Institutional Assessment Programme** assesses university studies leading to officially recognised qualifications so that improvement plans can be monitored. The criteria and indicators used in this process are the same as those in the accreditation process, and it also consists of three stages. The **Certification Programme** is an external assessment process aimed at verifying compliance with a set of previously established specifications, its main purpose is to check quality and introduce a methodology for promoting the continuous improvement of university programmes and services.

The Educational Programme Assessment and Institutional Assessment are the central works performed by ANECA. Through this evaluation programs a check and balance has been established for the official supervision and improvement of the overall activities performed in the context of higher education. Following a more in depth description of the key activities conducted by ANECA:

3.1. Accreditation Programme

Accreditation processes are based on the trust that is established between the university, students and society. When students enrol in a particular degree programme leading to recognised diploma, they place their trust in the university regarding the quality of the study programme, the soundness of the studies and ability of the teaching staff, the suitability of the general services that they will receive and the appropriateness of the facilities, and the smooth running of an internal quality assurance system implemented by the university itself. Accreditation can be considered to be a key factor regarding transparency in the activities carried out by a higher education institution. The rulings resulting from an accreditation process provide the student and society in general with information on the official value of the degree awarded and the assurance that the quality of the degree programme is reviewed periodically. The great value of accreditation lies in the fact that it is an ex post evaluation process that leads to a formal, public and independent decision on whether a degree programme conforms to certain standards of quality. ANECA's proposal on criteria, guidelines and procedures for accreditation of degree programmes leading to recognised undergraduate and Master's degrees in Spain, has been drafted, according to the prevailing legislation, at the request of the Spanish Ministry of Education and Science.

3.2. Evaluation of officially recognised postgraduate programmes

This programme develops the provision of Royal Order 56/2005 concerning the evaluation of proposals for Recognised Postgraduate Degrees for subsequent authorisation. The programme is aimed at evaluating proposals for postgraduate degrees in universities in the regional Autonomous Communities that have no Evaluation Agency, together with universities that come under the Ministry of Education and Science (Spanish National Distance Learning University and the Universidad Internacional Menéndez Pelayo). In order to carry out this programme, the ANECA has developed a Procedure Manual to serve as a guide for reviewers who carry out the evaluation of the proposals. In the ANECA evaluation process, in addition to the aspects included in the Summary Report (this report is the result of the joint work by the Agencies for the submission of proposals for postgraduate degrees), account has also been taken of the Standards and Guidelines for quality assurance in the European Higher Education Area, established by the European Association for Quality Assurance in Higher Education (ENQA). The abovementioned Procedure Manual specifies the criteria for the selection of the reviewers. The reviewers making up the Assessment Panels were selected on the basis of these criteria.

3.3. Institutional Assessment

The main objective of the Institutional Assessment Programme is to provide an assessment process to improve the quality of academic programmes leading to the award of university degrees officially recognised at the national level in Spain, through its self diagnosis and the external vision provided by experts. Moreover, this programme's development fosters the implementation of assessment processes that favour the establishment or continuity of quality assurance processes for academic programmes. Besides it provides information about university programmes quality and their action plans to students and their families, to the society as a whole, to the universities' governing bodies and to public administration bodies. The assessment process is made up the three stages: 1-Self assessment, 2- External assessment, and 3-Final procedure.

3.4 Quality Label recognition of Ph.D. studies

The Ministry of Education and Science's Order ECI/2006, of 20 January, whereby announcement is made of the award of the Quality Label (Mención de Calidad) recognition for doctoral studies at Spanish universities for the

2006-2007 academic year. The experience achieved during the last call for applications to obtain the Quality Label recognition of Ph.D. studies has enabled to guarantee a certain quality level in an important number of university programmes. The Quality Label Recognition award is a demand required by the always increasing interaction between national university systems of the European Higher Education Area. Therefore, it is comprised in the quality policies of Spanish university system, specifically foreseen in the Spanish University Act. In that sense, the Ministry of Education and Science's call of 20 January 2006, whereby announcement is made of the award of the Quality Label Recognition, modifies somewhat the terms of participation and the assessment criteria employed in the previous call. This modification enables its adjustment to the main aspects composing the adaptation process to the European Ph.D. studies started with the entry into force of the Royal Order 56/2005, of January 21, concerning the regulation of recognised university postgraduate studies and planning the expiration date for Ph.D. studies regulated by the Royal Order 778/1998, of April 30. This award will acknowledge the scientific, technical and educational high standards of Ph.D. studies and of the groups or departments involved. Obtaining Quality Label Recognition will also enable public and private universities with no profit motive in mind to participate at the call for applications for grants launched by the Ministry of Education and Science. ANECA takes part in this call setting up and applying the assessment procedure for applications assessment, audit and validation. The National Agency assesses how well the objective criteria related to quality are fulfilled, and contributes with the recognition of the quality of Ph.D. studies.

3.5. Teaching Performance Assessment Programme (DOCENTIA)

In a higher education context of universities committing themselves to the enhancement of the quality of their programmes, evaluation of the university teaching staff level of professional competence arises as one of the most trustful elements to ensure universities capacity to fulfil their compromise with society. Within this new framework, universities assume more responsibility in monitoring teachers' recruitment and appointment, teaching performance evaluation and teaching training in order to ensure their professional competence. Teaching performance assessment, so far underdeveloped, becomes an aspect of special relevance as long as educational programmes quality assurance ensures a suitable planning, development and enhancement of the teaching performance. With this programme, ANECA tries to satisfy the demands from the universities and also to provide the educational system

with patterns and procedures that ensure teaching quality and foster teachers' development and recognition. The design of this programme favours universities autonomy in a basic aspect for its transformation and growth: teaching staff quality. In that sense, this programme guides universities and fosters the increasingly important role they can play in the evaluation of teacher's performance and in the development of teacher training plans. This programme also considers ANECA commitment to take part in and support the different levels of technical collaboration with universities, regional agencies and educational authorities from regional governments. From that point of view, this programme wants to be open to the participation of the aforementioned institutions.

3.6. Services Evaluation

The ultimate aim of ANECA is to inform society, by means of assessment reports and documents leading to certification and accreditation awards, of the results obtained by the higher education public service. Always in compliance with objective procedures and processes that strengthen transparency, foster universities quality assurance and ensure that HEIs join the EHEA. From its scope of authority, ANECA has defined an excellence model for Accreditation/Recognition of university services and management departments, similar to that used at the international level by extremely prestigious organizations, respected for their high quality standards on management: the European Foundation for Quality Management model. The Club de Excellence in Management is the National Partner Organization (NPO) of EFQM in Spain, and therefore represents EFQM within the country. The Club is a non-profit-making organization aiming to foster the implementation of high quality management systems based on the EFQM model in Spain. In that sense, the Club for Excellence in Management promotes the exchange of experiences resulting in an attempt to improve the competitiveness of organizations and companies placed in Spain. Within the scope of the public administration, the Club has signed agreements with the Public Administration Ministry, regional governments, city councils and other public entities.

ANECA in coordination with the Club for Excellence in Management wants to contribute with:

- A model for evaluation of university management services, based on the European recognition pattern of the EFQM.

- Excellence recognition patterns, compatible with European standards, which shall ensure Spanish universities to achieve a quality level similar to that reached by the most prestigious European organizations.
- Mechanisms for external assessment of university services.
- Participation in training courses and evaluation procedures, with a cost inferior to those of the market thanks to an agreement signed with all the Spanish universities.

ANECA expects to implement, from January 2007, a programme to provide easier access to evaluations and reviews for higher education institutions, by means of an open announcement. In addition to ANECA, regional quality assurance agencies exist in some Autonomous Communities. ANECA and the Agencia per la Qualitat del Sistema Universitari de Catalunya (Quality Assurance Agency of Catalonia) will be subject to peer review by ENQA in 2007. Internal evaluation is in line with each university's evaluation plans and with the II Plan for University Quality (II Plan de la Calidad de las Universidades), whose objectives are now being developed and promoted by ANECA.

3.7. University of Alicante experience on Quality Assurance

The University of Alicante has created two units in order to face the challenges caused by the adaptation of the Spanish Higher Education Institutions to the EHEA. The two units created are the Strategic Unit for Planning and Quality (UPEC) and the Technical Unit for Quality. The Strategic Unit for Planning and Quality has been created to provide technical and administrative support to the action undertaken at the University of Alicante related to Quality.

The Technical Unit for Quality (UTC)

The UTC depends from the Vice-President for Quality Standards and European Harmonization. The central mission of the UTC is to help developing quality policies at the University of Alicante related to teaching activities, research and management, it also seeks to support all the processes oriented to the continuous institutional improvement while fostering the creation and diffusion of a quality cultural among all the members of the university community.

Historic evolution of the University of Alicante

- In 1996 started the first evaluation experiences with the evaluation for the Chemistry and Optic degrees. Up to date most of the service has been evaluates.
- As for the services evaluation it started in 2002, each year four to eight services are evaluated following the EFQM Excellence Model. We can find the Questionnaire used for the evaluation of services at the end of the guide as Annexe.

4. Quality Assurance at Helwan University Faculty of Science

Ass. Prof. Fathalla A. Rihan,
Reviewed by Prof. Mohammad S. Osman

The distinctiveness of Helwan University established in 1975 resides in the technical, applied and technological academic programs offered by its 19 Faculties, numerous research centers, production and community service centers. Establishing Helwan University was a landmark in the history of higher education in Egypt. In its early stages, the beginnings of the last century, higher education was limited to theoretical sciences in arts, law and economy. Gradually empirical sciences of engineering, medicine, pharmacy and agriculture constituted growing fields of study in Egyptian Universities on a theoretical basis rather than an applied or practical one. Handicrafts and applied fields remained for a long while out-campus until the establishment of Helwan University as a leap in integrating higher education and applied arts and sciences. Being within the heart of the industrial community at Helwan, it represents a unique model among Egyptian Universities in general. It comprises 19 faculties as well as 52 research centers and productive units which connect the University with the problems of the Egyptian society.

The Faculty of Science is located in Ain Helwan, the campus of the University. It is one of the University's largest faculties, a recognized leader in research and a provider of a wide range of flexible degree programs. There are 23 undergraduate degree programs (listed below) and 9 for postgraduate study.

The Faculty of Science was established in the academic year 1983/1984. The faculty provides the Egyptian society with graduates in applied sciences and technology.

There are six academic departments:

1. Mathematics Department
2. Chemistry Department
3. Physics Department
4. Botany and Microbiology Department
5. Zoology Department
6. Geology Department

4.1. Faculty Mission and Objectives

4.1.1. Faculty Mission

Faculty of Science has written and well – publicized stated mission since the academic year 2006 and approved by the Faculty council in 19/06/2006. This also contains the vision and objectives. It covers the three areas of the institution's mission: educational program, research and other scholarly activity and community involvement.

Mission statement:

«The role of the faculty of science is to graduate specialists in various scientific fields to cope with the needs of the society (industrial and services enterprises, research centers,). This aim is achieved in conformity with the national and international quality standards as well as the national project requirements. The mission also considers the local society problems, the environment and professional ethics. The faculty also offers postgraduate study programs (Diploma, Master, Ph.D., D.Sc.) to achieve successful shift to prosperous future.»

Arabic Mission statement:

تقوم كلية العلوم بتخريج متخصصين في تخصصات علمية مختلفة تفي بالاحتياجات التقنية للمؤسسات الصناعية والمصالح الخدمية والمراكز البحثية طبقا للمعايير القومية والدولية ومتطلبات المشروعات القومية مع وعي كامل بمشكلات المجتمع والبيئة وأخلاقيات المهنة. وتمتد رسالة الكلية لرفع مستوى الخريجين من خلال دورات مكثفة وورش عمل وتقديم برامج دبلومات الدراسات العليا ودرجات الماجستير والدكتوراه. كما تساهم الكلية في إثراء العلوم الأساسية من خلال بحوث أصيلة وخدمة المجتمع وتنمية البيئة من خلال الاستشارات المهنية.

4.1.2. Vision Statement

To attain the international standards references for all basic sciences.

4.1.3. The Objectives

The aim of the faculty of Science is to secure the following goals:

1. To graduate specialists in basic sciences based on modern scientific concepts and international standards.
2. To construct an educational system to achieve highly qualitative graduates so as to enhance the quick process of development in social, industrial and economic levels.
3. To suggest construct new academic departments to cope with the needs of the society.
4. To update the postgraduate studies and scientific research suggesting new research projects on the basic sciences to cope the market needs.
5. To encourage and support the studies and activities dealing with environmental and social problems.
6. To attract high quality international students to the Faculty who will enhance the reputation of the university in their professional lives.
7. To maintain the international recognition of the scholarly activities of the Faculty
8. To broaden the income base of the Faculty with international fee income
9. To encourage staff members to perfect their teaching methodology according to the modern evaluation techniques for the students.
10. Applying quality standards for administration units in the Faculty of Science.

4.1.4. University Mission:

«The mission of Helwan University seeks to maintain a highly qualified faculty. Emphasis is placed on excellence in teaching as well as on research, creative work and faculty members' intellectual contributions to their disciplines. Outstanding administrative, professional and support staff, leading edge instructional technology and use of other resources are also central to the pursuit of the university's aims.»

The mission Strength Points

1. A well stated mission statements stemming from the university mission
2. Arabic and English versions of the mission statements
3. Well disseminated mission
4. The mission statement is clear and inclusive to the role of the institution in education, research and contribution to the community.

The mission Weakness Points

Participation of non academic staff was minimal.

The mission Action Plan

Increase awareness of the non academic staff with mission statement.

4.1.5. The Faculty's Effectiveness in Contributing to the University Aims:

Strong research, excellent teaching, effective administration, and an international presence have been achieved by maintaining good staff profiles via the continuing policy of appointing staff with high caliber research records and a commitment to teaching. Regular reviews and degree programs provide a robust quality assurance mechanism.

4.1.6. Effectiveness of policies, systems and practices

Adequacy of policies for improvement and enhancement:

As there was no quality assurance system governing the general policy for upgrading and improvement through a settled action plan bases on self evaluation and aiming for development, it can be concluded that the policies for improvement and enhancement were not matching with the actual needs of the faculty. Most of the development and improvement plans depended on the individual initiatives of some of the faculty management team, heads of department and few staff members.

Many of the improvement plans were stuck with financial problem or restrictions due to contradiction with university bylaws.

The development plan approved by the faculty council included:

1. Development of undergraduate curricula
2. Post-graduate curricula, is in the phase of development and will be changed to the credit hour system
3. Construction of a new lab for physics.

Adequacy of practices to achieve improvement plans:

The faculty council is the top management of the faculty concerning educational issues, academic issues and staff issues. These issues are a-priory discussed and prepared by the sub-managerial units headed by the vice deans

or through the departments' councils. After being approved by the faculty council, either they are sent to the university council or to the faculty administrative units for implementation. Financial affairs are the responsibility of the faculty dean strategic plan has been set by the University Council and includes the following improvements for the Faculty:

a) Development of Lecture Halls and Laboratories

1. Video projectors are to be provided for each dept.
2. All lecture halls are to be equipped with ceiling fans for air ventilation.
3. All laboratories will be equipped with safety equipment.

b) Enhancement of Staff Competency

1. Faculty members are to attend lectures arranged by the FLDP program to enhance Staff competency. These programs have already started and mixed reaction was received from the different courses.
2. ICTP courses are being held at the University Higher Education Enhancement Project Management Unit.

c) Enhancement of Research

1. Holding an international scientific conference in each academic department.
2. Updating the research plans of all academic departments.
3. Developing a strategy to market the research capabilities of Helwan University.
4. Creating a database of staff research capabilities.
5. Publication of at least one refereed paper from each M.Sc. thesis and two from each Ph.D. thesis.

d) Enhancement of Community Service

1. Conduct special training programs for interested people in the local community.
2. Establish incubators for small developmental projects.
3. Fulfill several consultation contracts and achieve feasibility / environmental impact studies for the local community.

e) Enhancement of Management

1. Organize and manage Faculty affairs through the optimum use of its resources.
2. Establish new undergraduate programs with fees according to a credit hours system.
3. Increasing the competency of administrative staff through specialized training programs.

Efficiency of the administrative system to achieve the intended goals:

The recent faculty objectives even before they are lately included in the faculty action plan need efficient and well trained administrative body. Unfortunately, this is not yet achieved. The faculty administration is in need of adequate data base and trained administrative staff in all units and departments.

Efficiency of the administrative system to deal with students' problems:

Students' problems are so divertive and need well trained and experienced staff to deal with. There are two different bodies that deal with student's problems, the tutoring or care office who is responsible for students financial and social problems and the educational students' affairs who takes care of all affairs concerned with educational and academic problems. Many trials have been done to construct students' data base and students affairs are the only department that took the attention to construct data base. These trials are stuck with problems of financial support and trained employees. It can be concluded that the administrative system dealing with students' problems is adequate but needs improvement of the data base system.

4.1.7. Responsiveness to changing priorities and emerging needs

Response of the top management to changes:

In case of any emerging needs to change, the faculty dean calls for an emerging faculty council to change the plan and priorities according to the emerging need or incident. Through the university council priorities are emerged according to appropriate response to the emerging needs. It can be concluded that the top management responds positively to any emerging needs and consequently is willing to carry out the corresponding changes in priorities and in the meantime with full respect to the university bylaws.

An example for that is the study conducted in faculty departments under supervision of faculty top management to study the impact of application of the new post graduate curricula with credit hour system and the additional needs of the departments according to its implementation.

Availability of a priority system to respond to change and review policies:

Actually, there is no existing priority system that responds to change and review policies. However, this system may be included through the implementation of a quality assurance system.

Mechanisms used to cope with changes:

In these circumstances, the faculty dean forms a committee of staff members to study the impact of these changes and the sequence of priorities that should be implementing during the period of adopting these changes.

Managing resistance to change:

Resistance to change is always the constraint that any change; especially if it is for the sake of improvement; got to face. Actually, dealing with this resistance is a very critical and sensitive issue as this resistance comes mostly from staff who are colleagues of the faculty top management.

An example of resistance to change that happened in college was the resistance to make some more control on the attendance and performance of the staff assistants. After trials to convince the assistants with the importance of the control on their attendance, the faculty dean called for a council meeting to decide some ascending steps towards those who refused the rules of the faculty council.

4.1.8. Contribution of recent improvement / enhancement activities to the strategic objectives and plans

The faculty top management, department councils and a majority of staff members are now convinced with the importance of improvement. Four major types are recently tackled, which are the new student undergraduate curricula of 2007 which is already implemented, the development of the post graduate curricula with the credit hour system (still in the phase of editing), the completion of the quality assurance system at the faculty in cooperation

with the university and as a developmental project sponsored by the HEEPF as well as the contribution of the staff in the training courses offered by the leadership development project (FLDP). Moreover, many courses are being improved either through developmental projects or on individual interest of the staff.

4.1.9. Review of the impact of previous improvement plans

Availability of an internal auditing system for the results of the previous improvement plans:

The established system allows for internal auditing by peer reviewers as well as professional quality assurance auditors.

Mechanisms used in the internal auditing system:

As the system is in the phase of completion, and the submission of different reports as well as the auditing system is still part of the project activities which is sponsored by the QAAP in cooperation with the Helwan University, the faculty dean receives the final reports of auditors. After project completion, rules will be set through the faculty council to regulate and control the internal auditing mechanism or the quality assurance reports.

Willingness and support of the top management in updating the previous improvement plans:

The top management is so cooperative, encouraging and fully committed to support any improvement plan suggested by department councils. Actually, there was no plans in the past governing the development of quality assurance system. But, as the system now is established, the top management gives full support to all activities related to the system.

4.2. Academic Standards

4.1.2. Academic standards compared with reference standards:

The academic standards are not published until the completion of this report. Owing to lack of national academic reference standards, we referred to the QAAP reference academic standards basic science:

These standards include several knowledge and understanding, intellectual, professional, practical skills and general and transferable skills besides

different methods of teaching and learning and of student assessment. A comparison of the curriculum to the reference academic standards for basic sciences of Quality Assurance Agency of UK; this is fully illustrated in the program specification for the new curriculum. It is obvious that most of the areas are covered in the new curriculum with exception of some transferable skills.

4.2.2. Student assessment:

1. The major type of assessment in the majority of courses is the written exams.
2. Assessment through practical and/or oral exams
3. About 30% to 40% Of the course grade is given to class work
4. The grade of the mid-term exam is included in the class work grade
5. The grades distribution among different types of assessment is included in the faculty book catalogue which contains the curricula. Each student should have a copy of this book catalogue.
6. Registration of exams grades is completely computerized
7. In performing the registration of the exams grades, the faculty implements a soft ware that carries out all required operations and presents the final results in the required form
8. External evaluators are mainly staff members of the same faculty of science in other governmental universities. They also may be from industry or research institutions.
9. Even in many of the oral or practical exams; and due to shortage in equipments, assistants and staff; assessment is done through written exams.

STUDENTS ASSESSMENT: Strong points:

1. There are stated policies for examiner boards
2. Students' involvement in putting the examination schedule.
3. Presence of procedures for reviewing examination results, in case of students complaints.
4. Examination results are announced on the faculty web site.
5. There is feedback about the examination to the students.
6. The assessment policies are now activated
7. There is a policy for reviewing faculty educational program on a yearly-basis through the CDC.
8. Policies for examiners boards are available and well stated and documented.

9. Presence of procedures for reviewing examination results, in case of student complaints.
10. Website of the faculty facilitates the notification of the examination results.

STUDENTS ASSESSMENT: Weakness points:

1. Oral examination could not ensure fairness.
2. Most of the faculty members have not been trained on teaching and assessment methodology.
3. The response to the external evaluator system is weak

STUDENTS ASSESSMENT: Action plan:

1. Establishment of an assessment Committee
2. Improve the oral examination system to ensure more fairness.
3. Performing workshops, seminars and workshops for training the faculty staff on teaching and assessment techniques.

4.2.3. Employment opportunities

1. Most of the graduates from all academic programs find some difficulties in finding jobs and most of them are not on permanent basis.
2. Many graduates apply for post graduates to assure better or perhaps more secure opportunity after having their Masters or PhD.
3. The females have less chance than males in job opportunities as the stakeholders in the research centers prefer the graduate who have the ability to be far from home for too many hours or may be days, which is not normally possible for female graduates.
4. The employment market showed an increasing demand for graduates of the multidiscipline.
5. Graduates of the faculty of science are not most lucky among their colleagues in the employment market due to the economical situation.

4.3. Quality of Learning Opportunities

4.3.1. Teaching and Learning:

The strategy of teaching and learning is a based on the mission of the faculty. The main goal of this strategy concerning educational affairs is to provide the society and community with graduates capable of competing in the em-

ployment market and covering the requirements expected from stakeholders.

Methods:

- All staff members are unified in recognizing the importance of quality of teaching and learning.
- The students should know the course objectives, course ILO's and course contents.
- The number of students attending lectures, tutorials or lab classes should not exceed the allowed limits to give them the chance to interact with the instructors.
- Tutorial hours should be supervised by the course instructor and not to be totally left for the assistants
- Computer labs and facilities are available for students according to lab hours in curricula and also additional free hours for practice through given time tables for each group of students
- Office hours are so essential in developing the student skills through debating and interacting with the instructors and assistants
- The library is open for students and borrowing of books is through the rules and discipline of the faculty and university libraries.

Independent learning:

There is a plan to make internet available to all the registered students and then put the academic courses available online. To encourage and upgrade their capabilities, the students were asked in some courses to prepare reports and present seminars based on data taken from the internet. They used their own means to attain the required information.

Students' evaluation of the quality of teaching and learning:

- In 2006-2007, student feedback and evaluation of the quality of teaching and learning was based on the personal and individual interest of the staff. Some student questionnaire was done for some courses.
- The faculty management used to get feedback from members of the students' union.
- Through department annual conferences, students' evaluation could be traced in conferences where the students could talk freely and transparently without fear.

- The recommendations of these methods (except the questionnaires on individual basis) are transferred to the faculty council to take decisions accordingly.

Student feedback on courses

- Is there is a system for course evaluation on the part of the student?
- What is the response of the faculty staff to the evaluation system?
- To what extent does the institution comply with the system of evaluation?
- To what extent does the system of evaluation participate in the development of the academic programs?

The positive points:

1. Good interaction between the instructors and the students during the lecture
2. The instructor makes a good connection between the content of the lecture and the practical session
3. The instructors are punctual regarding the time of the lecture.
4. Good quality of teaching tools such as data show and microphones at the lecture Halls.

The negative points:

1. The availability and prices of the textbooks are unsatisfactory.
2. Long teaching time for some lectures affect on their concentration and understanding.

Teaching and learning: Strong points:

1. Applying different methods of teaching and learning to acquire the ILOs
2. Introduce a new curriculum which contains new subjects related to the market's domain.
3. The courses have clear objectives and related to each other
4. Establishment of Curriculum Development Committee.
5. Good interaction between the instructors and the students during the lecture
6. The instructor makes a good connection between the content of the lecture and the practical session

7. The instructors are punctual regarding the time of the lecture.
8. Good quality of teaching tools such as data show and microphones at the lecture Halls.

Teaching and learning: Weak points:

1. Some lecture halls are not completely supported by the suitable facilities and services.
2. Teaching for large number of students specially in the first years
3. Some students depend on private lessons
4. Some staffs are still using the traditional methods in teaching process.
5. Facilities and services for students with physical disabilities to enable them to participate in academic and social life.

Teaching and learning: Action plan:

1. Organize more workshops for training the staff on the new methods of teaching.
2. Addition of new laboratories to attain the practical skills.
3. Implement and assess the teaching process.
4. Purchase new teaching equipments

4.3.2. Learning resources

1. Adequacy of faculty, technical and administrative staff:

No. of buildings = 7 buildings

No. of lecture halls = 10 (capacity of each is between 300: 500 students for all the departments)

No. of class rooms = 34 (capacity according to the followed table)

2. Library support:

Scientific literature needed in the Faculty of Science has been concentrated to the Helwan University Central Library, where there is at least 34000 books besides the periodicals. The Faculty has no direct financial resources for ordering books to the library. At the moment, there is a live discussion at the University concerning the strategy of ordering the literature in the future. As the library is chronically in the shortage of money, the choice of classical journals is rather limited and occasional.

There is a Faculty Library committee headed by the vice dean for graduate studies and research and participant of eight members; each member is informed by the budget allocated for his department and he is responsible for choosing the books to be bought. Library space is about 200 meters square, it is one hall. It works from 9 a.m. to 3 p.m. daily except Friday and Saturday. The library is provided by adequate lightening. The hall is air conditioned in summer. The library is equipped with two photocopying machines and a number of computers with one laser printer and supported with internet services. There is access to database and periodicals on line. The library staff consists of four personnel; at least one of them is specialist and has higher education degree. The library depends on a yearly funding budget from the University. The budget allocated to buy books this year 2006/2007 was 70,100 LE.

The library contains at least 4000 textbooks in different fields of Sciences, 4 Periodicals (some are not regular or up to date); it contains also 922 theses between master and ph.D. The library follows the Anglo-American rules in indexing. Both electronic and manual indices are available complete with titles and authors. Also the library applies the DEW ELASHRY system in coding of the books. Faculty members are allowed to borrow two books at a time for up to two months, which can be renewed for another period. Books, volumes, periodicals, dictionaries and encyclopedias are not for borrowing. Only photocopying is permitted. However, the library is not big enough. Seating is limited (48 seats) and there is no enough study places.

3. Computing facilities:

The following table shows the computer labs in the faculty campus, the distribution of computers among these labs and the availability of access to internet for students.

Location of lab	Total no.	In working condition	Not working	Having access to internet	Remarks
Building of Mathematics (hall no.)			-		Available for undergraduate students
Lab (A), Building of Mathematics			-		Available for undergraduate students
Intenet lab, Building of Mathematics			-		Only for training activities

Table: computer labs in the faculty campus

From the presented table, it can be seen that computer labs are available but not fulfilling the increasing demands especially for undergraduate students.

4. Laboratories and equipment:

- In the faculty, there are 32 Laboratories. All of them are for undergraduate students' use. Most of the laboratories are equipped with instruments, machines and measuring devices.
- Distribution of labs among scientific departments is as follows:
 1. Physics department has 8 labs.
 2. Chemistry department has 10 labs.
 3. Botany & Microbiology department has 6 labs.
 4. Zoology department has 6 labs and;
 5. Geology department has 2 labs.
- Evaluation of the technical conditions of the equipments in labs is not always done on regular bases. This depends on the initiatives of the head of departments.

5. Student feedback on courses:

In 2006-2007, all questionnaires that were done by students were based on individual interest of the staff member who introduced a questionnaire sheet to his students. Non of the faculty management or heads of departments had got any feedback on the courses according to these questionnaires in this stage.

By the end of the fall semester of 2006-2007 and through the quality assurance unit first questionnaire was done for all courses and by all faculty students. The questions covered the most effective factors which influence the student attainment level.

The questionnaire was distributed to students 2 weeks before the end of the semester. This was done by some lecturers who are not contributing in the course. It was given to students during the last 15 minutes of the lecture.

The instructor used to leave the lecture hall whiles the colleague responsible for the questionnaire. The questionnaires results are spread in excel sheets. The instructors will get the results of student questionnaire for his course. The head of department will be informed with the student feedback of all courses in the program. The top management of the faculty also will be informed with results for all courses.

The main weaknesses that were caught from the students' feedback can be summarized as follow;

1. The lecture notes are not available in the beginning of the semester.
2. Ventilation, housekeeping in lecture halls and classrooms are improper;
3. Tutorials are not attended by staff;
4. Too many students share in one computer and in lab experiment;
5. Deficiency in certain types of lab equipment;
6. Audio-visual aids are not being used in all lecture halls;
7. No office hours neither for staff nor for assistants;
8. No many scientific trips.

4.4. Quality Management and Enhancement

4.4.1. Vision for enhancement:

The Establishment of quality management and enhancement in the faculty of Science is based on the faculty mission and vision that have been developed and approved in the faculty council number which is branched from the mission and vision of Helwan University. The strategic objectives of the faculty are planned to implement and serve the faculty and the university mission.

4.4.2. Quality management Structure:

The above flow chart shows the management and enhancement in relation to faculty top management and faculty academic and administrative structure. The structure of the quality assurance unit of the faculty is approved by the faculty council dated at 2005.

Representatives of the academic departments are responsible through their department committees of defining the duties of the staff concerning the course specifications and program specifications. Concerning course reports, the vice-dean for students' affaires is responsible of feeding the unit with the statistics and achievement of students whereas the course instructors in cooperation with department representatives are responsible of completion of the course templates. Program reports are the responsibility of the whole department together with the department representatives and unit manager. The faculty annual report is the responsibility of the unit manager in cooperation with the faculty top management.

4.4.3. Extent of implementing university policies and regulations:

Quality is the concern of every one in the faculty. As mentioned in the preceding sections, awareness with the importance of implementing regular system of quality assurance in the faculty. Workshops meetings were held for that purpose among staff, administration and student.

Coordination with the university center for quality assurance takes great attention by both parties. The university quality assurance center is responsible for monitoring the implementation of the university strategic objectives, it is obvious that close contact between the university center and the faculty unit ensures strong adherence to university policies and plans.

4.4.4. Extent of engagement with stakeholders to gain the community trust in academic programs

Policies, plans and mechanisms:

The scope of quality assurance policy of the faculty is to reach complete satisfaction of stakeholders. This policy agrees with strategic plan of the university. Up till now, the efforts made to take the feedback of stakeholders are under construction. Now, there are efforts to establish a questionnaire for stakeholders to take their requirements into consideration. The feedback of these questionnaires will be carefully discussed through departments' councils and the faculty council in order to decide progressive steps to attain these requirements.

Collaborative Bodies:

Collaborative bodies are mainly based on the researchers and postgraduate students as well as the academic research centers.

Extent of response to stakeholders' views in the enhancement of the academic programs:

Personal contact with stakeholders from research centers and different related governmental authorities assured their trust in the faculty academic programs. The dominant need from stakeholders is the introduction of IT skills, statistical analysis and more self trust in making presentations in the different fields of programs.

4.4.5. The extent of the effectiveness of the internal review system for quality assurance

The quality of the annual program reports:

It was hoped to deliver the program reports in a period faster than it took and including more data and information. This object was faced with many obstacles. First is the lack of data base in all administrative and academic sectors. They had problems with delivering the information in the way required in the templates the only sector which is covered by a data base system is the students' affaires. Even this sector had problems with the delivery of student's data especially for the older (not recent) academic years. It is hoped that the data for the annual reports for the coming years will be easier to get.

The extent to which academic departments adhere to the enhancement plans:

Now, and after a year of working thoroughly in the project including awareness, it can be concluded that all academic departments are convinced with the importance of enhancement plans and willing to adhere to them.

The responsiveness of the academic faculty staff to the enhancement plans:

After awareness with the importance of quality system, most of the staff shows positive response to the enhancement plans. This positive response was reached almost after a year of work. It is expected that the staff may show better response for contribution than what has been shown at the first phases of writing of course specifications and course reports.

The Contribution of the performance appraisal system in achieving the enhancement goals:

The weaknesses that have appeared after the performance of appraisal system will be addressed after finishing the last stages of the project. Now the staff and faculty top management are willing to carry out changes according to weak points addressed in the programs plans.

4.5. Community Involvement

As stated in the faculty mission concerning community involvement; «The faculty shall introduce itself to the society and community as an integrated service institution. It shall provide the surrounding community and Cairo governorate its services such as professional consultations, training programs, workshops and conferences» The university has allocated a post for the vice-president for society improving and community serving and consequently a vice-dean at each faculty. This step had its positive impacts on the quality and quantity of services offered to the community.

Evaluation of end users for community services quality:

- What are the mechanisms applied to measure the opinion of the users on the impact of institutional community services.
- What are the opinions of end users in the quality of institutional community services?

Review of Recommendations:

Meetings with stakeholders do not follow a planned and documented mechanism. They are done on an informal basis through social and/or business gatherings, and recommendations are strongly concerned. There are many proposed recommendations for increasing community services, to be use by the Environmental University Community sector and the Environmental Faculty sector as:

1. Increasing seminars, training and workshops organized by the sector of Environmental affairs and community services.
2. Asking professional to design questionnaires about environment related problems to have a well known idea about them.
3. Increasing the faculty part in the university conveys to the Helwan industrial regions.

To obtain the best results and overcome the difficulties to do the aforementioned recommendations, it can be said that increasing budget of the sector and increasing promotions to students and staff members to participate in the activities of the environmental affairs and community service sector may be helpful in this respect.

4.6. Action Plan for the coming year

The strengths include:

- There is a clear, obvious, and comprehensive mission of the faculty.
- New building, staff rooms, research labs, student labs, toilets, fire-alarm, internal phones and fire safety exits and extinguishers.
- New establishments as Herbarium and Botanical garden.
- Internet connections and computer facilities
- Projects supported from local funding bodies such as tissue culture lab.
- Awards and grants received by members of staff.
- Supporting teaching tools such as Library, Science direct access, micro-phones and data show facilities
- Young age of a large proportion of the academic staff (under forty) in a balanced ratio with the more experienced academics.
- Modern research equipments and facilities.
- Balanced ratio of teaching hours: research hours: administrative work: (Lecturer: 12 hours teaching/week); (Assistant professor: 10 hours teaching /week); (Professor: 8 hours teaching /week).
- Credit Hour system at the Higher studies level.
- Training courses run for academic staff development
- Field trips for fourth year students and Third-year summer training.
- Supporting labour.
- Balanced Teacher: students ratio (1:12).
- The faculty is at Ain Helwan campus with an easy access to different means of transportation.
- Finishing the courses specification of the new curriculum.
- Publication in international peer-reviewed journals.
- Attendance at international conferences
- Projects from international funding bodies
- Visits by international scientists.
- International collaboration by members of staff with other academic members of higher education institutes abroad.
- Missions and scholarships for demonstrators and assistant lecturers.

The weakness includes:

- Extreme lack of appointments of supporting staff as demonstrators and assistant lecturers.
- The extremely low salaries of Staff and supporting staff.

- Extreme lack of equipments for student labs and some research labs especially for advanced practical courses of molecular genetics and biotechnology.
- Lack of assigned land plots for field experiments of both staff and students and lack of green house facilities.
- Extreme slowness of the administrative work throughout the faculty and university especially the financial and travel aspects.
- Lack of equipments regular maintenance policy and highly-qualified engineers/technicians.
- Lack of marketing of research and communication with industrial sponsors.
- Lack of funding for student/postgraduate-related projects.
- Lack of enough computers at the library and the faculty to meet the staff, supporting staff and the students' demands.
- The absence of dedicated computer manager responsible for upgrading systems, putting different administrative forms and exam results and checking computer performance.
- The huge time consumed and stress caused by exam works that are done by the staff which is not met by any financial incentives.
- Lack of enough modern administration tools for photocopying and saving files such as printing paper, ink cartridges and CDs.
- Lack of safety datasheets for chemicals/ microorganisms and animals used in the research.
- Lack of written procedures and trained staff for emergency procedures e.g. chemicals burns, microbial mishandling.
- Lack of modern storage cabinets, hood, units for handling and storing hazardous chemicals and microorganisms.
- Lack of enough ventilation openings in chemical stores.
- Lack of financial support for work-linked ailments and/or infection for both labor and staff.
- Lack of largely-distributed internal telephone directory, telephone sets outside the labs and staff rooms and 24-hour manned emergency service/ phone number inside the campus.
- Lack of auxiliary electric power generator in case of power failure and lack of regular checking of power connections.
- Lack of qualified labour i.e. electricians, plumbers and renovators.
- Lack of international periodicals at the library and trolley, step-ladders and other supporting tools as well.
- The poor health insurance especially for supporting staff, s staff and their families.

- Lack of e-learning courses online.
- Lack of a prayer room for students and staff within the university and the poor status of plumbing of toilets.
- The lack of cultivation of plants those are environment-friendly.
- The limit level of awareness and understanding of the new program IOLS to the faculty members.
- The need to increase the research resources and facilities and to develop a data base for research.
- There is a lack of evidence of involvement of some of the stakeholders in many of the elements of the quality management system.
- Lack of data base in the faculty.

Action plan for the coming year:

1. Upgrading of ventilation, lighting and seats in lecture halls and classrooms
2. Upgrading of the audio-visual aids in lecture halls and classrooms
3. development of computer labs and increasing the number of computers in labs to decrease the number of students on each computer in computer classes
4. Provide internet access in computer labs, in library and staff and top management rooms
5. Setting up a good data base in the academic departments and in management rooms.
6. The encouragement of staff to prepare their own e-courses.

4.7. Internal Quality Assurance Unit

Scope

1. Create and develop national competitive graduates having skills to fulfil the international academic standards.
2. Produce qualified graduates for the job market.

4.7.1. General objectives:

Quality assurance is a hot topic for higher education, which is a cycle process, consisting of three steps: measuring, judging and improving. In the first step the educational quality is measured. In the second step the collected data are judged against standard for making decisions about strength and weaknesses. In the third step priorities and plans for improvement are de-

fined. After carrying out changes, the three steps need to be restandard to insure whether changes have actually resulted in improvements.

Our aim is to demonstrate how the three conditions can be achieved in practice resulting in continuous improvement in all domains such as

1. Creating quality cultures
2. Establishing unit
3. Training TOT staff and non staff members
4. Developing Benchmarks
5. Program Specification
6. Course Specification
7. Course Report
8. Program Report
9. Preparing annual faculty report
10. Enhancing program and courses.
11. To define the points of weakens and paints of strength.
12. To develop an action report.

4.7.2. Methodology of the work:

- Evaluate the educational validity of all courses, programs, and activities each year or once in two years.
- Restriction the staff (academic and non academic) training need.
- Develop the training program in all areas of quality management system.
- Develop the mission of the faculty.
- Linking the assessment with learning outcomes.
- The quality assurance should provide faculty with feedback about the quality of their curriculum (or parts of it).
- The quality assurance aimed at the diagnosing weaknesses in the curriculum.
- Evaluate student's achievement and learning outcomes.
- Evaluate all grades of the examinations in the faculty.
- Improve the learning resources: Staff, library, laboratories.
- Adaptation of academic reference standards
- Monitoring and evaluation of quality assurance.
- Increase awareness of different processes, procedures and methodologists of educational improvement.
- Adequacy qualified staff members to achieve faculty mission and strategic objectives in education search and community services.

- Communication with various projects within the same university, plan to cooperate and exchange views.

4.7.3. Outputs/outcomes of the project:

- The value of doing quality assurance can be considerable in demonstrating achievement, in solving problems.
- Well trained staff members.
- Participation and support of stakeholders.
- Creation of quality members:
 1. Course specification, course report.
 2. Program specification, program report.
 3. Annual faculty report.

4.7.4. Assumptions:

- Support of top management.
- Need for QA consultants.
- Need for QA trainers.
- Cooperation with other units.
- Cooperation with the QA center in the university.
- Staff training.
- Preparation of courses programs and annual faculty report on time.

B. Institutional Evaluation Model

Background

In spite of the growing Egyptian governmental effort to establish a comprehensive Quality Assurance system, Egyptian universities are lacking a practical methodology in order to carry out the self-assessment of their qualifications. Therefore the partners of the EXPRESS project have agreed to use the institutional evaluation model developed by the Spanish National Agency for Quality Assessment and Accreditation, currently used in Spanish universities. This programme is aimed to promote the assessment of processes that strengthen the establishment or the continuity of quality assurance processes in teaching, and aims to provide information on the quality of university teaching and university action plans for students and their families, society, university governors and public administrations.

This process is organised in three phases:

Self-Assessment: via the Self-Assessment, the unit to be evaluated describes and evaluates its situation with respect to established criteria, initially identifying improvement proposals from which action plans are produced, which will be put into practice once the entire process is concluded. The result is the Self-Assessment report.

External Assessment: a group of external assessors analyse the Self-Assessment report, both via a study of documents, and via visits to the evaluated unit, finally issuing their recommendations and proposing improvements. The result of this phase is the External Assessment report.

Final Phase: the main results of the evaluation process are gathered together. In this phase the unit's improvements plan is put into practice, bringing together the improvement actions detected in the Self-Assessment and External Assessment phases, and determining the tasks to carry out to achieve these as well as those in charge of this, the resources involved and the implementation time. In the same way, monitoring indicators will be identified for

the detected actions and the benefits expected from these. The result of this phase is the Improvements Plan.

This chapter is structured in three parts:

4. Self-Assessment and its main agents
5. Self-Assessment Process
6. The Institutional Evaluation Model

General presentation of the model and guidelines

The aim of this Guide is to provide a methodological tool for the Self-Assessment Committee, providing support for universities undertaking the self-assessment process. This includes the following sections:

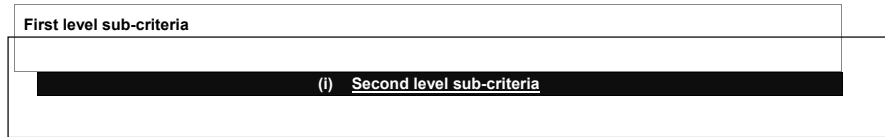
General Procedure. The different activities to be undertaken are detailed in the Institutional Assessment Programme, as well as the period for these to be achieved in.

Self-Assessment and its main agents. The main targets in the university teaching self-assessment process are listed. Also, the role of each of the most important agents in the process is listed: Self-Assessment committee and Quality Technical Unit.

Self-assessment process. The importance of the commitment to evaluation is explained, as well as the composition of the Self-Assessment Committee. How to plan and undertake the self-assessment process is also explained taking into account its most important stages: collecting information, analysing information and facts, a description of the situation, the identification of strengths and weaknesses, and choosing improvement proposals. The final result of the process is the Self-Assessment Report.

Evaluation model: criteria. The evaluation model is based on six criteria which define the most relevant aspects to be evaluated during the teaching self-assessment process. The six criteria are: educational programme, teaching organisation, human resources, material resources, educational process and results. The analysis of these criteria helps to produce a diagnosis of the evaluated teaching set up, from which the improvements plan may be produced, which must then be implemented as part of the continuous improvements process.

Each criterion is divided into one or more first level sub-criteria. These are also divided into one or more second level sub-criteria. This is shown in the following diagram:



In each second level sub-criteria, the elements to be analysed are shown. The following are indicated:

- **The aspects to be evaluated** which should be reflected upon.
- **The facts** that form the basis for value judgements (in each sub-criteria the documentation proposed as evidence is indicated with the corresponding numbering relating to the table in appendix 3).
- **The questions** that facilitate the interpretation and analysis of each of the criteria. As such, it isn't the case that the Self-Assessment committee has to answer these, but that they are another form of assistance to facilitate reflection and understanding of each of the criteria.

1. Self-Assessment and its main agents

Self-Assessment is a process by which the university community that is directly involved in teaching must reflect upon, describe, analyze, and evaluate the reality of this teaching, basing its findings on objective data, and determining the improvement proposals that have to be implemented to overcome the weaknesses. It is a complex process that requires the participation of all the members of the university community, and must be led by the teaching management team and have the support of the University's Governing Board.

To complete the Self-Assessment the following is also required:

- Internal motivation to begin an evaluation with the aim of improving the quality of teaching.
- Incentives for the members of the committee with the procedures or actions that each university deems to be appropriate.
- Training of institution staff in the fundamental concepts of evaluation for improvement, and in evaluation models and tools.
- Agile information systems that allow data to be obtained in order to carry out the necessary evaluations during the reflection process.

Via the Self-Assessment, the institution will come to understand the teaching situation with respect to the proposed model, determining their strengths and weaknesses and improvement proposals, which constitute a starting point for developing the Improvements Plan.

1.1. Self-Assessment Committee

The Self-Assessment Committee is in charge of carrying out the self-assessment process. As such, the selection and formation of this is of great importance.

It is advisable that the Self-Assessment Committee be presided over by the head of the teaching area to be evaluated, who must also be in charge of leading and coordinating the process within the qualification in question.

In selecting members of the Self-Assessment Committee, the following recommendations must be taken into account:

- Include members of the university teaching staff that reflect the internal organisation of the institution: teaching heads, professors, administration and services staff, students, and a member of the Quality Technical Unit.
- The members should have experience in evaluation processes and good knowledge of the qualification to be evaluated.
- Their number will not be high (maximum recommended 7 people) in order to guarantee the quality of the work.
- The members must have the ability to work in a team and be able to easily communicate with the other members involved in the teaching area where the evaluation is taking place.
- The qualification in question, via its representative bodies, must suggest the make up of the Committee.

Amongst the functions of the Self-Assessment Committee, the following stand out:

- Each of its members must individually study each of the parts that make up this Self-Assessment guide.
- To draw up the work plan to be carried out during this Self-Assessment Process.
- To identify and request information relevant to the process.
- To encourage participation by the university community.
- To draw up the Self-Assessment Report.
- To communicate with the External Assessment Committee.
- To draw up an Improvements Plan.

With regards to the evaluation process, it is important to pay special attention to the people in the evaluated unit (administration and services staff, academic staff and students) whose participation in the process consists of:

- Being informed about the process and methodology of the evaluation.
- Participating in the Self-Assessment phase and responding to the requests for information made by the Self-Assessment Committee.
- Making any comments that they deem appropriate about the evaluation reports when these are published and reviewed.
- To participate in meetings with the External Assessment Committee.

- To be involved in improvement actions.

1.2. Quality Technical Unit or Similar

Within the Institutional Assessment Programme the Quality Technical Unit is in charge of facilitating and providing the Self-Assessment Committee with all the information that it finds available in the different university administrative services (statistics, tables, reports, etc) with the aim of providing data analysis.

It is also important that this unit has clear information and a technical assessment role regarding evaluation for improvement, providing support during the entire process.

The functions of the Quality Technical Unit throughout the entire evaluation process are as follows:

- To present the aims, the planning process, the methodology, those in charge of the process and the agents involved in the Self-Assessment, to the evaluated unit.
- To provide technical support for the Self-Assessment Committee as well as the support necessary to provide basic information (tables with quantitative information) and other information or tools not included in the guide but which the evaluated qualification also considers to be important.
- To guarantee adequate publicity for the Self-Assessment Report draught sufficiently in advance for the appropriate considerations of it to be made.
- To promote the direct participation of the group, via survey procedures, organising talks on specific points, using the internet and/or intranet to issue the results or to organise debating forums on the various analysed themes.
- To be a go-between between ANECA and the Self-Assessment Committee, as well as between the latter and the External Assessment Committee regarding technical and methodological aspects of the process.
- To collaborate in the preparation of the External Assessment Committee visit.
- To report to the evaluated unit on the objectives, planning, methodology, those in charge of the process and the agents involved in the External Assessment.
- To issue the Self-Assessment Report to the members of the different audiences held with the External Assessment Committee.

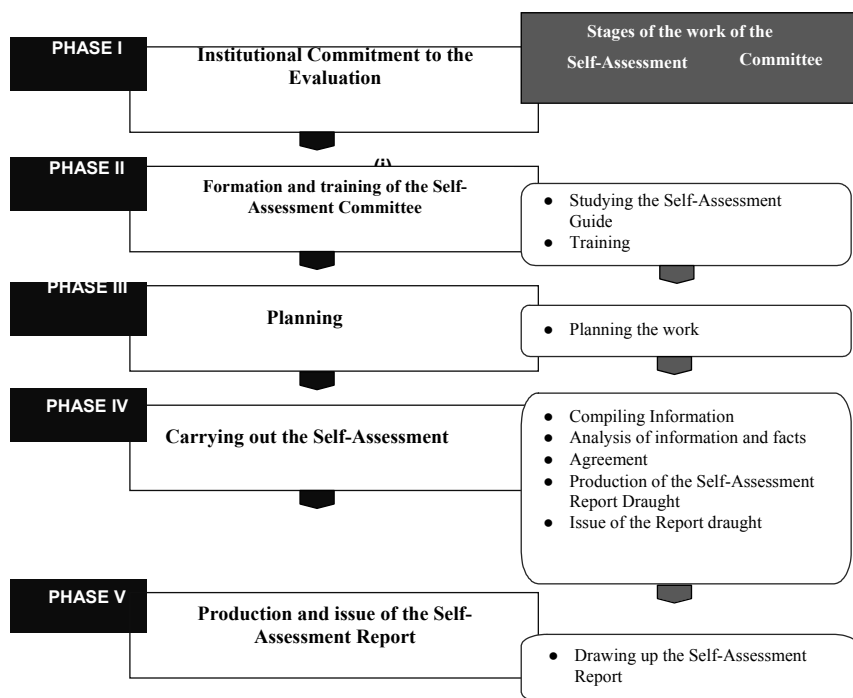
- To guarantee adequate publicity for the documents generated in the evaluation process.

2. Self-Assessment Process

The result of the teaching self-assessment process should make it possible to find out about the state of the teaching with respect to the evaluation model used, the areas in which it is necessary to invest more effort in improvements, and the improvement proposals derived from these.

All this must be detailed in the Self-Assessment Report, the content of which provides an analysis for the External Assessment Committee.

The following outline details the phases to be followed in the self-assessment process.



2.1. Institutional Commitment to Evaluation

This commitment must be assumed both by the university and those responsible for the university teaching to be evaluated, with the aim of driving the continuous improvement project. This commitment includes the acceptance of the results obtained and promoting the implementation of the improvement plans designed to resolve the areas of improvement identified.

2.2. Formation and training of the Self-assessment Committee

The person in charge of the teaching unit, in agreement with existing procedures in each university, will designate the Self-Assessment Committee that must undertake the process and produce the Self-Assessment Report.

After forming the Self-Assessment Committee, its president, with the collaboration of the Quality Technical Unit, will inform the other members of their functions and will proceed to designate tasks amongst them.

The training sessions will be organised and carried out by the Technical Units of the participating universities, in the manner in which they decide.

2.3. Planning

To achieve maximum efficiency in the process, the Self-Assessment Committee must determine a work plan that must include: a calendar, the distribution and allocation of tasks and the necessary resources (human, material and IT). It is essential that the decisions taken by the Self-Assessment Committee be agreed upon, taking into account the periods of time established in this guide and its recommendations.

2.4. The Self-Assessment Process

Given that the self-assessment process is based on an analysis of the teaching situation with respect to the evaluation model, this must be based on the facts collected, i.e., on tests that show the exactitude of the statements and valuations made by the Self-Assessment Committee.

2.4.1. Analysis of the information and facts

The Self-Assessment Committee must analyse in detail the documentation included and determine whether or not additional information is required for the process on which their analysis is based.

The Committee must make its conclusions with respect to the aspects to be evaluated, which will be included in Appendix 4 of this Guide in relation to each of the sub-criteria. To aid with the analysis of these aspects and to facilitate reflection with regards to these, facts will be suggested and some questions will be put which may be useful.

2.4.2. Description of the situation

Apart from the reflection that is carried out, the Self-Assessment Committee will elaborate a description of how the teaching unit is situated with respect to each of the sub-criteria that are analysed in the evaluation model. It is necessary that this description be elaborated as a result of consensus between the members of the Self-Assessment Committee. In this way, each member of the Committee must explain to the other members the aspects and implications of the statements that they make so that the collection of statements made expresses the feelings of all those that participated in the Self-Assessment Process.

2.4.3. Evaluation of the sub-criteria

Once a description of the current situation has been made each sub-criteria will be evaluated in the following way:

- A, excellent: The sub-criterion is complied with systematically and in an exemplary manner with regards to all the aspects to be evaluated. There is clear evidence of compliance and systemization of the aspects to be evaluated.
- B, good: the sub-criterion is usually complied with for all the aspects to be evaluated, although possible improvements exist. There is clear evidence of compliance with the aspects to be evaluated.
- C, average: the sub-criterion is partially complied with in the majority of the aspects to be evaluated. There is clear evidence of partial compliance with the aspects to be evaluated.
- D, deficient: the sub-criterion is vaguely complied with for a minority of the aspects to be evaluated. There is some evidence indicative of compliance with the aspect to be evaluated.

EI, insufficient evidence or the existence of some proposal but without this having been initiated. This box will be marked when there is no evidence/information to back up the statements made or if the relation between the proof and the statement is weak.

This methodology aims to facilitate the consensus of the Self-Assessment Committee when it comes to evaluating the situation of the teaching unit against one or more criteria. The Self-Assessment Committee must arrive at a consensus regarding the teaching situation, in relation to the compliance with each of the model's sub-criteria. With this semi-quantitative evaluation, it is hoped that the Committee will make an initial evaluation that will make it possible to more easily identify the strengths and weaknesses of the teaching unit.

2.4.4. Identification of the Strengths and Weaknesses and determination of the Improvement Proposals

Once consensus has been obtained on the semi-quantitative evaluation described above, the strengths and weaknesses will be outlined, highlighting the sub-criteria valued at A or B as strengths, and those valued as C or D as weaknesses.

After listing the strengths and weaknesses, improvement proposals will be identified that, in the judgement of the Self-Assessment Committee, make it possible to work on the weaknesses identified and to improve on the identified strengths. These improvement proposals or actions will be accompanied by a prioritisation proposal according to the urgency or importance that the Committee gives each of these. The level of urgency will be determined by the necessity to carry out this action in the short-term. The level of importance is related to the benefits or level of improvement that it is hoped may be achieved via the implementation of this action.

The Self-Assessment Committee may commence work related to the Improvements Plan which should be finalised after the visit of the External Assessment Committee.

2.4.5. Elaboration and issue of the Self-Assessment Report draught.

The Self-Assessment Report must be distributed amongst the departments and persons implicated in the process, so that they can supply or add the documented comments that they consider to be pertinent within the period of time established by the Self-Assessment Committee.

To facilitate reading and analysis of the content of the Self-Assessment Report, it is recommended that the following guidelines be taken into account when it is draughted:

B. Institutional Evaluation Model

- It should be based on facts and should include references, i.e., the evaluations contained in the report should be supported by documents, indicators, information, etc. and it is necessary that these references are expressly detailed in the protocol in order to facilitate the work of the external assessors.
- To be improvement orientated.
- To focus the production of the draught on the complete analysis of the pertinent elements with precision and brevity.

3. The Institutional Evaluation Model



3.1. Educational programme

The educational programme criterion is sub-divided into two sub-criteria:

3.1.1. Aims of the educational programme

In this sub-criterion the following is analysed:

- The aims of the educational programme and the graduate profiles.
- The definition of the ideal admission profile and knowledge of the real admission profile of registered students.

3.1.2. Studies plan and its structure

In this sub-criterion the following is analysed:

- The structure of the studies plan and its consistency with the aims of the educational programme and with the graduate profiles.
- The curricular content of the studies plan.
- The systematic review of the contents and, if appropriate, the updating of these.
- The learning time of the student outlined in the studies plan.

3.1.1. Aims of the educational programme

3.1.1.1. The aims of the educational programme are defined and include knowledge and skills that the students should have when they finish their studies.

Aspects to evaluate to check compliance with the sub-criterion

- Existence of a definition of the aims of the educational programme.
- Existence of the list of knowledge and skills of the graduates.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
10	General qualification guidelines.
18	The studies plan.
72	List of knowledge and skills of the graduates, as well as the graduates' professional profiles.
7	Description of the process for determining the graduate profiles.

Reflections:

- In defining the aims, have the factors of demand and socio-economic environment been taken into account?
- Are the aims clearly defined and specified? Are the proposed objectives viable?
- Do mechanisms exist to check that these have been achieved and to modify or review them?
- Is there any coherence between the aims of the educational programme and those of the institution?
- Is the level of specification and clarity in the definition of the list of skills that the graduates must possess adequate?
- What is the relationship between the graduate profiles and the studies plan?
- What are the mechanisms for defining the graduate profile?

3.1.1.2. The educational programme specifies the admission profile that students must fulfil and has mechanisms in place that make it possible to know the admission profile of the new students.

Aspects to evaluate to check compliance with the sub-criterion

- List of knowledge, abilities and skills that constitute the ideal admission profile for undertaking the educational programme.
- Existence of mechanisms that make it possible to discover the characteristics of the admission profile of the new students in the educational programme.
- Coherence between the ideal admission profile and the aims of the educational programme.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
73	List of abilities and skills that constitute the ideal admission profile for undertaking the educational programme.
8	Description of the process for determining the ideal admission profile.
60	Mechanisms for discovering the real admission profile of the students that join the educational programme.

Reflections:

- Is the level of specification and clarity in the definition of the knowledge that the potential students must possess adequate?
- What is the relationship between the ideal admission profile and the aims of the educational programme?
- What are the mechanisms for defining the ideal new student?
- Do mechanisms exist that make it possible to know the profile of the new intake students?
- Is the profile of the new intake students taken into account during the development of the educational programme?

3.1.2. Studies plan and its structure

3.1.2.1. The structure of the studies plan is well defined, when it comes to the distribution of the subjects, and their horizontal and vertical linking, and it avoids blank or duplicated areas.

Aspects to evaluate to check compliance with the sub-criterion

- The sequencing of subjects is coherent with the development of the knowledge to be imparted.
- There are coordination mechanisms that avoid blanks or duplicate contents in the subjects.

Information on which the analysis is based

18	The studies plan.
10	General qualification guidelines.
13	Documentation that includes the mechanisms, agreements and conclusions of the coordination between subjects concerning overall, theoretical and practical aspects.
30	Student guide or similar document that includes information related to the basic elements of all of the subjects.
26	The existence of mechanisms (pre-requisites, incompatibilities, tutor actions...) that guarantee that the student follows a coherent sequence in registering for the subjects.

Reflections:

- Is the sequence of contents in each of the subjects adequate?
- Is the horizontal and vertical linking of the studies plan well structured?
- Are there blank or duplicate contents in the studies plan?
- What coordination mechanisms are used to avoid blanks or duplicates?
- In the sequencing of the subject, are criteria used that favour student learning?

3.1.2.2. The subjects programme that constitutes the studies plan contains the necessary basic elements and is accessible and public.

Aspects to evaluate to check compliance with the sub-criterion

- Existence of a standardised document, where the following basic elements are available from the registration period:
 - Definition of the aims of the educational programme.
 - Characteristics of the subject with regard to the number of credits, their distribution between theoretical and practical, the period of time over which they are given, the relationship with the aims of the educational programme and with other subjects, etc.
 - Specific aims of the subjects.
 - Contents of the subjects programme including assigned practicals.
 - Professional or external internships.
 - Methodology of the teaching-learning.
 - Methods and criteria for learning evaluation.
 - Academic staff responsible for the subject and collaborating staff.
 - Bibliography and reference sources.
 - Recommendations for taking the subject.
 - Timetable and locations where the classes or tutorials are given.
 - Exams Calendar.
 - Complementary activities.
- Information related to the group of subjects and the basic elements matches the studies plan and falls in line with the aims of the educational programme.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
30	Student guide or similar document that includes information related to the basic elements of all of the subjects.
18	The studies plan.
72	List of knowledge and skills of the graduates, as well as the graduates' professional profiles.

Reflections:

- Does specific information exist on the aspects to be evaluated?

B. Institutional Evaluation Model

- Are these aspects adequately specified and clearly defined? Is there a standardised format?
- Is all the information accessible at the moment of registration? What publishing channels are used for this information?
- Is there coherence between this information and the aims of the programme?

3.1.2.3. The studies plan is coherent with the aims of the educational programme and with the graduate profile.

Aspects to evaluate to check compliance with the sub-criterion

- The structure of the studies plan.
- Coherence between the aims of the educational programme and the current studies plan regarding both its organisation and contents.
- Coherence between the defined graduate profiles and the current studies plan, both in their organisation and content.
- Justification of curricular content alternatives (subjects recognised with credits) and their correct implementation.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
18	The studies plan.
72	List of knowledge and skills of the graduates, as well as the graduates' professional profiles.
76	List of curricular itineraries, their justification and aims.
31	Timetables and distribution of the alternative curricular content.

Reflections:

- Are the organisation and content of the studies plan coherent with the aims of the educational programme?
- Are the organisation and content of the studies plan coherent with the graduate profiles?

3.1.2.4. The review and updating, if appropriate, of content is carried out regularly and systematically.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of a systematic and regulated process, with a demarcation of responsibilities, which allows for the review of subject content.
- The existence of mechanisms for obtaining information, indicators, studies, improvement plans, etc, that justify the updating of subject contents.
- Actions resulting from content updates.

Information on which the analysis is based

14	Documentation on the content review process and its description. The frequency of this process.
12	Documentation which includes information on the actions resulting from the update of contents (for example, modernisation of programmes, new practices, the participation of students in experimental developments, the creation of freely chosen special subjects).

Reflections:

- Do norms exist in relation to the update of contents?
- Does the update of contents occur systematically and periodically? Is the frequency of the update process adequate?
- Is the update mechanism appropriate?
- Are their people in charge of the process?
- On what information is the content update based?
- Are the results of investigation, development, innovation or artistic creation taken into account in the contents update process?
- Have actions taken place as a consequence of the review and update of contents?

3.1.2.5. The student learning time outlined in the studies plan makes it possible to comply with the aims of the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The time that the student must dedicate to studying for the learning involved in the educational programme.
- The student learning time outlined in the studies plan makes it possible to comply with the aims of the educational programme.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear
97	Evaluation of the subject credits/hours in the study plan.
24	Studies on the time the student dedicates to learning different subjects.

Reflections:

- Has the person responsible for each subject planned the necessary student learning time for each subject?
- Is the time necessary for personal study, the production of work, practicals, case studies, library research etc taken into account? Is the total of these times consistent with the studies plan?
- Can the aims of the programme be achieved within the planned duration of the studies plan?
- Do studies exist on student dedication time? Do these studies include student opinion? Are the results taken into account in the organisation of the teaching?

3.2. Teaching Organisation

This criterion analyses the planning for the management of the educational programme, its communication and publishing, the adaptation of the teaching organisation, and the use of the results in the educational programme improvement and review processes.

The criterion is divided into two sub-criteria:

3.2. 1. Management and planning

In this sub-criterion the following is analysed:

- The planning for the management of the educational programme.

3.2.2. Management and Organisation

In this sub-criterion the following is analysed:

- The communication and publishing of the educational programme.
- The adaptation of the organisation of teaching according to the structure and aims of the educational programme.
- The use of the results (from the educational programme, the graduates, academic and administration and services staff, and society) in the educational programme improvement and review processes.

3.2.1. Management and planning

3.2.1.1. Those in charge have defined the planning of the educational programme which includes instruments and actions for continuous improvement management and actions.

Aspects to evaluate to check compliance with the sub-criterion

- Organisational structure of the educational programme.
- Existence of planning of the educational programme.
- Existence of instruments and actions for the management of those in charge of the educational programme.
- Actions of those in charge of the educational programme in relation to the aims and planning of the educational programme.
- Evidence of the inclusion of continuous improvement actions in the planning.

Information on which the analysis is based

19	Structure of the team responsible for the educational programme and the mechanisms and commissions for its management, completion and results monitoring.
66	Planning of the educational programme.
52	Instruments for the management of the educational programme.
17	Document which includes the improvement actions of the educational programme and its monitoring procedure.

Reflections:

- Are there principles and policies in place for the management of the educational programme? Are they public and accessible?
- What are the actions of those responsible for the programme in relation to its policies, aims and planning?

3.2.2. Management and organisation

3.2.2.1. The educational programme is communicated and published.

Aspects to evaluate to check compliance with the sub-criterion

- Information publishing channels.
- Accessibility and publicity of the aims of the educational programme and the graduate profiles.
- Accessibility and publicity of the knowledge, abilities and skills that constitute the ideal admission profile for correctly undertaking the educational programme.
- Accessibility and publicity of the subject programmes.

Information on which the analysis is based

65	Institutional communication plan.
81	List of the publishing channels (web page, brochures, student guide, notice board, magazine, etc) used for internal and external communication on: The aims of the educational programme and the graduate profiles. Ideal admission profile. Subject programmes.

Reflections:

- Are the channels used to make the aims and graduate profiles accessible and public adequate? What is the level of awareness of the aims and the graduate profiles amongst the members of the university community?
- Is the publishing of the ideal intake profile adequate? What is the level of awareness of this amongst the university community, especially among the new intake students?
- Are the study programmes accessible at the moment of registration? What publishing channels are used for this information?

3.2.2.2. The organisation of the teaching fits in with the aims of the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Efficiency in the management of the organisation processes: registration, calendar of evaluation tests, timetable planning, company internships, internships in collaborating and assistance centres, mobility programmes, complimentary activities, assigning teaching, student assistance, etc.
- Efficiency in the management of available human, economic and material resources used in the development of the educational programme.
- Existence and use of reliable sources of information for making decisions.
- Existence and use of the necessary horizontal and vertical coordination mechanisms.
- Adaptation of the organisation of teaching to the structure and aims of the educational programme.

Information on which the analysis is based

58	Procedure manuals, process maps, functional organisation charts, etc, related to key organisation processes.
82	List of the monitoring and control mechanisms and channels used for coordination between those in charge of and implicated in the development of the educational programme.
15	Official document where the aims of the educational programme appear.
18	The studies plan.
30	Student guide or similar document that includes information related to the basic elements of all of the subjects.
73	List of abilities and skills that constitute the ideal admission profile for undertaking the educational programme.
72	List of knowledge and skills of the graduates, as well as the graduates' professional profiles.
16	Document that includes the assignment and distribution of teaching (teaching ordering plan).
20	Academic staff structure.
69	Professional collaborator.
22	Structure and functions of the administration and services staff involved in the educational programme.
40	Computers and internet connections per student.

Reflections:

- Does an adequate management of the key organisation processes take place?
- Are the sources of information for decision making processes adequate?
- Do the appropriate coordination mechanisms exist?
- Is efficient management of the organisation processes carried out?
- Does adequate management of the human, economic and material resources used for developing the educational programme take place?

3.2.2.3. The results of the educational programme, the graduate results, the academic staff results and the results in society are taken into account in the improvement and review of the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of the necessary instruments and mechanisms for the analysis of the results of the educational programme, of the graduate results, academic staff results and society results (see results criteria).
- Use of the analysis carried out in the review of the educational programme.

Information on which the analysis is based

21	Structure of the system for collecting information on the different aspects of the qualification.
95	System for analyzing the results of the educational programme (e.g. collection of indicators that are periodically updated, control panel, mechanism for establishing corrective actions, satisfaction survey, etc).
17	Document which includes the improvement actions of the educational programme and its monitoring procedure.
51	Reports on the institutional evaluation processes related to the educational programme and the system for monitoring these.

Reflections:

- Do mechanisms or instruments for analysing the results of the educational programme exist?
- Are the results of these analyses taken into account when reviewing the educational programme?
- Do improvement actions take place based on the results of the analysis?
- What mechanisms are used for carrying these out?

3.3. Human resources

In this criterion, the basic characteristics are analysed of both the academic staff and the administration and services staff involved in the educational programme, in order to determine their level of adaptation to the programme's aims and requirements.

The criterion is divided into two sub-criteria:

3.3.1. Academic staff

In this sub-criterion the pertinence and appropriateness of the academic staff in relation to the aims of the educational programme is evaluated, as well as the requirements of the disciplines, their teacher training and their implication in research development and innovation activities.

3.3.2. Administration and services staff

In the same way the adaptation of the administration and services staff directly involved in the educational process (technicians, workshop teachers, operators, models etc...) to the requirements of the educational programme will be evaluated, as well as the specific training they have received to collaborate in teaching support tasks.

3.3.1. Academic staff

3.3.1.1. The academic staff has adapted to the aims of the educational programme and to its requirements and disciplines.

Aspects to evaluate to check compliance with the sub-criterion

- Structure of the academic staff adapted to the aims, with regards to their number, level, category, dedication and contractual format, as well as to current legislation.
- Adaptation of academic staff to the requirements of the disciplines.
- Training and updating of teaching for academic staff.

Information on which the analysis is based

20	Academic staff structure.
69	Professional collaborator.
18	The studies plan (complete using table).
4	Curriculum Vitae of the academic staff involved in the educational programme which includes teaching activity, research activity and lines of investigation covering at least the last 4 years.
94	Results of the academic staff evaluation processes.
28	Existence of innovation and teaching improvement projects and the participation of teachers in these.
36	Indicator «Academic staff teacher training».

Reflections:

- Is the structure of the academic staff adapted to the educational programme?
- Is the academic staff profile adapted to the requirements of the studies plan disciplines?
- What is the profile of the academic staff that give classes in the first year?
- Is the teacher training and updating of the academic staff adapted to the education programme?
- Is there a wide offer of teacher training and updating available for the academic staff?

3.3.1.2. The academic staff are involved in research, development, and innovation activities, and these have repercussions in the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Involvement of the academic staff in investigation, development, innovation and where appropriate assistance or artistic creation activities, for example:
 - Participation of the academic staff in R+D projects.
 - Participation of the academic staff in doctorate programmes and the direction of doctoral theses and/or research works.
 - Projects/contracts undertaken by academic staff in collaboration with companies.
 - Organization of scientific and professional activities.
- Repercussions of the investigation, development, innovation and where appropriate assistance or artistic creation activities in the educational programme.

Information on which the analysis is based

4	Curriculum Vitae of the academic staff involved in the educational programme which includes teaching activity, research activity and lines of investigation covering at least the last 4 years.
41	Indicator «Summary of the results of the investigation activity». Complete the report on investigation activity for the departments involved in the educational programme.
37	Indicator «Index of recognised investigation activity».
2.	Actions developed as a result of the investigation, development, innovation and where appropriate assistance or artistic creation activities which have repercussions in the educational programme.

Reflections:

- What is the level of involvement of academic staff in investigation, development and innovation activities?
- Do these actions have repercussions in the educational programme?

3.3.2. Academic staff and services

3.3.2.1. The administration and services staff involved in the educational programme are appropriate to its requirements.

Aspects to evaluate to check compliance with the sub-criterion

- The adaptation of services and administration staff involved in the educational process (caretakers, library staff, printing staff, secretarial staff, technicians, workshop teachers, operators, models ...) to the requirements of the educational programme, as well as their abilities, necessary skills and knowledge used to collaborate in teaching support tasks.
- The existence of policies for managing administration and services staff in teaching support tasks.

Information on which the analysis is based

22	Structure and functions of the administration and services staff involved in the educational programme.
77	List of training received in aspects related to teaching support tasks.

Reflections:

- What is the structure of the administration and services staff involved in the educational programme? What are their functions?
- Does the administration and services staff directly involved in the educational process receive training in aspects related to teaching support tasks?
- Is the training offered to administration and services staff adapted to the requirements of the educational process?

3.4. Material resources

With this criterion the infrastructures, installations and equipment necessary to develop the educational programme are studied. Four sub-criteria are considered:

3.4.1. Classrooms

In this sub-criterion the appropriateness of the classrooms is evaluated in relation to different aspects: surface area, interior furnishing, architectural characteristics, the quantity and quality of equipment, etc.

3.4.2. Work spaces

This sub-criterion evaluates the appropriateness of the spaces used for study and work, the spaces used for academic staff and services and administration staff, and the owned and/or linked infrastructures used for obligatory practicals. The appropriateness of these spaces is evaluated in relation to different aspects: surface area, interior furnishing, architectural characteristics, the quantity and quality of equipment, etc.

3.4.3. Laboratories, workshops and experimental spaces

In this sub-criterion the appropriateness of the laboratories and workshops is evaluated in relation to different aspects: surface area, interior furnishing, architectural characteristics, the quantity and quality of equipment, etc.

3.4.4. Library and document banks

In this sub-criterion the infrastructure of the library and reading rooms is analysed, as well as the quantity, quality and accessibility of the information contained in the library and document banks.

3.4.1. Classrooms

3.4.1.1. The classrooms used in the educational process and the equipment in these are appropriate for the number of students and the activities programmed in the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Appropriateness of the number of classrooms and their size, and how they adjust to the needs of the teaching organisation of the educational programme, to the methodology used and to the average size of the group.
- Appropriateness of the classroom equipment, both for theory and practical classes (computer rooms, lecture theatres, etc.) and how this adjusts to the needs of the teaching organisation of the educational programme and to the average size of the group.
- The lack of architectural barriers and the appropriateness of the infrastructures.

Information on which the analysis is based

96	Type of space used for work and student study and the available equipment.
67	Timetable planning of theory and practical classes.
38	Indicator «Average students per group»
55	Results of the survey used to discover the satisfaction of the student, as well as reply validity, trustworthiness and rate.
90	List of the types of teaching-learning methodology used.

Reflections:

- Is the number of classrooms appropriate to the needs of the educational programme?
- Is there enough room in the classrooms for students to carry out the programmed activities?
- What is the state of the rooms' interiors and what are the most important insufficiencies with regards to teaching?
- Does the classroom equipment have sufficient quality and quantity with regards to the needs of the educational programme?
- What are the characteristics of the classrooms regarding lighting, heating, air conditioning, acoustics...?
- What level of functionality do the classrooms have?
- How satisfied are the students with the classrooms?

3.4.2. Work spaces

3.4.2.1. The spaces used for student work and study, as well as the necessary equipment for these tasks, is appropriate to the number of students and the activities programmed in the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The appropriateness of the number of spaces used for student work and study (study rooms, lecture theatres, library study areas) and their size, and how these adjust to the needs of the teaching organisation of the educational programme.
- Appropriateness of the equipment in these spaces and how it adjusts to the needs of the teaching organisation of the educational programme.
- The lack of architectural barriers and the appropriateness of the infrastructures.

Information on which the analysis is based

96	Type of space used for work and student study and the available equipment.
40	Indicator «Computers and internet connections per student».
55	Results of the survey used to discover the satisfaction of the student, as well as reply validity, trustworthiness and rate.

Reflections:

- Is the number of work spaces appropriate to the needs of the students and to the number of students?
- Is there enough room in the work areas for the students to carry out the programmed activities?
- What are the characteristics of the work spaces with regards to lighting, heating, air conditioning, acoustics...?
- Is the equipment in the work spaces appropriate, with regards to quantity and quality, for the needs of the educational programme?
- What is the level of functionality of the work spaces?
- What is the level of student satisfaction with the work spaces?

3.4.2.2. The spaces and the equipment are appropriate for developing and coordinating the functions of the academic staff and the administration and services staff.

Aspects to evaluate to check compliance with the sub-criterion

- Appropriateness of the number of spaces used for developing and coordinating the functions of the academic staff (offices, meeting rooms, research laboratories, etc.) and their size, and how these adjust to the needs of the teaching organisation of the educational programme.
- Appropriateness of the number of spaces used for the functions of the administration and services staff (secretaries, offices, meeting rooms, laboratories, etc) and their size, and how these fit in with the necessities of managing the educational programme.
- Appropriateness of the equipment in these spaces and how it adjusts to the necessities of the organisation and management of the educational programme.

Information on which the analysis is based

20	Academic staff structure.
22	Structure and functions of the administration and services staff involved in the educational programme.
49	Report specifying the type of spaces used for the development and coordination of the functions of the academic staff (number by type and number of positions per space) and equipment per space or overall.
50	Report specifying the type of spaces used for the functions of the administration and services staff (number by type and number of positions per space) and equipment per space or overall.

Reflections:

- Is the number of spaces used for the development and coordination of the functions of the academic staff and of the administration and services staff appropriate to the needs of the teaching organisation?
- Are the spaces used for the functions of the academic and the administration and services staff sufficient for carrying out their activities?
- What is the state of the spaces used for the functions of the academic and the administration and services staff and what are the most relevant insufficiencies?

B. Institutional Evaluation Model

- What is the level of functionality of the spaces used for the development and coordination of the functions of the academic staff and the administration and services staff?
- Is the equipment in the spaces used for the development and coordination of the functions of the academic staff and the administration and services staff adequate with regards to quantity and quality?
- What are the characteristics of the spaces used for development and coordination with regards to lighting, heating, air conditioning, acoustics...?

3.4.2.3. The contracted infrastructures used for external practicals are appropriate to the number of students and to the activities programmed in the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Number and type of public or private entities with which external practicals agreements exist.
- The existence of agreements with external entities concerning infrastructures.
- The appropriateness of the owned infrastructures and/or those contracted from external bodies with regards to quantity and type diversity, in order to guarantee the achievement of the teaching objectives in the educational programme.

Information on which the analysis is based

71	List of own and/or contracted centres, capacity and type of services and the agreements signed with external entities.
3.	Catalogue, institutional publication, student guide, contracts or similar documents that include information relative to the collection of infrastructures used for external practicals.
55	Results of the survey used to discover the satisfaction of the student, as well as reply validity, trustworthiness and rate.

Reflections:

- Are the owned and/or contracted infrastructures used for external practicals appropriate with regard to quantity and type in order to guarantee the achievement of the established aims?
- How satisfied are the students with these infrastructures?
- Is the number of public and private institutions with which there is an agreement adequate

3.4.3. Laboratories, workshops and experimental spaces

3.4.3.1. The laboratories, workshops and experimental spaces, as well as the equipment necessary for working in these is appropriate to the number of students and the programmed activities in the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The appropriateness of the number of laboratories, workshops or experimental spaces, and their size, and how these adjust to the needs of the educational programme.
- The appropriateness of the equipment in the teaching laboratories, workshops or experimental spaces, and how these adjust to the needs of the educational programme.
- The appropriateness of the spaces (storage areas, lockers, etc) used for keeping materials and work necessary for working in the workshops, or the results of working in these.
- Health and safety and environmental norms in these spaces and knowledge of these by the agents involved, and the existence of architectural barriers.

Information on which the analysis is based

96	Type of space used for work and student study and the available equipment.
70	List of subjects that have classes in laboratories and students registered in each of these.
9	Description of the laboratory maintenance programme. Description of the health and safety and the environmental programmes.
62	Health and safety and environmental norms in these spaces and knowledge of these by the agents involved
67	Timetable planning of theory and practical classes.
55	Results of the survey used to find out the level of student satisfaction, as well as their validity, trustworthiness and reply rate.

Reflections:

- What is the level of functionality of the laboratories, workshops and experimental spaces?

- Does the number of laboratories, workshops and experimental spaces meet the needs of the educational programme and the number of students?
- Is the space in the laboratories, workshops and experimental spaces sufficient for the students to carry out the programmed activities in the educational programme?
- What is the state of the laboratories, workshops and experimental spaces and the most relevant insufficiencies with regards to teaching?
- Is the equipment in the laboratories, workshops and experimental spaces appropriate with regards to quantity and quality?

3.4.4. Library and document banks

3.4.4.1. The library and reading rooms infrastructures are correctly furnished and have sufficient space and timetables to satisfy the needs of the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The appropriateness of the library and reading rooms, and how these meet the needs of the educational programme, with regards to their furnishing, the number of reading and consultation positions, and timetables.

Information on which the analysis is based

5	General information with reference to registration in the educational programme (number of students in the new intake, registered credits, etc).
32	Indicator «Description of the library and reading rooms».
34	Indicator «Availability of reading positions in the library».
48	Information on timetables, calendar and services offered in the library service.
54	Results of the library user satisfaction surveys, as well as their validity, trustworthiness and response rate.

Reflections:

- What is the level of the library's functionality?
- Is the number of positions in the library and reading rooms adequate for the needs of the users and for the number of these?
- Is the space in the library and reading rooms adequate for the students that carry out the programmed activities?
- What are the characteristics of the library with regards to lighting, heating, air conditioning, acoustics, etc.?
- Do the timetables and calendar of the library respond to the needs of the educational programme?
- How satisfied are the users with the functioning of the library?

3.4.4.2. The quantity, quality and accessibility of the information contained in the library and document banks is appropriate to the needs of the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Appropriateness of the library stock with regards to quantity, quality, accessibility, and whether it meets the needs of the educational programme (number of basic recommended library titles and their availability).
- Methods of accessing information contained in the library and document banks.
- Mechanisms for maintaining, updating and renewing the library stock.

Information on which the analysis is based

30	Student guide or similar document that includes information related to the basic elements of all of the subjects.
35	Indicator «Library stock».
33	Indicator «Availability of bibliography and information sources».
54	The results of the library user satisfaction survey, and their validity, trustworthiness and response rate.
29	Methods of accessing information contained in the library and document banks.
6	Description of the maintenance, updating and renewal processes for the library stock.

Reflections:

- Is the periodic and non-periodical stock appropriate for the needs of the educational programme?
- Is the organisation of the stock and the consultation and lending volume of stock satisfactory?
- What is the availability of stock in relation to demand?
- What is the availability of recommended reading in relation to demand?
- Is the system of access to and consulting library stock satisfactory?
- What is the level of user satisfaction with the quantity, quality and accessibility to the reading material and its appropriateness to the needs of the educational programme?

3.5. Educational process

This criterion analyses the aspects related to the student and the teaching-learning process. It is divided into two sub-criteria:

3.5.1. Student assistance and integral training

In this sub-criterion the following is evaluated:

- Student capture processes that the educational programme has in place.
- Welcome and learning support programmes that favour student adaptation and facilitate their work.
- The existence of professional orientation programmes.
- The existence of a tutorial action programme that offers the student adequate academic orientation.
- Integral training activities directed towards the student.

3.5.2. Teaching-learning process

In this sub-criterion the following is evaluated:

- The teaching-learning methodology used for facilitating the acquisition of knowledge and skills by the students.
- The appropriateness of the evaluation methodology, its coherence with the aims of the educational programme and the consistency between the two.
- Processes for developing external practicals and mobility, as well as the relationship of these practicals and that these stay within the aims of the educational programme.

3.5.1. Student assistance and integral training

3.5.1.1. Student capture is in line with the admission profile.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of new student capture processes.
- Consistency between these and the ideal admission profile defined by the educational programme.

Information on which the analysis is based

73	List of abilities and skills that constitute the ideal admission profile for undertaking the educational programme.
92	List of student capture processes.
43	Indicator: «Data and indicators related to the offer, demand and registration in the first year».

Reflections:

- What are the student capture procedures? Who manages them?
- Are they directed at a wide percentage of the population?
- Are the capture processes directed at students that fulfil the intake profiles?
- Do publicity mechanisms exist for the educational programme?

3.5.1.2. Student welcome actions orientate them to the functioning and organisation of everything related to the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

The existence of effective student welcome actions that orientate them to the functioning and organisation of everything related to the educational programme, the centre, the university services, and everything related to external practicals outside the university and integral training activities.

- Aims and contents of the welcome actions.

Information on which the analysis is based

78	List of the new intake student welcome and orientation actions, including at least the description of the programme, aims, contents, level of participation, those in charge and the satisfaction of the participants.
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Reflections:

- Do welcome actions exist for the new intake student?
- Do the welcome actions orientate the student in everything related to the educational programme?
- Is student participation in the welcome actions high?
- Are students satisfied with the welcome actions?
- How are the welcome actions managed? Do mechanisms exist to measure the efficiency of the welcome actions?

3.5.1.3. Support programmes are developed that are orientated towards improvement in student learning.

Aspects to evaluate to check compliance with the sub-criterion

- Mechanisms for detecting the need for support programmes orientated towards the improvement of student learning.
- Support programmes are developed that are orientated towards improvement in student learning. Aims and content of these.

Information on which the analysis is based

88	List of the support programmes orientated towards the improvement of student learning, including at least a description of the programme, its aims, content, those in charge, actions, and level of participation and satisfaction.
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Reflections:

- Do support programmes orientated towards the improvement of learning exist?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these tasks?
- Are the students satisfied with support programme orientated towards the improvement of student learning?
- Do the results of the support programmes orientated towards the improvement of student learning have an impact on the results of the educational programme?
- Do mechanisms exist to measure the efficiency of the support programme? Is it adequately publicised?

3.5.1.4. The student professional orientation programmes facilitate graduate insertion into the labour market.

Aspects to evaluate to check compliance with the sub-criterion

- The university or the centre carries out professional orientation programmes for the student.

Information on which the analysis is based

89	List of the professional orientation programmes for the student, including at least a description of the programmes, aims, content, those in charge, actions, level of participation, participant satisfaction and results.
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Reflections:

- Is there a student professional orientation programme?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these tasks?
- Are the students satisfied with the professional orientation programme?
- Do mechanisms exist to measure the efficiency of the professional orientation programme? Is it adequately publicised?

3.5.1.5. The tutorial action programme orientates and motivates the students in matters related to the educational programme and the organisation of their curricular itinerary.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of a tutorial action programme that orientates and motivates the students in matters related to the content of the educational programme and the possibilities that this offers when it comes to organising the curricular itinerary. (Curricular tutorials are not considered).

Information on which the analysis is based

61	Tutorial action programme report, which includes at least a description of this, its aims, content, those in charge, actions, level of participation, satisfaction and results.
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Reflections:

- Does a tutorial programme exist that orientates and motivates the student in matters related to the educational programme and to the organisation of their curricular itinerary?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these tasks?
- Are the students satisfied with the tutorial programme?
- Do systems exist to evaluate the efficiency of the tutorial programme? Is it adequately publicised?

3.5.1.6. Activities for the integral training of the student are consistent with the aims of the educational programme and help it to achieve its aims.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of activities designed for the integral training of the student, these being cultural, sporting, recreational, cooperative and voluntary, health and safety related, etc.
- Promotion of the students' participation in these types of activities.

Information on which the analysis is based

79	List of the activities designed for the integral training of the student, these being cultural, sporting, recreational, cooperative and voluntary, health and safety related, etc., including at least a list of these activities, the aims, content, actions, those in charge, the level of participation, the satisfaction of the participants and the results.
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Reflections:

- Are activities established for the integral training of the student? Is their participation encouraged?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these activities?
- Are the students satisfied with the integral training activities that take place?
- Do mechanisms exist to measure the efficiency of the integral training activities? Are these adequately publicised?

3.5.2. Teaching-learning process

3.5.2.1. The methods and techniques used in the teaching-learning process allow the aims of the educational programme to be achieved.

Aspects to evaluate to check compliance with the sub-criterion

- The methodology used in the teaching-learning process.
- The appropriateness of this teaching-learning process to the aims of the educational programme.
- Check that the teaching-learning methodology introduces innovations.
- The methods and techniques used allow for the development of the initially planned material.
- Level of use of the curricular tutorials.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
90	List of the types of teaching-learning methodology used.
75	List of teaching experiences specifically used for developing the educational programme, such as participation in teaching innovation projects, publications related to innovation and prizes or distinctions for teaching innovation.
27	The existence of specific innovation programmes and updating teaching-learning methodology in teachers.
30	Student guide or similar document that includes information related to the basic elements of all of the subjects.
11	Documentation that includes information on the level of use of curricular tutorials.

Reflections:

- Does the teaching-learning process methodology respond to the aims of the educational programme?
- Is the teaching-learning methodology varied, and does it allow for the development of different abilities and introduce innovations?
- Is the choice of the teaching-learning methodology based on teaching research?
- Does the choice of methodology take into account the characteristics of the students and the disciplines?

B. Institutional Evaluation Model

- What is the level of compliance with the contents of this area? Does the teaching-learning methodology allow for the use of the initially planned material?

3.5.2.2. The learning evaluation process is consistent with the aims of the educational programme and with the teaching-learning methodology.

Aspects to evaluate to check compliance with the sub-criterion

- The learning evaluation methods used in the teaching-learning process.
- The adaptation of these evaluation methods to the aims of the educational programme.
- The adaptation of these evaluation methods to the teaching-learning methodology.
- The existence of specific methods for evaluating the knowledge and skills acquired by the students in external internships.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
90	List of the types of teaching-learning methodology used.
91	List of the evaluation methods used.
30	Student guide or similar document that includes information related to the basic elements of all of the subjects.

Reflections:

- Are the evaluation methods used consistent with the aims of the educational programme?
- Does a variety of evaluation methods exist? Do the evaluation methods make it possible to evaluate the skills as well as knowledge?
- Is the methodology used in the teaching-learning process consistent?
- Do specific methods exist for evaluating external practicals?

3.5.2.3. The professional internships in companies and institutions are consistent with the aims of the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of the mechanisms necessary to effectively encourage internships in companies and institutions for students.
- The existence of mechanisms to recognise external internships with curricular credits.
- The existence of procedures for evaluating and periodically reviewing these mechanisms.
- The appropriateness of the internships to the aims of the educational programme.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
74	List of agreements with other institutions via which the students in the educational programme carry out internships.
84	List of the mechanisms necessary for effectively encouraging internships in companies and institutions for students, including at least a description of these, the internship offer, aims, content, those in charge, actions, level of participation, satisfaction and results.
42	Indicator «Number of students that carry out non-obligatory external internships».
68	Procedure for evaluating and periodically reviewing external internships.
59	Mechanisms for recognising the curricular credits in the external internships.

Reflections:

- Do the mechanisms necessary for encouraging student internships in companies and institutions exist?
- What is the level of curricular recognition of these?
- Are the internships consistent with the aims of the educational programme?
- Are the internships offered to a wide range of students?
- Do mechanisms exist in which the satisfaction of the student is taken into account in order to periodically review and evaluate the external internships?

3.5.2.4. The periods of time that the students spend in national and international institutions are consistent with the aims of the educational programme, and recognised in curricular terms.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of the mechanisms necessary to encourage national and international student mobility and the reception of foreign students.
- The existence of procedures for evaluating and periodically reviewing these mechanisms.
- The adaptation of these mobility mechanisms to the aims of the educational programme.
- Equivalent recognition of the periods that result from the application of these mobility mechanisms.

Information on which the analysis is based

15	Official document where the aims of the educational programme appear.
83	A list of the mechanisms necessary to encourage national and international student mobility, including at least a description of the programme, aims, content, actions, level of participation, satisfaction and results.
39	Indicator «Student mobility».
64	Norms and regulations that cover the curricular recognition of the periods that result from the application of the national and international student mobility mechanisms.

Reflections:

- Are there methods for encouraging the time that the students spend in companies or institutions? What is the level of curricular recognition of these?
- Is this time consistent with the aims of the programme?
- Are the internships offered to a wide range of students?
- Do procedures exist in which satisfaction is taken into account in order to periodically review and evaluate the student time in these institutions?

3.6. Results

The results criterion is structured in three sub-criteria:

3.6.1. Results of the educational programme

In this sub-criterion the following is evaluated:

- The time that the student takes to complete the educational programme.
- Student satisfaction with the educational programme.

3.6.2. Graduate results

This sub-criterion evaluates:

- Compliance with the graduate profiles, graduate satisfaction and the existence of follow-up studies on the insertion of graduates into the labour market.

3.6.3. Academic staff results

In this sub-criterion the following is evaluated:

- Academic staff satisfaction with the educational programme.

3.6.4 Results in society

In this sub-criterion the following is evaluated:

- The satisfaction of employers and other groups of interest with the knowledge and skills of the graduates.
- The existence of activities that link the educational programme with society.

3.6.1. Results of the educational programme

3.6.1.1. The student finishes their studies in the time planned within the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The students' academic progress.
- Average duration of studies.

Information on which the analysis is based

46	Indicator: «Efficiency rate».
47	Indicator: «Success rate».
44	Indicator: «Average duration of studies».
45	Indicator: «Success rate».
63	Student registration and permanence norms in the educational programme.

Reflections:

- Is the result of the «efficiency rate» acceptable?
- Is the result of the «success rate» acceptable?
- Does the student finish their studies in the planned time?
- Is the «drop-out rate» high?
- Do the registration and permanence norms interfere with academic progress?

3.6.1.2. The student is satisfied with the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Existence of procedures to collect opinions from the students. Aims, frequency and use of the results.
- Existence of procedures to evaluate the satisfaction of the students. Aims, frequency and use of the results.
- Existence of procedures to collect student suggestions and complaints. Response aims and mechanisms.
- The satisfaction shown by the students with various aspects of the educational programme:
 - with the organisation of the teaching (distribution, times, load, practicals),
 - with the installations and infrastructures used in the Educational Process (classrooms, laboratories, library, work spaces, collaborator and assistance centres),
 - with the studies plan and its structure (contents, consistency, flexibility, updates...),
 - with the attention they receive (welcome programmes, orientation, learning support, complimentary activities), and
 - with the teaching-learning process itself (methodology, tutorials, mobility, external internships...).

Information on which the analysis is based

86	List of the procedures for collecting student opinions, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.
85	List of the procedures for evaluating student satisfaction, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.
87	List of the procedures for collecting student suggestions and complaints, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.
55	Results of the survey used to discover the satisfaction of the student, as well as reply validity, trustworthiness and rate.

Reflections:

- Do procedures exist to measure student opinion?
- Are the existing procedures sufficient? Are they widely used?

- Are studies carried out to measure student satisfaction with the educational programme?
- What are the results of the survey on student satisfaction with the educational programme?
- Are the results of these procedures taken into account in order to implement improvement actions?

3.6.2. Graduate results

3.6.2.1. The profile of the graduate matches the graduate profiles outlined in the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- The existence of graduate knowledge and skills, as well as the graduates' professional profiles.
- Consistency between the graduate profiles and those foreseen in the educational programme, with regards to knowledge acquired, and skills and abilities developed.
- Satisfaction that one year after graduating, and three years after that, the graduates from the educational programme show they are using: the acquired knowledge, and the skills (abilities, attitudes...) developed.
- The existence of periodic and systematic studies of the graduates that study their insertion into the labour market.
- Results of the studies carried out and the actions taken as a result of these.

Information on which the analysis is based

72	List of knowledge and skills of the graduates, as well as the graduates' professional profiles.
53	Documented justification that the students acquire the specified knowledge and skills (exam models, list of qualifications, practical tests...).
56	Results of the survey used to discover the satisfaction of the graduate, as well as reply validity, trustworthiness and rate.
23	Graduate monitoring studies. Frequency, results and conclusions.
1	Actions carried out as a result of the employment insertion studies.

Reflections:

- Does the graduate comply with the ideal graduate profile?
- Are surveys carried out to discover graduate satisfaction?
- What are the results of the graduate satisfaction surveys?
- Are graduate monitoring studies carried out? Is the frequency of these adequate?
- Are the results of the graduate monitoring survey good? What conclusions are derived from these studies?

- Are the results of the surveys taken into account in the decision making process and in the implementation of improvements?

3.6.3. Academic staff results

3.6.3.1. The academic staff are satisfied with the educational programme.

Aspects to evaluate to check compliance with the sub-criterion

- Existence of procedures to collect opinions of the academic staff. Aims, frequency and use of the results.
- Existence of procedures to evaluate the satisfaction of the academic staff. Aims, frequency and use of the results.
- The academic staff's satisfaction with the different aspects of the educational programme:
 - with the organisation of the teaching (distribution, times, load, practicals),
 - with the installations and infrastructures used in the Educational Process (classrooms, laboratories, library, work spaces, collaborator and assistance centres),
 - with the studies plan and its structure (contents, consistency, flexibility, updates...),
 - with the teaching-learning process itself (methodology, tutorials, mobility, external internships...).

Information on which the analysis is based

98	List of the procedures for collecting the opinion of the academic staff, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.
99	List of the procedures for evaluating the satisfaction of the academic staff, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.
100	List of the procedures for collecting suggestions and complaints from the academic staff, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.
101	Results of the survey used to discover the satisfaction of the academic staff, as well as reply validity, trustworthiness and rate.

Reflections:

- Is the satisfaction of the academic staff measured with respect to different aspects of the educational programme?
- What are the results?
- Are improvement actions carried out based on the results?

3.6.4. Results in society

3.6.4.1. The satisfaction of employers and other groups of interest, with the knowledge and skills of the graduates.

Aspects to evaluate to check compliance with the sub-criterion

- The satisfaction of employers and other groups of interest (administration, families, sponsors, any type of student, staff, visitors...) with the use of: the knowledge acquired by graduates from the educational programme, and their skills (abilities, attitudes...).

Information on which the analysis is based

57	The results of the survey used to discover the satisfaction of employers and other groups of interest, as well as their validity, trustworthiness and response rate.
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Reflections:

- Is the satisfaction of employers and other groups of interest with the knowledge and skills of the graduates measured?
- What are the results?
- Are improvement actions carried out based on the results?

3.6.4.2. The activities that link the educational programme with society in the national and international realm produce results.

Aspects to evaluate to check compliance with the sub-criterion

- The results of the link between the educational programme and society: agreements with other universities and public and private bodies,
 - links with professional and business organisations,
 - links with professional colleges and collegiate organisations,
 - agreements and links with collaborating and assistance centres,
 - links with associations,
- other activities: forums, conferences, debates, university for older people, summer courses, grants and awards from external bodies, links with secondary schools, etc...

Information on which the analysis is based

80	List of the different activities that link the educational programme with society.
25	Studies and reports on the educational programme's social links (surveys, questionnaires, etc.).
93	Results of agreements and contracts with other universities, public or private bodies, professional and business organisations, associations, collaborating and assistance centres, that show the link with society.

Reflections:

- What are the activities that link the educational programme with society?
- Are these activities adequate and sufficient?
- Do they produce specific results?

**C. Assessment of University Services
Following the EFQM Excellence Model**

Background

The EFQM Excellence Model is a key instrument in order to introduce the concepts of excellence within the university management system by providing for self-assessment against a non prescriptive but detailed set of criteria, yet is flexible as to when or how this is undertaken. The approach can be adapted to suit the requirements of the user, the size of the organisational unit and the extent to which resource can be committed. The EFQM Excellence Model can be used whatever the level of Excellence is as only the evaluations techniques need to be adapted to the quality maturity level of the universities.

The idea of using the EFQM Excellence Model for the self-assessment of Egyptian universities services came from the willingness to use a model that has proved its effectiveness in public sector institutions. Ended the model is widely used in Europe and worldwide and has been extensively tested in a range of sectors, private, public and voluntary, it offers benchmarking opportunities with others within and outside the sector, providing a common language to share good practice and develop both individual and organisation learning. The EFQM Excellence Model is a practical tool to support the analysis and prioritisation of the improvement opportunities within higher education organisations. This model has been tested and used within a large number of higher education institutions as in the University of Alicante, with the main benefit of using the Model stemming from its customer-focused approach. This is in accordance with many educational organisations, which put students at the heart of the learning and teaching.

In this section can be founded the EFQM questionnaire adapted to the context of Egyptian universities, with an explicative introduction on how to answer the questionnaire. Following an analysis of the self-assessment exercise carried out in two universities services ending up in an Improvement action plan.

This chapter is structured in three parts:

1. Introduction to the EFQM Excellence Model
2. Recommendations: the 8 steps for a successful Self-Assessment
3. Cases Studies: Services Self-Assessment at Bani Suef and Helwan Universities

1. Introduction to the EFQM Model and Self-Assessment techniques

1.1. The EFQM Excellence Model

The L'EFQM (European Foundation for Quality Management) was founded in 1988 by fourteen of the most competitive European business organisations (Bosch, BT, Bull, Ciba-Geigy, Dassault, Electrolux, Fiat, KLM, Nestlé, Olivetti, Philips, Renault, Sulzer, and Volkswagen) and with the support of the European Commission. At that time the model was created in response of the lack of competitiveness of the European organisations comparing to Japanese and American ones.

In 1999 after having noticed an increasing interest from public service organisations, the EFQM members decided to create a specific model to assess public institutions. Nowadays a large number of public organisations (Public Administration, Police, Universities...) in Europe and Worldwide use the EQFM in their daily practice.

According to the EFQM, the EFQM Excellence Model is a non normative representation of an organisation based on 9 criteria and serve for to assess the excellence level. The model is based under the principal that : Excellent Results in Key Performance areas, Customers, Clients, Partners and Society are obtained through Excellent leadership who dominate the Policy and Strategy and is executed through People, Partners, Resources and Processes. Following the graphic representation of the EFQM Excellence Model:

The arrows illustrate the dynamic mature of the model: they show that through training and innovation, the improvement of the means lead to the improvement of results. The criterion «Enablers» make reference to the way the organisation manage its key activities and «Results» make reference to the way the organisation achieves its results.

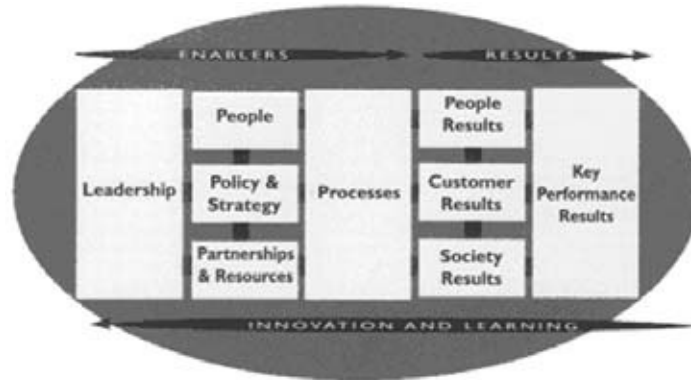


Fig. EFQM Excellence Model

The RADAR logic together with the 9 criteria and the Fundamental Concepts is one of the cornerstones of the Model, RADAR stands for Results, Deployment, Assessment and Review. The elements Results, Deployment and Assessment are needed for the assessment of the «Enablers» and the Results element when assessing the «Results».

The assessment and its benefices

The assessment process can help organisations, independently of the organisation size, in the private or public sector, to function more efficiency.

According to the EFQM **Self-Assessment** is «A comprehensive, systematic and regular review by an organization of its activities and results referenced against the EFQM Excellence Model. The Self-Assessment process allows the organization to discern clearly its strength and areas in which improvements can be made and culminates in planned improvement actions that are then monitored for process.

It has been recognised that the Model provides a number of key benefits which have been proven to be of value

- It looks at all areas of the organisation – offering a holistic approach, which has been absent from many other management approaches that have been used previously
- It provides a process of self-assessment against a non prescriptive but detailed set of criteria, yet is flexible as to when or how this is undertaken

- The approach can be adapted to suit the requirements of the user, the size of organisational unit and the extend to which resources can be committed
- The assessment process is based on factual evidence but the process can be defined at a time and pace to suit the individual organisation
- A self-assessment can be completed in as little as a day or with extensive evidence being collected which can take several weeks
- It offers a mean by which other initiative such as «balanced score card» can be held together into an integrated way
- It provide a balanced set of result indicators
- It offers benchmarking opportunities with others within and outside the sector, providing a common language to share best practices and develop both individual and organisational learning

In summary the Self-Assessment process offers to the organisation an opportunity to learn: learn upon its strengths and areas for improvement, learn to think about what excellence means and the way to follow to achieve it and serve as a tool to compare against other organisations.

1.2. The fundamental concept of excellence

The achievement of excellence requires total leadership commitment to the fundamental concepts of excellence. The model is based upon the fundamental concepts of excellence described here. In deed Excellence is defined as the expression of the fundamental concepts. There are 8 fundamental concepts: Results Orientation; Customer Focus; Leadership and Constancy of Purpose; Management by Processes and Facts; People Development and Involvement; Continuous Learning; Improvement and Innovation; Partnership development and Corporate social Responsibility.

Results Orientation

Excellence is achieving results that delight all the organisation's stakeholders.

The benefits of having an organisation based towards Results Orientation are:

- Added value for all stakeholders.
- Stainable success for all stakeholders.
- Understanding of the current and future requirements for performance in order to set targets.

- Alignment and focus throughout the organisation.
- Delighted stakeholders.

Customer focus:

Excellence is creating sustainable customer value.

The benefits of having an organisation based towards Customer Focus are:

- Delighted customers.
- Strong customer loyalty and retention
- Enhanced market share.
- Sustained success for the organisation.
- Motivated employees.
- Understanding of competitive advantage.

Leadership and Constancy of Purpose:

Excellence is visionary and inspirational leadership, coupled with constancy of purpose.

The benefits of having an organisation based towards Constancy of Purpose are:

- Clarity of purpose and direction within the organisation.
- A clear identity for, and within, the organisation.
- A shared set of values and ethics.
- Consistent and role model behaviours throughout the organisation.
- A committed, motivated and effective workforce.
- Confidence in, and within the organisation, even in turbulent and changing times.

Management by processes and facts:

Excellence is managing the organisation through a set of interdependent and interrelated systems, processes and facts.

Benefits:

- Maximised effectiveness and efficiency in delivering the aims of the organisation and its products and services.
- Effective and realistic decision-making.
- Effective management of risk.
- Enhanced confidence of stakeholders.

People Development and Involvement:

Excellence is maximising the contribution of employees through their development and involvement.

The benefits of having an organisation based towards People Development and Improvement are:

- Shared ownership of the organisation's aims and objectives.
- A committed, loyal and motivated workforce.
- Highly valuable intellectual capital.
- Continuous improvement of capability and performance of individuals.
- Increased competitiveness through enhanced image.
- Achieved potential.

Continuous Learning, Innovation and Improvement:

Excellence is challenging the status quo and effecting change by utilising learning to create innovation and improvement opportunities.

Benefits:

- Improved value generation.
- Improved effectiveness and efficiency.
- Increased competitiveness.
- Innovation in products and services.
- Knowledge capture and sharing.
- Organisational Agility.

Partnership development:

Excellence is developing and maintaining value adding partnerships.

Benefits:

- Increased value for stakeholders.
- Improved competitiveness.
- Optimising core competencies.
- Improved effectiveness and efficiency.
- Improved chances of survival.
- Shared risk and cost.

Corporate Social Responsibilities:

Excellence is exceeding the minimum regulatory framework in which the organisation operates and to strive to understand and respond to the expectations of their stakeholders in society.

Benefits:

- Enhanced public image.
- Increased brand value.
- Greater access to finance (e.g. socially responsible investment funding).
- Healthier and safer workforce.
- Stronger risk management and corporate governance.
- Motivated people.
- Customer loyalty.
- Enhanced confidence and trust of stakeholders.

TIPS

Beginning the assessment process it can be useful to ask together with your team in which level of excellence does your service stands. Following a simple table that you can take as a starting point, when assessing your maturity level, ask yourself «where are we now in relation to these concepts».

CONCEPT	START UP	ON THE WAY	MATURE
Results Orientation	All relevant stakeholders are identified	Stakeholder needs are assessed in a structured way	Transparent mechanisms exist to balance stakeholder expectations
Customer Focus	Customer satisfaction is assessed	Goals & targets are linked to customer needs & expectations. Loyalty issues are researched	Loyalty issues are researched Business drivers of customer satisfaction needs & loyalty issues are understood, measured & actioned
Leadership and Constancy of Purpose	Vision and Mission, are defined	Policy, People and Processes are aligned A leadership «Model» exists	Shared Values and Ethical role models exist at all organisational levels
Management by Processes and Facts	Processes to achieve desired results are defined	Comparative data and information is used to set challenging goals	Process capability is fully understood and used to drive performance improvements

People Development & Involvement	People accept ownership and responsibility to solve problems	People are innovative and creative in furthering organisational objectives	People are empowered to act and openly share knowledge and experience
Continuous Learning, Innovation and Improvement	Improvement opportunities are identified and acted on	Continuous improvement is an accepted objective for every individual	Successful innovation and improvement is widespread and integrated
Partnership Development	A process exists for selecting and managing suppliers	Supplier improvement and achievements are recognised and key external partners are identified	The organisation and its key partners are interdependent. Plans and policies are co-developed on the basis of shared knowledge
Corporate Social Responsibility	Legal and regulatory requirements are understood and met	There is active involvement in 'society'	Societal expectations are measured and actioned

1.3. The Excellence Criteria

The EFQM Excellence Model is a practical tool to help organisation establish an appropriate management system by measuring where they are on the path to excellence, helping them to understand the gaps, and then identify solutions. The EFQM Excellence Model recognised that stakeholder's needs are met through processes. Process improvement is at the heart of any organisational development and it is through processes that the talents of people can be released, which in turn produces better performance. Improvement in performance can be achieved by involving people in the continuous improvement processes that work in. Following a description of each of the criteria with their main sub-criteria:

1. Leadership

Excellent Leaders develop and facilitate the achievement of the mission and vision. They develop organisational values and systems required for sustainable success and implement these via their actions and behaviours.

During periods of change they retain a constancy of purpose. Where required, such leaders are able to change the direction of the organisation and inspire others to follow.

- 1a.** Leaders develop the mission, vision, values and ethics and are role models of a culture of Excellence
- 1b.** Leaders are personally involved in ensuring the organisation's management system is developed, implemented and continuously improved
- 1c.** Leaders interact with customers, partners and representatives of society
- 1d.** Leaders reinforce a culture of Excellence with the organisation's people
- 1e.** Leaders identify and champion organisational change

2. Policy and strategy

Excellent Organisations implement their mission and vision by developing a stakeholder focused strategy that takes account of the market and sector in which it operates.

Policies, plans, objectives, and processes are developed and deployed to deliver the strategy.

- 2a.** Policy and Strategy are based on the present and future needs and expectations of stakeholders
- 2b.** Policy and Strategy are based on information from performance measurement, research, learning and external related activities
- 2c.** Policy and Strategy are developed, reviewed and updated
- 2d.** Policy and Strategy are communicated and deployed through a framework of key processes

3. People

Excellent organisations manage, develop and release the full potential of their people at an individual, team-based and organisational level. They promote fairness and equality and involve and empower their people. They care for, communicate, reward and recognise, in a way that motivates staff and builds commitment to using their skills and knowledge for the benefit of the organisation.

- 3a.** People resources are planned, managed and improved
- 3b.** People's knowledge and competencies are identified, developed and sustained
- 3c.** People are involved and empowered
- 3d.** People and the organisation have a dialogue
- 3e.** People are rewarded, recognised and cared for

4. Partnerships and resources

Excellent organisations plan and manage external partnerships, suppliers and internal resources in order to support policy and strategy and the effective operation of processes. During planning and whilst managing partnerships and resources they balance the current and future needs of the organisation, the community and the environment.

- 4a.** External partnerships are managed
- 4b.** Finances are managed
- 4c.** Buildings, equipment and materials are managed
- 4d.** Technology is managed
- 4e.** Information and knowledge are managed

5. Processes

Excellent organisations design, manage and improve processes in order to fully satisfy, and generate increasing value for, customers and other stakeholders.

- 5a.** Processes are systematically designed and managed
- 5b.** Processes are improved, as needed, using innovation in order to fully satisfy and generate increasing value for customers and other stakeholders
- 5c.** Products and Services are designed and developed based on customer needs and expectations
- 5d.** Products and Services are produced, delivered and serviced
- 5e.** Customer relationships are managed and enhanced

6. Customer results

Excellent organisations comprehensively measure and achieve outstanding results with respect to their customers.

- 6a.** Perception Measures
- 6b.** Performance Indicators

7. People results

Excellent organisations comprehensively measure and achieve outstanding results with respect to their people.

- 7a.** Perception Measures
- 7b.** Performance Indicators

8. Society results

Excellent organisations comprehensively measure and achieve outstanding results with respect to society.

8a. Perception Measures

8b. Performance Indicators

9. Key performance results

Excellent organisations comprehensively measure and achieve outstanding results with respect to the key elements of their policy and strategy.

9a. Key Performance Outcomes

9b. Key Performance Indicators

1.4. The Self-Assessment techniques

The EFQM organisation proposes four Self-Assessment techniques for a successful self-assessment: Questionnaire, Assessment Workshop, Pro-forma, and Award Simulation. In this study we will not analyse the Award Simulation which is recommended for organisations that are already familiar with the EFQM Model and has been implemented it at least during the last three years. On the contrary the other three Self-Assessment techniques are directly applicable to any organization independently of its Excellence maturity level. Having this in mind and taking into account the situation and needs of Egyptian Universities we will present the approaches of Questionnaire, Assessment Workshop and Pro-forma making recommendation to follow during the assessment process.

During the EXPRESS Tempus project an assessment of the university services have been carried out, the results of the assessment are analysed at the end of this chapter. We also add the questionnaire that has been used during this project and in Annexe 1 a version of the questionnaire in Arabic. The questionnaire is especially designed for the assessment of universities services and has been adapted to the reality of Egyptian Universities.

It is important to keep in mind that there is not a perfect technique, its election will depend on the level of maturity of the university and on the resources available –human, time and materiel- and of the results we want to obtain.

1.4.1. The questionnaire technique

This technique can be one of the least resources intensive and completed very quickly, provided an existing and proven questionnaire is used. It is an excellent method for gathering information on the perceptions of people within the organisation.

The process of the questionnaire self-assessment will typically be as follow but there can be others.

THE QUESTIONNAIRE PROCESS

Select questionnaire and Sample group

Brief individuals so that they are able to complete the questionnaire

Collate and analyse replies to identify low and high scoring

Investigate the causes for low/unusual scores or outcomes

Present findings, prioritise and develop an action plan for improvement

Following an analysis of the benefits and risks of the questionnaire technique:

The Benefits of using a questionnaire

- Quick and easy to use –basis awareness training is sufficient to get things started.
- Enables the organisation to receive feedback, which can be segmented by function and by level.
- Can be used in parallel with a workshop involving more senior personnel to provide a more balanced view of deployment for the management team.
- Can be used in parallel with group discussions between teams on the opportunities for improvement within their unit.
- A customised questionnaire provides the opportunity for the organisation to get feedback on specific programmes, issues and approaches.

Risks of using the questionnaire

- A list of strengths and areas for improvement is not generated immediately
- Accuracy depends upon the quality of questions asked.

- Excessive use of questionnaire in an organisation may result in low return – what response rate is a valid return?
- Wide circulation can raise expectations, which, unfulfilled, may demotivate.
- Questionnaires tell you what people think not why they think it. You must investigate further to find root causes.

1.4.2. Assessment Workshop technique

Within the context of Self-Assessment, an Assessment Workshop is an event, typically between 0.5 and 1.5 days, that involves members of a team in a discussion and decision making process linked to assessing evidence and data presented and reaching a consensus on Strengths and Areas for Improvements.

The process of the questionnaire self-assessment will typically be as follow but there can be others.

ASSESSMENT WORKSHOP

Awareness training for the people involved

Maximum 1 day

Data gathering

Maximum 4-6 weeks

Self-Assessment workshop

1 – 1.5 days

Develop and implement action plans for improvement-ongoing

Following an analysis of the benefits and risks of the questionnaire technique:

Benefits:

- An excellent way to get the team to understand the Model and gain their commitment to it.
- Discussion and agreement by the team on the strengths and areas for improvement helps to build a common view.
- Ownership by the team of the outcomes, subsequent prioritisation and agreement to action plans.

- A team building opportunity.
- An agreed list of strengths and areas for improvement is produced which can then be prioritised and used to drive key improvement actions.

Risks:

- Needs excellent preparation and facilitation.
- Personal perceptions can make evidence of the deployment of an organisation's processes difficult to assess.
- There is a scope for an unrealistic assessment.

1.4.3. Pro-forma technique

The pro-forma technique provides an alternative that, in resources terms, sits between the resources intensive Award Simulation and the Questionnaire technique.

Typically, individuals from the organisation who has been trained as EFQM Assessors prepare the Pro-forma and, once all Pro-formas have been compiled, the team of Assessors complete the assessment. Some organisations validate the results of their Self-Assessment by giving the Pro-formas to teams external to the organisation (A peer review process). A critical key factor for this technique is the quality of the data gathering.

PRO-FORMA

Assessors reach consensus and produce final Pro-forma report. 1.5 days

Select and train team to produce the assessment

Typically 3 days training for Assessors

Data and evidence gathering, including interviews, to complete the Pro-forma. Data. Maximum 4 weeks

Pro-formas assessed individually and circulated within the team. 2 days per Assessor

Presentation to the management team– 2 hours

Prioritise issues, develop and implement action plan. 1 day for prioritisation workshop

Following an analysis of the benefits and risks of the questionnaire technique:

Benefits:

- Data collection processes provide fact-based evidence.
- Delivers a list of strengths and areas for improvement for driving improvement actions.
- Has the potential to involve a range of people from different functions and levels in the data-gathering process.

Risks:

- The collection of Pro-formas does not tell the full story of the organisation –they represent a summary and a possible dilution of the position.
- Poor data can jeopardise the value of the outcomes.

2. Recommendations: the 8 tools to successfully achieve the Assessment process

In order to successfully achieve a Self-assessment it is important to consider the following steps carefully.

1. Develop and retain commitment.
2. Develop and deployed communication strategy
3. Plan the Self-Assessment process
4. Select and train people directly involved in the process
5. Conduct Self-Assessment
6. Consider Outcomes and prioritise
7. Establish and implement action plans.
8. Monitor progress and review

Following we will analyse each step individually:

2.1. Develop and retain management commitment

There are a number of mechanisms that can be used to help encourage the development if this involvement.

- Position Self-Assessment as a strategic tool.
- Emphasis that this process underpins a focus on customer and business prosperity.
- Expose them to the success of other organisations that have already followed this path.
- Gaining their active participation, typically by acting as a criterion owner.

2.2. Develop and deploy the communications strategy

For Self-Assessment to be successful it is important that early on the process you have a clear strategy of the message you want to communicate. It is fun-

damental to underline the pertinence of your initiative and the importance of everyone involvement during the process. Do not let Self-Assessment be or be perceived as a bureaucratic process, it is vital to position it as a key component of the strategic planning of the service/university and of the improvement process.

There are a host of potential communication media and process; we have listed below the most widely used in an assessment process:

- Regional publication, posters, flyers.
- Team meetings.
- Ad-hoc presentation to raise awareness.
- Intranet.
- Periodic report on the status of the improvement activities.
- An annual employee meetings sponsored by the senior management.
- Meetings for employees with presentations from external experts who have their «success stories».

In order to develop a communication strategy a simple table can be used as a tool to control the different stages of the assessment process. The following table may be used as a model:

Steps	What?	Why?	Who ?	How?	When?	Where?
1						
2						
3						
4						
5						

Figure: Develop and deploy a communication strategy

2.3. Plan for Self-Assessment

There is no an « ideal » technique, they all have their benefits and risks as we have see before. When choosing the technique for our university it is crucial to consider the Excellence maturity level, the resources available and the results we want to obtain.

To do so it is useful to ask oneself the following questions:

- ▶ Which is the unit/département/service the more dynamic and more open to changes? It is preferable to start with this unit/departement/service as it will serve as a role model and referent for the following ones.
- ▶ Who are the people to include? Who is positive and proactive? Get in our team people who are open to changes and willing to participate in new initiatives, their motivation and contribution will be a good asset.
- ▶ Which will be the benefices to work at that level? Will the unit/departement/service give us an idea of the actual university situation and help us designing improvement actions?

2.4. Select and train the people directly involved in the process

When undertaking a self-Assessment there are a number of roles that can come into play dependent upon the specific technique employed.

- ▶ Sponsor
- ▶ Project Manager
- ▶ Staff
- ▶ Assessor
- ▶ Data gathering
- ▶ Report writing

Following a description of the responsibilities of each of the role active in the process:

Sponsor

The sponsor is typically the President or the Dean of the university.

This person will have to perform the following activities:

- Provide leadership to the introduction and execution of Self-assessment.
- Ensure that the budget and human resources are available.
- Ensure that the Self-Assessment are used.

Project Manager

The project manager is in charge of supervising the totality of the project. He/She has a clear leading role and work for the success of the project while giving support to the people involved.

This person will have to perform the following activities:

- Obtain the involvement of the sponsor.

- Work with the sponsor to optimise the benefits and results.
- Provide a detailed working-plan and risk management plan.
- Check that the activities are well carry out and expected outcomes are reached.
- Make sure that the members of the team get to necessary training.
- Produce the communication strategy.

The Staff

Staff members contribute with their time and/or knowledge to the Self-Assessment process. The staff must be involved since the beginning of the process. Their support and contribution are key factors for the well development of the assessment and for the implementation of improvement actions. Generally they will communicate to other the benefits of the self-assessment process.

The Assessor

The evaluator role will appear depending on the technique used. The functions of the assessor are to analyse the results of the Self-Assessment and to determine the areas for improvement. The assessor must have a in depth understanding of the EFQM Model and of have the experience of other assessments.

This person will have to perform the following activities:

- Play a central role in the Pro-forma and a supportive role in the workshop.
- Play a key role during the assessment and during the reaching of consensus.
- Go to the in situ visit.
- Contribute in the assessment report.

Senior Assessor

The senior assessor is normally the most experienced assessor. He/she coordinates the team and he/she is responsible for the assessment.

Data Gatherer

The data gathered can be involved in the technique of the workshop and pro-forma.

This person will have to perform the following activities:

- Understand the requirements of the model and the nature of the evidence required.
- Identify data sources and ensure that the data is accurate and up-to-date.
- Record the data in a coherent manner.

Report Writer

The data gathered can be involved in the technique of the workshop and pro-forma.

This person will have to perform the following activities:

- Understand the requirements of the model and the nature of the evidence required.
- Be sensitive to the impact of the data-gathered during interviews and other interventions.
- Record the data in a coherent manner within the self-assessment report covering the 32 criterion parts.

2.5. Conduct Self-Assessment

The main objective of the assessment is to give a clear idea of the areas for improvement and strengths of the unit, department or service evaluated. In order to obtain this information it is necessary to use the RADAR which is an acronym of Results, Approach, Deployment, Assessment and Review. RADAR is a tool to assess the performance of an organisation. For each of the criteria of the «enablers» and «results» RADAR measures the level of excellence obtained in each criterion.

The logic of the RADAR states that an organisation must:

- ▶ Determine the **R**esults it is aiming for as part of its policy and strategy making process. These results cover the performance of an organisation, both financially and operationally, and the perceptions of its stakeholders.
- ▶ Plan and develop an integrated set of **S**ounds approaches to deliver the required results both now and in the future.
- ▶ Deploy the approaches in a systematic way to ensure full implementation.
- ▶ Assess and **R**evise the approaches followed based on monitoring and analysis of the results achieved and ongoing learning activities. Based

on this, identify, prioritise, plan and implement improvements where needed.

During a Self-Assessment a university can choose to grade the results obtain. Different score are given for each criterion as shown in the following figure:

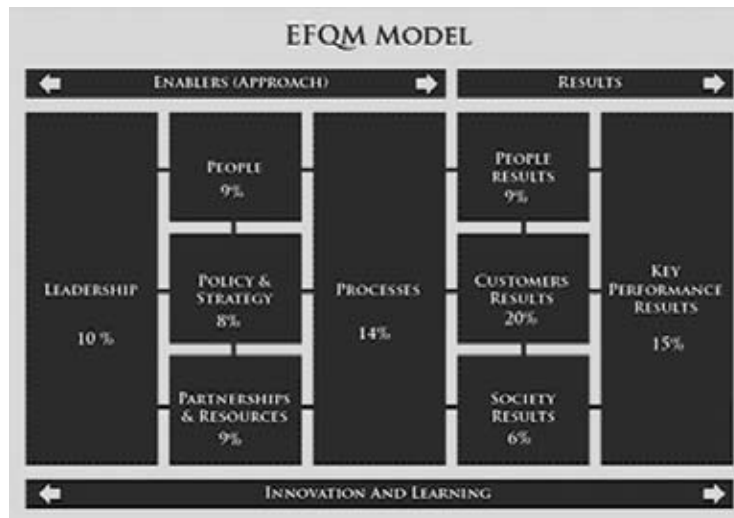


Figure x, the EFQM scoring model

Each criterion part is allocated equal weight within that criterion. For example, Criterion 1, Leadership has five criterion parts, 1a-1e, so 1a attract 20% of the allocated to Criterion 1.

There are however three exceptions:

1. Criterion part 6a takes 75% of the points allocated to Criterion 6, whilst criterion 6b takes 25% ;
2. Criterion part 7a takes 75% of the points allocated to Criterion 7, whilst criterion 7b takes 25%;
3. Criterion part 8a takes 75% of the points allocated to Criterion 8, whilst criterion 8b takes 25%

2.6. Consider outcomes and prioritise

One the self-assessment process is finished we will end up with a list of the areas for improvements and strengths. It is important to develop a strategy to hierarchies the activities and to know where to start.

In order to make the action plan it can be useful to ask yourself the following questions:

In order to make the action plan it can be useful to ask yourself the following questions:

- ▶ What is important for my university?
- ▶ What key themes have emerged?
- ▶ Where should we do better?
- ▶ What identified strengths should we develop and exploit further?
- ▶ What identified areas for improvement are essential to us?
- ▶ How are we going to monitor progress against the agreed improvement actions?

In order to establish a priority action plan there is a number of different tools that can be useful, as for example the so-called Impact vs Ease tool.

When using this tool we must know that:

- ▶ Two factors must be considered: first what will be the impact of this change and second how easy or difficult will it be to effect this change.
- ▶ Force field Analysis, based on these questions, provides a mathematical calculation to help the selection and prioritisation process.

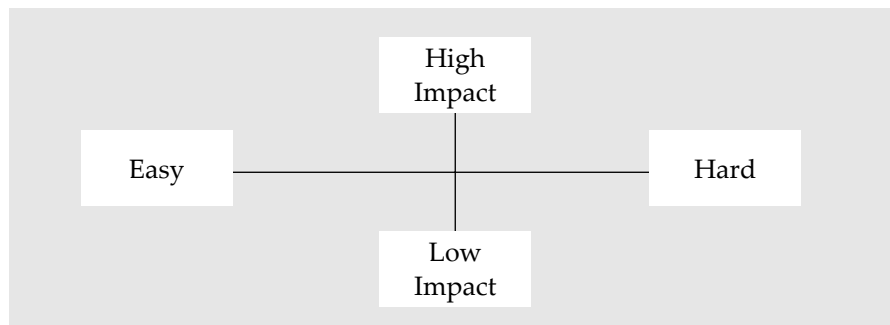


Figure: Impact vs Ease

The most important thing is to set the prioritisation process within the context of your universities imperatives.

- ▶ What is your university model?
- ▶ What is the current strategy direction of your organisation?
- ▶ What are your core processes?
- ▶ Which are the key success factors?

2.7. Establish and Implement Action Plans

In this stage a coherent action plan with a structured methodology for the project management will have to be implemented.

In order to produce the action plan it is convenient to:

- ▶ Produce a synopsis of the problem.
- ▶ Define the required deliverable
- ▶ Determine the indicators of success
- ▶ Include an indication of timescales and project resources.
- ▶ Have visible and specific accountability for delivery, including individual responsibilities linked to personal objective setting and follow up performance appraisals.

2.8. Monitor Action Plan Progress and Review the Self-Assessment process

1. Monitoring Progress

The most effective way to monitor actions resulting from the Self-Assessment is the integration of the actions into existing management review processes such as monthly meetings. Maintaining records of achievement will also be useful in the evidence gathering phase for future Self-Assessment and for retaining management commitment.

2. Review the Self-Assessment

Self-Assessment should not be seen as a one time initiative but as a long-term intervention. Therefore the review of the process is a critical function if the university is to maximise its learning.

The following set of questions may help you to conduct the review:

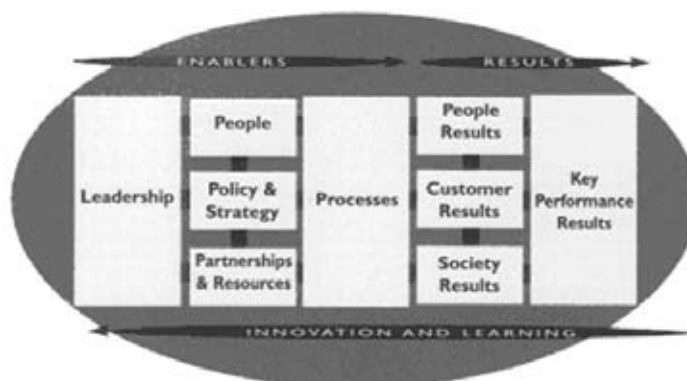
- ▶ Did you achieve what you were set out to do
- ▶ Have we met our goals as agreed, on time and within budget?
- ▶ Have the deliverables been produced?
- ▶ Should we expand the scope of the Self-Assessment next time?
- ▶ Were the right people involve?
- ▶ How effective was our method of data collection?
- ▶ How well did we use the data?
- ▶ Have the outputs been integrated into the planning process? If not why?
- ▶ What have been the consequence of conducting the Self-Assessment?
- ▶ Has the Self-Assessment help the organisation improve?
- ▶ Will this help us to achieve our long-term vision?

3. Case studies: Services Self-Assessment at Bani Suef and Helwan Universities

The following session is based on the findings from a practical self-assessment exercise carried out during the EXPRESS project. This session presents the EFQM Excellence questionnaire used for the Self-Assessment, the Self-Assessment Report and the Improvement Plan for the two university services assessed.

Self-Assessment Methodology: the questionnaire was first adapted to the reality and context of Egyptian Universities by a group of experts from the participating universities during the working visit in Alicante University. Afterwards the questionnaire was presented to the employees of the Chemistry Department at Helwan University and to the Student Service department at Bani Suef University. While answering the questionnaire employees could raise some questions and doubts which were further discussed. The analysis of the results has been carried out by EFQM assessors at the University of Alicante.

Presentation of the questionnaire: the questionnaire aims to evaluate the services of the assessed university and it has been designed to help assess



the level of excellence. The questionnaire is developed following the nine CRITERIA of the EFQM Model:

Enablers: 1-Leadership, 2- Policy and strategy, 3-People, 4-Partenarships and resources, 5-Processes

Results: 6-People Results, 7-Customer Results, 8-Society Results, 9-Key Performance Results.

For each question two answers must be provided:

I is the importance that the question has in your opinion within the service

D is the actual maturity level of the question within your service

In order to facilitate the application of the questionnaire, there are only four possible answers for each question. When evaluating the importance of « **I** »: 1 signifies that its is not relevant, 2 that is little relevant, 3 that it is relevant, and 4 that is very relevant; for the valorisation of the development of « **D** »: 1 signifies that the question is not or little implemented in the service, 2 implemented sometimes, 3 often implemented, 4 often or always implemented.

Criterion 1. Leadership

Excellent Leaders develop and facilitate the achievement of the mission and vision. They develop organisational values and systems required for sustainable success and implement these via their actions and behaviours.

During periods of change they retain a constancy of purpose. Where required, such leaders are able to change direction of the organisation and inspire others to follow.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions		1	2	3	4
1.1	Do leaders get personally involved in the drafting and the communication of the fundamentals objectives of the service?	I				
		D				
1.2	Do leaders have created an organisational structure and a process management system that help achieving the expected results?	I				
		D				
1.3	Are leaders available to the staff and involved in the reward of the efforts deployed by the employees and the teams?	I				
		D				
1.4	Do leader meet students, teachers and other stakeholders* and get actively involved in the promotion of partnerships and improvement initiatives?	I				
		D				
1.5	Do leader identify the necessary changes and lead the development of changes for the improvement of the quality management system?	I				
		D				

* Stakeholders: All those who have an interest in an organisation, its activities and its achievements. These may include customers, partners, employees, shareholders, owners, government, and regulators. (EFQM).

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 2. Policy and strategy

Excellent organisations implement their mission and vision by developing a stakeholder focused strategy that takes account of the market and sector in which it operates.

Policies, plans, objectives and processes are developed and deployed to deliver strategy.

Mission: A statement that describes the purpose or «raison d'être» of an organisation. It describes why the business or function exists.

Vision: A statement that describes how the organisation wishes to be in the future.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

N°	Questions		1	2	3	4
2.1	Does the service collect and analyse sufficient and relevant data for the definition of the strategy and action plan?	I				
		D				
2.2	Are the strategic objectives accompanied by processes, action plans, objectives and resources allocation?	I				
		D				
2.3	Has the service identified its key success factors?	I				
		D				
2.4	Does the service analyse the evaluation of results obtained in previous years?	I				
		D				
2.5	Could any employee provide a list with the objectives related with her/his job and how to achieve them?	I				
		D				
2.6	Is it fair to think that the organisation has the capacities and methods to detect the moment when it is convenient to modify its strategy?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 3. People

Excellent organisations manage, develop and release the full potential of their people at an individual, team-based and organisational level. They promote fairness and equality and involve and empower their people.

They care for, communicate, reward and recognise, in a way that motivates staff and builds commitment to using their skills and knowledge for the benefit of the organisation. .

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions		1	2	3	4
3.1	Is the employee strategic plan (recruitment, training, career progress...) based on the needs of the office strategic plan and objectives?	I				
		D				
3.2	Is there a process that identifies the coherence between employee's objectives, training and the necessities of the service?	I				
		D				
3.3	Does the service have an implemented process that involves all the employees in the proposal of improvement plans?	I				
		D				
3.4	Is there a system for horizontal and vertical communication with the employees and do the employees think that they are well informed and that their opinion is taken into account?	I				
		D				
3.5	Does the service recognised and reward employees efforts that significantly contribute to the success of the service?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 4. Partnership and resources

Excellent organisations manage external partnerships, suppliers and internal resources in order to support policy and strategy and the effective operation of processes. During planning and while managing partnerships and resources, they balance the current and future needs of the organisation, the community and the environment.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

N°	Questions		1	2	3	4
4.1	In your opinion have the key collaborators (persons and institutions) being identified? Do you think that they are sufficiently involved in the achievement of the service objectives?	I				
		D				
4.2	Does the service implement improvement actions based on experiences gained after the collaboration with people and external organisations?	I				
		D				
4.3	Is the impact of the collaborators evaluated in the functioning of the service?	I				
		D				
4.4	Are the economic resources managed in an efficient way in view to achieve the objectives of the service? Are the employees aware of this management?	I				
		D				
4.5	Does the service evaluate and revise the resource management model?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 5. Processes

Excellent organisations design, manage and improve processes in order to fully satisfy, and generate increasing value for customers and other stakeholders.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions		1	2	3	4
5.1	Has the service define all the processes, in particular those necessary for the development and participation of all the stakeholders?	I				
		D				
5.2	Has the service implemented process indicators and established yield objectives?	I				
		D				
5.3	Are the changes introduced in the processes communicated to all the stakeholders in an effective way?	I				
		D				
5.4	Do you measure if the results have been achieved due to the changes introduced in the processes?	I				
		D				
5.5	Is there a process to collect the complaints of the stakeholders?	I				
		D				
5.6	Do you use satisfaction questionnaire and/or maintain a permanent contact with the end-users regarding the activities and services provided by your unit?	I				
		D				
5.7	Is there a continuous improvement of the key processes of the service?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 6. Customer results

Excellent organisations comprehensively measure and achieve outstanding results with respect to their customers.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions		1	2	3	4
6.1	Does the service use in a systematic way processes to know users satisfaction level?	I				
		D				
6.2	Do you consider that the level of users' satisfaction is adequate?	I				
		D				
6.3	Are the users aware of the objectives of the service?	I				
		D				
6.4	Does a smooth communication exist between the employees and users of the service?	I				
		D				
6.5	When a user presents a complaint does the service provide an adequate answer?	I				
		D				
6.6	Are the activities of the service sufficiently diffused in the institutional publications?	I				
		D				
6.7	Is user satisfaction level higher every year?	I				
		D				
6.8	Has the service identified output indicators in the fields recognised as essential for customer satisfaction?	I				
		D				
6.9	Does your service measure the reasons behind the results obtained and if the results correspond with the predicted results?	I				
		D				
6.10	Do you think users evaluate in a more positively your service than others services of the university?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 7. People results

Excellent organisations comprehensively measure and achieve outstanding results with respect to their people.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions		1	2	3	4
7.1	Can the personnel propose initiatives for the improvement of the service?	I				
		D				
7.2	Is the relationship between the persons of the service satisfactory?	I				
		D				
7.3	Do you think your relationship with the leaders is convenient?	I				
		D				
7.4	Do you think the resources available to you in the service are sufficient?	I				
		D				
7.5	Is there a process in the service in order to know the overall satisfaction level of the employees?	I				
		D				
7.6	Is the work within the service evaluated positively?	I				
		D				
7.7	Does the personnel satisfaction level improve every year?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 8. Society results

Excellent organisations comprehensively measure and achieve outstanding results with respect to society.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions:		1	2	3	4
8.1	Is the service connected with other services within the university in order to coordinate its work?	I				
		D				
8.2	Is the service connected with other organisations with a similar activity outside the university in order to improve the processes?	I				
		D				
8.3	Does the service try to reduce its consumption of water, electricity...?	I				
		D				
8.4	Do you use recyclable material or recycle the material?	I				
		D				
8.5	Does the service avoid any type of discrimination and provide an easy access to handicapped and minorities?	I				
		D				
8.6	Does the service participate in common interest actions?	I				
		D				
8.7	Does the service give access to its facilities and/or material to other group of people outside the users?	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

Criterion 9. Key performance results

Excellent organisations comprehensively measure and achieve outstanding results with respect to the key element of their policy and strategy.

Answers: Make your choice by marking a cross in the selected box: 1 (nothing or very little), 2 (little), 3 (a lot), 4 (completely)

Nº	Questions		1	2	3	4
9.1	Does the service measure its objectives and its economic and non-economic results?	I				
		D				
9.2	Does the service control its key indicators?	I				
		D				
9.3	Is the overall budgetary control coherent with the objectives of the service?	I				
		D				
9.4	Is the annual action plan fully implemented?	I				
		D				
9.5	Is the timetable fully respected?	I				
		D				
9.6	When comparing the results of the service with other services, are they better?	I				
		D				
9.7	Do users of the service get a maximum benefice from the resources and services offered by the service?	I				
		D				
9.8	Has the number of the users increase positively in the last three years? Please indicate the reason in your opinion of this increase :	I				
		D				

Please indicate any comment that you consider relevant for the analysis of this CRITERION:

REPORT IMPROVEMENT PLAN: HELWAN UNIVERSITY

1. Presentation of the self-assessment process

1.1. Population Sample

Questionnaire population and sample selected.

The questionnaire was answered by the 8 persons composing the department of chemistry.

1.2. Data Collection Process

Description of the process for the collection of the answers to the different stakeholders groups

The questionnaire was first adapted to the reality and context of Egyptian Universities during the working visit in Alicante University. Following the seminar organised in Helwan university, the questionnaire was passed to the employees of the Chemistry Department. While answering the questionnaire some questions and doubts were raised and further discussed. The analysis of the results has been carried out by EFQM assessors at the University of Alicante. Following the results of the self-assessment process divided by the 9 criteria of the EFQM Excellence Model and finalising with an Improvement Plan.

2. Strengths, areas for improvement, improvement actions

1. Leadership

STRENGTHS	AREAS FOR IMPROVEMENT
The management team is actively involved in the development of the fundamental objectives of the service.	The management team does not always ensure the development and implementation of a clear management system, continuous assessment exercise and improvement processes.
The management team is available to the staff and gets involved in the reward of the efforts deployed by the employees.	The management team do not communicate changes and the rationale for those changes to the staff and other key stakeholders groups. The effectiveness of those changes is not measured or reviewed.

2. Policy and strategy

STRENGTHS	AREAS FOR IMPROVEMENT
The key processes are identify and communicated.	No formal process is established to evaluate the results from the previous years.
The service examines the impact of the activities in the development of processes in the short and long term.	There do not exist a systematic way for the collection and analysis of needs of stakeholders groups.
The service assesses the level of awareness and availability of stakeholders groups in the attainment of the objectives.	The service does not revise or update the basic objectives and the strategy used to attain them.

3. People

STRENGTHS	AREAS FOR IMPROVEMENT
People work conforms to the current and future needs of the Service.	There is not a clear process that involves the employees in the proposal and training and between the necessities of the service.
The management team promotes the involvement of people by providing opportunities to stimulate and support an innovative and creative behaviour.	No organizational methodologies used to improve the way of working.

4. *Partnership and resources*

STRENGTHS	AREAS FOR IMPROVEMENT
The partners are identified and work is undergone with them to achieve the objectives of service.	The impact of the collaborators is not evaluated in the functioning of the service.
The service implement improvement actions based on the experiences gained after the collaboration with people and external organisations.	The service does neither revise not evaluate the resource management model.

5. *Processes*

STRENGTHS	AREAS FOR IMPROVEMENT
The Service has identified its key processes, especially those who are relevant to the development and participation of stakeholders groups.	The service does not measure effectively if it reaches the expected results as a consequence of the introduction of changes in processes.
The service has implanted a process for knowing the indicators and targets performance.	There is not a process to collect complaints, suggestions, surveys or usual contacts to learn and improve from users' satisfaction levels.

6. *Customer results*

STRENGTHS	AREAS FOR IMPROVEMENT
The users' satisfaction level is considered sufficient.	There is not a systematic process to know the user satisfaction.
The communication between users and service personnel is smooth and done both formally and informally.	There are no indicators of performance of those aspects that have been identified as relevant to the level of satisfaction of customers.
It is believed that user satisfaction level with the organization and service is sufficient.	

7. *People results*

STRENGTHS	AREAS FOR IMPROVEMENT
The Service personnel are pleased because they belonged to the same unit.	There are no sufficient offers for the professional development of employees of the service.
The staff of the Service believes that there is adequate recognition of their work	The employees do not consider that they can propose improvement action that will then be taken into account.
There are no indicators of performance of those aspects that have been identified as relevant for the level of satisfaction of the staff.	There is no process to know the level of satisfaction of employees and if this improve each year.

8. *Society results*

STRENGTHS	AREAS FOR IMPROVEMENT
The service is connected with other services to coordinates it work.	Not established indicators for gathering the perception of society on the actions of the service.
The number of complaints received by the service regarding its management outside the University is considered insignificant.	The service does not as a unit participate in common interest actions.
There are no indicators of performance of those aspects that have been identified as relevant for the level of satisfaction of the staff.	There is not a clear and established policy for recycling office supplies.

9. *Key performance results*

STRENGTHS	AREAS FOR IMPROVEMENT
The overall budget management service is suited to their goals of the service.	There is not a process to control the key indicators of the service.
The number of users of the service is considered to have increased in the past years and the trend is expected to be positive.	There is not a systematic analysis to know if the action has been fully implemented.

3. Improvement plans

IMPROVEMENT ACTIONS	TASKS TO DEVELOP	RESPONSIBLE FOR THE DEVELOPMENT	Starting-Ending date	Resources needed	Indicator of progress
1-Draft a Strategic Plan	a) Writing b) Approval c) Dissemination d) Monitoring	Direction of the service All employees of the service	2008-2009	Exist sufficient resources	Fulfillment of calendar
2-Define the processes and establish key indicators	a) Training and definition of indicators b) Approval c) Implantation d) Monitoring	Working group per unit	2008	Exist sufficient resources	Fulfillment of calendar
3-Establish a vertical and horizontal channel for communication	a) Establish calendar for periodical meetings b) Monitoring	Direction of the Service Working group per unit	2008	Exist sufficient resources	Fulfillment of calendar
4-Develop specific training programmes for the different position	a) Analysis of the needs b) Proposal c) Updating	The service	2008	Financing needed	Fulfillment of calendar
5-Define the objectives and analysis of the results	a) Evaluation of the needs of the stakeholders groups b) Definition of quantitative and qualitative objectives c) Establish indicators d) Evaluation of results through questionnaire e) Analysis of the reasons for the results obtained	Chief of the Service	2008-2009	Exist sufficient resources	Fulfillment of calendar
6-Realise periodic questionnaire for employees and users satisfaction	a) Creation of a working committee that includes users b) Define and quantify stakeholder groups c) Analysis of the results d) Publication of the results	The service	2008	Exist sufficient resources	Fulfillment of calendar

Chemistry Service
Helwan University
 Population Sample: 8 Persons

Criterion ##### Leadership

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
	1		1		3	2	3	6	1	0,50	0,50		
2		3		3		2	8		1,00	0,29			
3		3		3	1		7	2	0,96	0,37			
4		1		2	2	5	6		0,92	0,50			
5		1		5		2	8		1,00	0,37			
										0,71	0,71	0,88	0,41

Criterion ##### Policy and Strategy

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
	1		3	1	2	3	4	3		0,72	0,37		
2		3			5	5	3		0,79	0,42			
3		2		3	2	3	6		0,92	0,38			
4		2		4	1	1	6	1	0,95	0,37			
5		1	1	4	3	3	4		0,79	0,42			
6		3		5	6		2		0,75	0,21			
										0,61	0,49	0,82	0,36

Criterion ##### People

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
	1		2	1	6	3		4		0,75125	0,25		
2		3		5	1		7		0,96	0,21			
3		2		6	4		4		0,84	0,25			
4		2		3	4	3	4		0,84	0,38			
5		1	1	7			7		0,92	0,29			
										0,3	0,29	0,86	0,27

Criterion ##### Partnership and Ressources

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
	1		2		6			8		1,04	0,25		
2		2		6	4		4		0,84	0,25			
3		1		5	3	2	5		0,88	0,37			
4				6	2	2	6		0,92	0,42			
5		1		7			8		1,00	0,29			
												0,93	0,32

Criterion ##### Processes

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
	1				5	2	3	6		0,92	0,46		
2		1		3	1	4	7		0,96	0,46			
3		1		3	3	4	5		0,88	0,46			
4		1		4	3	3	5		0,88	0,42			
5		1	1	3	1	4	6		0,88	0,46			
6		1	1	4	2	3	5		0,83	0,42			
7		1	1	3	2	4	5		0,79	0,46			
										0,32	0,37	0,88	0,45

Criterion ##### Customer Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
1		2		5		1	8		1,00	0,29		
2		1		7	2		6		0,92	0,29		
3		2		6			8		1,00	0,25		
4		1		1			8	1	1,00	0,44		
5	1	1		2	1	4	7		0,85	0,48		
6	1	2	2	4	4	2	1		0,54	0,33		
7				4	2	4	6		0,92	0,50		
8	2	2		4	1	2	5		0,71	0,33		
9			1	6	3		3	1	0,76	0,43		
10	1	1		5	2	2	5		0,79	0,37		
11	2	2	3	3	3	2		1	0,38	0,42		
									0,43	0,45	0,81	0,38

Criterion ##### People Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
1		3	2			5	6		0,83	0,42		
2		1	2	2		5	6		0,83	0,50		
3				2	1	4	6	2	0,95	0,67		
4				2	2	6	6		0,92	0,59		
5		1	1			7	7		0,92	0,59		
6		2		3	1	3	7		0,96	0,38		
7			1	3	3	5	4		0,79	0,54		
8		1	1	3	3	4	4		0,79	0,46		
									0,51	0,48	0,87	0,52

Criterion ##### Society Results

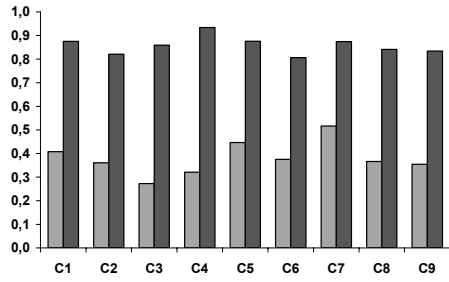
Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
1				6		2	8		1,00	0,42		
2	2			4		2	8		0,80	0,44		
3		3	4	4	3	1	1		0,54	0,25		
4		4		3	3	1	5		0,88	0,21		
5		2		4	4	2	4		0,84	0,33		
6				3	2	5	6		0,92	0,54		
7		2	1	3		3	7		0,92	0,38		
									0,47	0,44	0,84	0,37

Criterion ##### Key Performance Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
1		2		6			8		1,00	0,25		
2		1	1	7	2		5		0,83	0,29		
3			1	3		5	7		0,92	0,54		
4		2	1	6	2		5		0,83	0,25		
5		2		5	5		3	1	0,79	0,33		
6		2		5	4	1	4		0,84	0,29		
7			1	7	6		1	1	0,67	0,41		
8		1	1	2	3	4	4		0,79	0,48		
									0,39	0,45	0,83	0,35

C. Assessment of University Services Following the EFQM Excellence Model

Global scores by criterion



Criterion	Importance	Development
C1	0,88	0,41
C2	0,82	0,36
C3	0,86	0,27
C4	0,93	0,32
C5	0,88	0,45
C6	0,81	0,38
C7	0,87	0,52
C8	0,84	0,37
C9	0,83	0,35

REPORT IMPROVEMENT PLAN: BANI SUEF UNIVERSITY

1. Analysis of the results of the questionnaire

1.1. Population sample

Questionnaires population and simple selected.

For this questionnaire 5 employees were selected to answer to the EFQM questionnaire from the Student Support Service.

1.2. Data collection process

Description of the process for the collection of the answers to the different stakeholders groups

The questionnaire was first adapted to the reality and context of Egyptian Universities during the working visit in Alicante University. Following the seminar organised in Helwan university, the questionnaire was passed to the employees of the Student Service Department. While answering the questionnaire some questions and doubts were raised and further discussed with them. The analysis of the results has been carried out by EFQM assessors at the University of Alicante. Following the results of the self-assessment process divided by the 9 criteria of the EFQM Excellence Model and finalising with an Improvement Plan.

2. Strengths, areas for improvement, improvement actions

1. Leadership

STRENGTHS	AREAS FOR IMPROVEMENT
The management team is accessible and listens to the employees of the service.	The management team takes little into account the employees personnel in decision making process.
The management team delegates responsibilities and ensured their good compliance when necessary.	The management team does not communicate directly the goals, objectives, values, planning and strategy of the service.

2. Policy and strategy

STRENGTHS	AREAS FOR IMPROVEMENT
Good predisposition of the service to changes.	Absence of strategy and planning for the good development of the functions of the service.
The service has identified its key success factors.	Absence in polyvalence in the jobs in certain units of the service, referring to the aptitude to realize a person the functions of different jobs.

3. People

STRENGTHS	AREAS FOR IMPROVEMENT
Good ambience of work and warmth behaviour between the working groups.	There is no formal process to recognised and reward the employees efforts.
There is concern for the professional development of people.	There is not a vertical or horizontal process to channel the communication between employees and the management team.

4. Partnership and resources

STRENGTHS	AREAS FOR IMPROVEMENT
The economic resources are managed in an efficient way in view of achieving the objectives of the service.	The service does not have a process to systematically revise and improve the resource management model.
The impact of the collaborators is assessed and improvement actions plans are defined after the analysis of this impact.	The key collaborators are not sufficiently involved in the achievement of the service objectives.

5. *Processes*

STRENGTHS	AREAS FOR IMPROVEMENT
There exist a process to collect the complaints of the users and stakeholders.	There is not a systematic process to analyse if the results have been achieved due to the changes introduced in the processes.
The service has implemented process indicators and has established yield objectives in key areas.	There is not a continuous improvement of the key processes of the service.

6. *Customer results*

STRENGTHS	AREAS FOR IMPROVEMENT
The relationship between users and service employees is considerate appropriated.	There is no established or used a systematic procedure to know the satisfaction of users.
The activities of the service are sufficiently diffused in the institutional publications.	The users are not aware of the key objectives of the service.
A smooth communication exists between the employees and the users of the service.	The service does not measure the reasons behind the results obtained and if the results correspond with the expected ones.

7. *People results*

STRENGTHS	AREAS FOR IMPROVEMENT
The personnel can propose initiatives for the improvement of the service.	There is not systematic process to know the employees satisfaction level.
There exist a good relationship between employees and between employees and the management team.	There is no process to know if the work within the service is evaluated positively.

8. *Society results*

STRENGTHS	AREAS FOR IMPROVEMENT
The service is coordinated with other services of the university in order to coordinate its work efficiency.	The service does not participate in common interest actions.
The service avoids any type of discrimination.	The service do not benchmark with other organisations with similar interest outside the university.

9. *Key performance results*

STRENGTHS	AREAS FOR IMPROVEMENT
The services measure its economic and non economic results.	The annual action plan is not fully implemented or there does not exist a process to know its level of implementation.
The overall budgetary control is coherent with the objectives of the service.	No benchmark is done to know if the service does better then other services within the university and in which areas.

3. Improvement plans

IMPROVEMENT ACTIONS	TASKS TO DEVELOP	RESPONSIBLE FOR THE DEVELOPMENT	Starting-Ending date	Resources needed	Indicator of progress
1. Establish Key objectives and establish monitoring of the decisions making process	a) Identify key objectives b) Writing and dissemination c) Monitoring	Direction of the Service	2008-2009	Exist sufficient resources	Fulfilment of calendar Number of key objectives established
2. Drafting and implementing a Quality Strategic Plan	a) Drafting b) Approval c) Dissemination c) Monitoring	Direction of the Service	2008	Exist sufficient resources	Fulfilment of calendar Drafting of the Quality Strategic Plan
3. Formalise communication channels between the service	To communicate to the members of the service the general information of the different units.	Working group per unit	2008	Exist sufficient resources	Fulfilment of calendar
4. Use techniques to foster the work in groups and establish mechanisms to know the employees satisfaction level	a) Bi-mensual meetings b) Annual employee satisfaction questionnaire	Direction of the Service	2008	Exist sufficient resources	Fulfilment of calendar
5. Detailed and systematic description of the processes and procedures	a) Identify processes and procedures b) Writing c) Approval c) Dissemination	Working group per unit	2008-2009	Exist sufficient resources	Fulfilment of calendar Number of processes established
6. Clear definition of the tasks and responsibilities of each employee of the service	a) Identify the tasks realised in the service and objectives per working position b) Design function per employees	Working group per unit	2007	Exist sufficient resources	Tasks and responsibilities defined

C. Assessment of University Services Following the EFQM Excellence Model

7. Drafting of a Service strategic plan	a) Drafting Strategic Plan b) Approval c) Dissemination d) Implementation e) Monitoring	Direction of the service	2007	Exist sufficient resources	Service Strategic Plan written
8. Establish and implement key indicators	a) Drafting b) Approval c) Dissemination d) Monitoring	Working group per unit	2008	Exist sufficient resources	Fulfilment of calendar

Student Support Service
Bani Suef University
 Population Sample: 5 Persons

Criterion ##### Leadership

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
1		2		2	2	1	3			0,27	0,27		
2		1	1	3	3	1	1			0,67	0,33		
3				5	2		3			0,87	0,33		
4		2		2	4	1	1			0,74	0,27		
5				2	1	1	2			0,89	0,44		
										0,71	0,71	0,69	0,33

Criterion ##### Policy and Strategy

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
1		2		1	2	1	1	1		0,78	0,40		
2				1	5	2				0,67	0,56		
3				2	3	3	2			0,80	0,53		
4				5	3		2			0,80	0,33		
5				2	4	1	1	2		0,74	0,67		
6		1		3	1	1	4			0,93	0,33		
										0,61	0,49	0,79	0,47

Criterion ##### People

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
1		1		2	3	3	2			0,802	0,45		
2				4	2	1	3			0,87	0,40		
3			1	3	3	2	1			0,67	0,47		
4				4	3	2	3			0,84	0,44		
5		3		1	2	1	4	1		0,89	0,33		
										0,3	0,29	0,81	0,42

Criterion ##### Partnership and Ressources

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
1		1		3	2	1	3			0,87	0,33		
2		1		3	2	1	3			0,87	0,33		
3				3	2	2	3			0,87	0,47		
4		3	1	2	3		1			0,67	0,13		
5		1		3	3	1	2			0,80	0,33		
												0,81	0,32

Criterion ##### Processes

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average		
	I	D	I	D	I	D	I	D	I	D	I	D	
1		1		3	3	1	2			0,80	0,33		
2			1	4	1	1	3			0,80	0,40		
3		1		2	1	1	4	1		0,93	0,47		
4		2		3	3		2			0,80	0,20		
5		1		3	2	3	1			0,78	0,43		
6				4	1	1	4			0,93	0,40		
7		2		2	2	1	3			0,87	0,27		
										0,32	0,37	0,85	0,36

C. Assessment of University Services Following the EFQM Excellence Model

Criterion #### Customer Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
	1		2	2	2	2	1	3		0,87	0,27	
2			2	3	1	2	2		0,67	0,47		
3		1		1	1	3	4		0,93	0,47		
4		2		3	1		4		0,93	0,20		
5	1	1		2	4	2			0,54	0,40		
6		1		2	3	2	2		0,80	0,40		
7				3	2	2	3		0,87	0,47		
8				2	4	3	1		0,74	0,53		
9		3	1		3	2	1		0,67	0,27		
10		1		3	3	2	1		0,75	0,39		
11		1		2	2	2	3		0,87	0,40		
									0,43	0,45	0,78	0,39

Criterion #### People Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
	1		1		3	3	1	3		0,84	0,33	
2		1		3	1	1	4		0,93	0,33		
3		3		2	3		2		0,80	0,13		
4			1	3	4	1		1	0,60	0,53		
5			1	4	2	1	2		0,73	0,40		
6		1		4	2	3	3		0,87	0,42		
7				2	3	3	2		0,80	0,53		
8		3		1	2	1	3		0,87	0,20		
									0,51	0,48	0,81	0,36

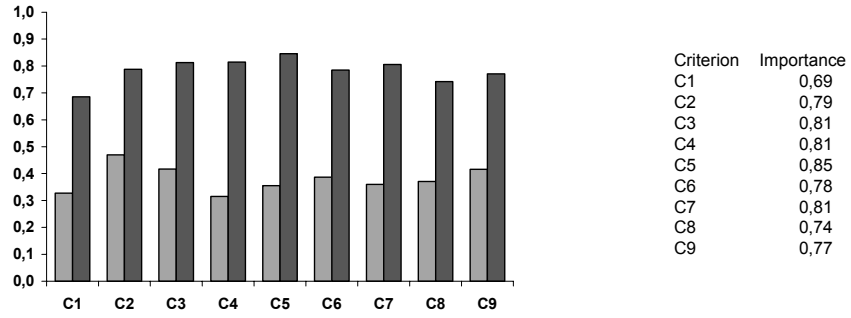
Criterion #### Society Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
	1		3	3	2	1		1		0,53	0,13	
2				4	1	1	3		0,92	0,40		
3				3	3	2	2		0,80	0,47		
4	1	1		1	3	3	1		0,60	0,47		
5			1	3	2	2	2		0,73	0,47		
6		1		2	3	2	2		0,80	0,40		
7		2		2	3	1	2		0,80	0,27		
									0,47	0,44	0,74	0,37

Criterion #### Key Performance Results

Item	N° de 1		N° de 2		N° de 3		N° de 4		Average		Average	
	I	D	I	D	I	D	I	D	I	D	I	D
	1		1	1	3	2	1	2		0,73	0,33	
2				3	3	2	2		0,80	0,47		
3			1	2	2	3	2		0,73	0,53		
4		1		4	2		3		0,87	0,26		
5				4	1	1	4		0,93	0,40		
6				3	3	2	2		0,63	0,47		
7			1	2	2	3	2		0,73	0,53		
8		1		3	4	1	1		0,74	0,33		
									0,39	0,45	0,77	0,42

Global scores by criterion



Annexes

Annexe 1:
The EFQM Questionnaire in Arabic

استطلاع رأى لتقييم الخدمه التعليميه للجامعه اعتمادا
علي النموذج الاوروبي لجوده الاداره

استطلاع الراي هذا يهدف الي تقييم الخدمه التعليميه ل(احدي الكليات) بالجامعه وقد صمم هذا الاستطلاع للمساعده علي معرفه مستوي هذه الخدمه التعليميه كما صمم هذا الاستطلاع اعتمادا علي النموذج الاوروبي لجوده الاداره (EFQM) و هو الاطار الرئيسي لتقييم المؤسسات كما يعتبر الاطار المؤسسي الاكثر شيوعا و استخداما في اوروبا و هو الاساس لمعظم جوائز الجوده العالميه و المحليه، نتائج هذا الاستطلاع سوف تحلل عن طريق (دليل التقييم لمؤسسات التعليم العالي المصريه).

الاستطلاع يحتوي علي المعايير التسعه للنموذج الاوروبي لجوده الاداره و هي:
المعاونون علي انجاز الخدمه التعليميه : 1-القياده، 2- السياسه و الاستراتيجيه،
3- الاشخاص، 4- المشاركات و الموارد، 5-الاجراءات
النتائج (الرضاء) : 6- رضاء العملاء، 7- رضاء الاشخاص، 8- رضاء المجتمع،
9- نتائج الاداء الرئيسي

لكل سؤال يجب الاجابه علي اجابتين :-

✚ أ - مدي اهميه السؤال من وجهه نظرك للعمليه التعليميه

✚ ب- مدي نمو او واقعيه السؤال مقارنة بالواقع التعليمي في مصر

لتسهيل ملى الاستطلاع هناك اربعه اجابات ممكنه لكل سؤال:

بالنسبه ل (أ): 1- تدل علي ان السؤال ليس له اهميه علي الاطلاق، 2- له اهميه

بسيطه، 3- له اهميه كبيره، 4- له اهميه كبيره جدا

بالنسبه ل (ب): - تدل علي ان السؤال ليس له علاقه بالواقع، 2- له علاقه أحيانا ،

3- له علاقه غالبا، 4- له علاقه وطيد.

المعيار الأول: القيادة

القيادة السليمة تنمي و تسهل انجاز المهمة و هي التي تنمي القيم المؤسسية و الانظمة اللازمة للنجاح المستمر و يرسخون هذه القيم عن طريق اعمالهم و تصرفاتهم و خلال فترات التغيير يحافظون علي ثبات الهدف المطلوب، و مثل هؤلاء القادة هم القادرين علي تغيير مسار المؤسسة و الهام الاخرين لكي يتبعوا نفس الدرب
الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1 (تعني لاشئ او قليل جدا)، 2 (قليل)، 3 (كثير)، 4 (كليا)

الرقم	الاسئلة	1	2	3	4
1.1	هل القادة يتدخلون بشكل شخصي و ملحوظ في تعديل و تواصل الاهداف الاساسية للخدمة التعليميه؟	ا	ب		
1.2	هل القادة يشكلون هيكل مؤسسى و نظام ادارى يساعد على تحقيق الاهداف المتوقعة و التى تساعد على التقدم؟	ا	ب		
1.3	هل القادة متواجدين بجانب اعضاء هيئة التدريس و هل يقومون بمكافأة مجهودات موظفى و فرص العمل بالكلية؟	ا	ب		
1.4	هل يلتقى القادة بالطلبة، اعضاء هيئة التدريس، المصانع، الشركات، المؤسسات الخارجية و هل يقومون برفع المشاركات و تحسين الأداء؟	ا	ب		
1.5	هل القادة يحددون التغييرات الازمة لتحسين إدارة الجودة؟	ا	ب		

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار الثاني: السياسة و الاستراتيجية

المؤسسات الناجحة ترسخ المهمه و الرؤيه عن طريق تنميه المشاركين في العمليه التعليميه (الشركات- المصانع- المؤسسات الخارجيه- الخ). و وضع استراتيجيه تاخذ في الاعتبار احتياجات سوق العمل.

السياسات- الخطط- الاهداف- الاجراءات تنمي و تحدث لتقديم استراتيجيه العمل

المهمه:

الرؤيه:

الاستراتيجيه:

الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1(تعني لاشئ او قليل جدا)، 2(قليل)، 3(كثير)، 4(كلها)

الرقم	الاسئله	1	2	3	4
2.1	هل الخدمه التعليميه تجمع و تحلل معلومات كافيه و متعلقه بتعريف استراتيجيه و خطه العمل بالكلية ؟	ا	ب		
2.2	هل اهداف الاستراتيجيه تتبع باجراءات، خطط عمل و تحديد موارد ؟	ا	ب		
2.3	هل الخدمه التعليميه حددت العوامل الرئيسيه لنجاحها؟	ا	ب		
2.4	هل الخدمه التعليميه تحلل و تقدر النتائج الناتجه في السنوات السابقه و تاخذ هذه النتائج في الاعتبار عند وضع خطط العمل المستقبليه؟	ا	ب		
2.5	هل يسمح لاي موظف تقديم قائمه بالاهداف التي تتعلق بعمله/ بعملها و كيف يحقق هذه الاهداف؟	ا	ب		
2.6	هل من الممكن الاعتقاد بان الكليه لها القدرات و الطرق لتحديد الوقت لتعديل استراتيجياتها؟	ا	ب		

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار الثالث: الأشخاص

المؤسسات الناجحة تدير، تنمي، و تفجر الطاقه الكامله لموظفيها علي المستوي الشخصي و علي مستوي الفريق و علي المستوي المؤسسي كما يحرصون علي العداله و المساواه و تقويه موظفيها كما ترعي، تتواصل، تكافئ موظفيها بطريقه ترفع معنوياتهم و تؤصل فيهم الالتزام مما يحثهم علي استخدام مهاراتهم ومعرفتهم لمصلحه الخدمه التعليميه

الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1(تعني لاشئ او قليل جدا)، 2، (قليل)، 3، (كثير)، 4، (كليا)

الرقم	الاسئله	1	2	3	4
3.1	هل الخطة الاستراتيجية للموظفين (التوظيف، التدريب، التطور الوظيفي) تعتمد على الخطة الاستراتيجية للكلية و أهدافها؟	ا	ب		
3.2	هل هناك اجراء يوضح العلاقة بين أهداف الموظفين و تربيهم و ضروريات الخدمه التعليميه؟	ا	ب		
3.3	هل الخدمه التعليميه تسمح للموظفين بتقديم اقتراحات لتطوير الخطط التعليميه بالجامعة؟	ا	ب		
3.4	هل هناك نظام للتواصل الافقى و الرأسى بين الموظفين و هل يعتقد الموظفون انهم على علم بتطورات الخدمه التعليميه و هل يؤخذ راهيم فى الاعتبار؟	ا	ب		
3.5	هل الخدمه التعليميه تتعرف و تكافئ الموظفين على مجهوداتهم التى أسهمت فى أنجاح الخدمه التعليميه بالجامعة؟	ا	ب		

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار الرابع: المشاركات و الموارد

المؤسسات الناجحة تخطط لإداره العلاقه بين المشاركين الخارجين في العمليه التعليميه (الشركات- المصانع- المؤسسات الخارجيه- الممولين- الموارد الداخليه) والمؤسسات الناجحه والخدمه التعليميه بالكلية لكي تدعم سياسه و استراتيجيه الخطة التعليميه – اثناء التخطيط و اداره الموارد و المشاركات الخارجيه تحرص المؤسسه علي الموازنه بين الاحتياجات الحاليه والمستقبلية للكلية،المجتمع و البيئه
الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1(تعني لاشئ او قليل جدا)، 2(قليل)، 3(كثير)، 4(كلية)

الرقم	الاسئله	1	2	3	4
4.1	من وجهه نظرك هل المشاركين الرئيسيين (الأشخاص و المؤسسات) قد تم تعريفهم و هل هم مشاركين بدرجة كافيه في انجاز اهداف الخدمه التعليميه؟	ب			
4.2	هل تقدم الخدمه التعليميه خطوات تنموية معتمدة علي الخبرات التي اكتسبت من التعاون مع هيئات خارجيه؟	ب			
4.3	هل تاتير التعاون مع هيئات خارجيه يقيم عند دراسه مستوي تقدم الخدمه التعليميه	ب			
4.4	هل الموارد الاقتصاديه تدار بكفاءه في ظل تحقيق اهداف الخدمه التعليميه؟ و هل الموظفين علي علم بأليه هذه الاداره؟	ب			
4.5	هل الخدمه التعليميه تقدر و تراجع نموذج اداره الموارد؟	ب			

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار الخامس: الإجراءات

المؤسسات الناجحة تخطط، تدير وتحسن الإجراءات لكي تولد ثقة و رضا تام للمشاركين الخارجيين في الخدمة التعليميه، الممولين عن الخدمة التعليميه بالكلية
 الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1 (تعني لاشئ او قليل جدا)، 2 (قليل)، 3 (كثير)، 4 (كلية)

الرقم	الاسئله	1	2	3	4
5.1	هل العملية التعليمية تحدد كل الإجراءات اللازمة للتطوير و مشاركة كل المؤسسات الخارجية؟	ا	ب		
5.2	هل الخدمة التعليميه تقدم إجراءات لمعرفة رأى المؤسسات الخارجية و هل تحدد أهدافها؟	ا	ب		
5.3	هل التغيرات التي استحدثت في العملية التعليمية يتم توصيلها الى المشاركين الخارجيين بطريقة جيدة؟	ا	ب		
5.4	هل هناك قياس اذا ما كانت النتائج التي تحققت هي بسبب التغيرات التي استحدثت اثناء العملية التعليمية؟	ا	ب		
5.5	هل هناك اجراء لتجميع شكاوى المشاركين الخارجيين فى الخدمة التعليميه(الشركات- المصانع- المؤسسات الخارجيه- الممولين- الخ.....)؟	ا	ب		
5.6	هل تستخدم الكلية استطلاع رأى لمعرفة مستوى رضا المستخدمين او تحافظ على التواصل الدائم مع المستخدمين أخذة فى الاعتبار الانشطة و الخدمات المقدمة فى كل وحدة من وحدات الكلية؟	ا	ب		
5.7	هل هناك تحسن مستمر فى الإجراءات الاساسية للخدمة التعليميه؟	ا	ب		

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار السادس: رضا العملاء
 المؤسسات الناجحة تقيس بدقه وتتحقق نتائج باهره اعتمادا علي عملائهم
 الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1 (تعني لاشئ او قليل جدا)، 2 (قليل)، 3 (كثير)، 4 (كلية)

الرقم	الاسئله	1	2	3	4
6.1	هل الخدمه التعليميه تقدم بانتظام اجراءات لمعرفة مدى رضا المستخدمين؟	ا	ب		
6.2	هل تعتبر ان مستوى رضا العاملين عن العمليه التعليميه كاف لانجاحها؟	ا	ب		
6.3	هل المستخدم علي درايه باهداف العمليه التعليميه؟	ا	ب		
6.4	هل هناك اتصال قائم بين الموظفين و المستخدمين للخدمه التعليميه؟	ا	ب		
6.5	عندما يقدم المستخدم شكوي هل توفر له الخدمه التعليميه حل مناسب لشكواه؟	ا	ب		
6.6	هل انشطه الخدمه التعليميه توزع بانتظام في الاصدارات الجامعيه علي مستوي الجامعه او مستوي الجامعات؟	ا	ب		
6.7	هل يرتفع مستوي رضا المستخدمين عن الخدمه التعليميه سنويا؟	ا	ب		
6.8	هل الخدمه التعليميه تحدد مؤشرات رضا الشركات و المصانع و المؤسسات الخارجيه عن الخريج في مجالات التوظيف المطلوبه في سوق العمل؟	ا	ب		
6.9	هل ترضي الخدمه التعليميه اهداف المستخدمين؟	ا	ب		
6.10	هل الخدمه تقيس الاسباب وراء النتائج و هل هذه النتائج توافق النتائج المتوقعه؟	ا	ب		
6.11	هل تعتقد ان المستخدم يقيم بطريقه مرضيه الخدمه التعليميه التي تقدمها الكليه مقارنة بالخدمات التعليميه للكليات الاخرى للجامعه؟	ا	ب		

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار السابع: رضاء الاشخاص
 المؤسسات الناجحه تقيس بدقه وتتحقق نتائج باهره اعتمادا علي الاشخاص العاملين بالمؤسسه
الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1(تعني لاشئ او قليل جدا) 2، (قليل) 3، (كثير) 4، (كلية)

الرقم	الاسئله	1	2	3	4
7.1	هل يمكن للموظف عرض اقتراحات تحفيزيه لتطوير الخدمه التعليميه بالكلية؟	ا			
7.2	هل العلاقه بين موظفي الخدمه التعليميه مرضيه؟	ب			
7.3	هل تعتقد ان العلاقه بين مستخدمي الخدمه التعليميه مرضيه؟	ا			
7.4	هل تعتقد ان علاقتك بالقيادات بالكلية مقنعه مستخدمي مرضيه؟	ب			
7.5	هل تكفيك المصادر المتاحه في هذه الخدمه؟	ا			
7.6	هل هناك اجراء في هذه الخدمه التعليميه يمكنك من معرفه مستوي الرضاء للعاملين؟	ب			
7.7	هل العمل في الخدمه يقيم بشكل صحيح؟	ا			
7.8	هل مستوي رضاء موظفي الخدمه التعليميه يتحسن؟	ب			

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار الثامن: رضا المجتمع
 المؤسسات المتميزة تتحري الدقة في القياس تتحقق نتائج باهره للمجتمع
 الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1(تعني لاشئ او قليل
 جدا)، 2(قليل)، 3(كثير)، 4(كليا)

الرقم	الاسئلة	1	2	3	4
8.1	هل الخدمة التعليميه متصله بخدمات اخري داخل الجامعه لكي يتم التنسيق بينهم في العمل	ا	ب		
8.2	هل الخدمة التعليميه متصله بهيئات اخري خارج الجامعه لها نفس النشاط لكي يتحسن الأداء؟	ا	ب		
8.3	هل الخدمة التعليميه تحاول التقليل من استهلاك الماء، الكهرباء،.....؟	ا	ب		
8.4	هل تستخدم مواد يمكن اعادة استخدامها ام تعيد استخدام المواد؟	ا	ب		
8.5	هل الخدمة التعليميه تتجنب اى نوع من التمييز و تقدم خدمه التعليميه سهله للمعاقين و الاقلييات؟	ا	ب		
8.6	هل الخدمة التعليميه تشارك فى اعمال لها اهتمامات مشتركة مع المجتمع؟	ا	ب		
8.7	هل الخدمة التعليميه تسمح بالدخول الى مبانيها او الحصول على مواد علمية لمنتفعين آخرين او مستخدمين خارجيين؟	ا	ب		

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

المعيار التاسع: نتائج الاداء الرئيسي
 المؤسسات المتميزه تقيس بدقه وتتحقق نتائج باهره اعتمادا علي العناصر الاساسيه
 المستخدمه في السياسه و الاستراتيجيه
**الاجابات: حدد الاختيارات بعمل علامه في المربع المخصص بحيث 1(تعني لاشئ او قليل
 جدا) ، 2 (قليل) ، 3 (كثير) ، 4 (كلية)**

الرقم	الاسئله	1	2	3	4
9.1	هل الخدمه التعليميه تقيس الاهداف والنتائج الاقتصادية والغير اقتصاديه؟	ا			
		ب			
9.2	هل تتحكم الخدمه التعليميه فى المؤشرات الرئيسيه لنجاحها؟	ا			
		ب			
9.3	هل الميزانية الكلية للمؤسسة تتوافق مع اهداف الخدمه التعليميه ؟	ا			
		ب			
9.4	هل الخطة السنويه تنفذ بشكل كامل؟	ا			
		ب			
9.5	هل تلتزم الخدمه التعليميه بالجدول الزمنى لتحقيق الاهداف؟	ا			
		ب			
9.6	عند مقارنه نتائج الخدمه التعليميه بالكلية بالخدمات الاخري في الكليات الاخري. هل هي الافضل؟	ا			
		ب			
9.7	من وجهه نظرك هل مستخدمى الخدمه التعليميه يحصلون علي الاستفادة القصوي من الموارد و الخدمات؟	ا			
		ب			
9.8	هل عدد مستخدمى الخدمه التعليميه يتزايد طرديا في السنوات الثلاثه الاخيره؟ اذكر من وجهه نظرك سبب هذه الزياده.	ا			
		ب			

من فضلك ضع تعليق يمكن اعتباره متصل بتحليل هذا المعيار

Annexe 2: Glossary

Accreditation: The process by which an accreditation body evaluates the quality of a higher education institution as a whole (institutional accreditation) or a specific higher education programme (programme accreditation) in order to formally recognise it as having met a certain predetermined minimal criteria or standards.

Benchmark: A measured, «best-in-class» achievement; a reference or measurement standard for comparison; this performance level is recognised as the standard of excellence for a specific business process. (EFQM)

Bologna Process: The Bologna Process is an intergovernmental initiative which aims to create a European Higher Education Area (EHEA) by 2010 and to promote the European system of higher education worldwide. It now has 45 signatory countries and it is conducted outside the formal decision-making framework of the European Union. Decision-making within the Process rests on the consent of all the participating countries. It was launched in 1999 when Ministers from 29 European countries, including the UK, met in Bologna and signed a declaration establishing what was necessary to create a EHEA by the end of the decade. The broad objectives of the Bologna Process became: to remove the obstacles to student mobility across Europe; to cooperate over quality assurance; to establish a common structure of higher education systems across Europe, and; for this common structure to be based on two main cycles, undergraduate and graduate.

Brainstorming: A method of shared problem solving in which all members of a group spontaneously contribute ideas.

Corporate Social Responsibility: Policies and practices to measure and manage the environmental performance and social impact of the organisation, its reputation in these areas, and two-way communication with society and stakeholders. (EFQM)

Critical success factors: The prior conditions that must be fulfilled in order that an intended strategic goal can be achieved. (EFQM)

ECTS: The European Credit Transfer and Accumulation System was developed by the European Commission. This is a system based on learning outcomes and workload, designed to facilitate mobility, credit accumulation, credit transfer and the international recognition of periods of study completed abroad.

Evaluation: A systematic and critical analysis leading to judgements and/or recommendations regarding the quality of a higher education institution or a programme.

Excellence: Outstanding practice in managing the organisation and achieving results based on a set of Fundamental Concepts which will include: results orientation, customer focus, leadership and constancy of purpose, management by processes and facts, involvement of people, continuous improvement and innovation, mutually beneficial partnerships, corporate social responsibility. (EFQM)

Fundamental Concepts of Excellence: The set of principles and ideals upon which the EFQM Excellence Model framework is based. (EFQM)

Good/best practice: An error free, proven and documented working practice that exceeds the norms of known, current operational performance within a specific business environment. (EFQM)

Governance: The framework of authority and control within an organisation. (EFQM)

European Higher Education Area: The establishment of a European Higher Education Area (EHEA) is the overarching aim of the Bologna Process. At the Prague Conference (2001), the European Ministers «agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world. The readability and comparability of European higher education degrees world-wide should be enhanced by the development of a common framework of qualifications [↑qualifications framework], as well as by coherent ↑quality assurance and accreditation/certification mechanisms and by increased information efforts. Ministers particularly stressed that the quality of higher education and research is and should be an important determinant of Europe's international attractiveness and competitiveness.»

Key Performance Results: Those results not covered by Customer, People and Society that it is imperative for the organisation to achieve. (EFQM)

Leaders: The people who coordinate and balance the interests of all who have a stake in the organisation, including: the executive team, all other managers and those in team leadership positions or with a subject leadership role. (EFQM)

Management System: The framework of processes and procedures used to ensure that the organisation can fulfil all tasks required to achieve its objectives. (EFQM)

Mission: A statement that describes the purpose or «raison d'être» of an organisation. It describes why the business or function exists. (EFQM)

Partnerships: A working relationship between two or more parties creating added value for the customer. Partners can include suppliers, distributors, joint ventures, and alliances. (EFQM)

Peer review: Assessment procedure carried out by external experts.

People: All of the individuals employed by the organisation including full time, part time, temporary and contract employees. (EFQM)

Performance: A measure of attainment achieved by an individual, team, organisation or process. (EFQM)

Policy and Strategy: Strategy is the way an organisation implements its mission and vision, based on the needs of major stakeholders and supported by relevant policies, plans, objectives, targets and processes. (EFQM)

Process: A sequence of activities that adds value by producing required outputs from a variety of inputs. (EFQM)

Quality Assurance: Quality assurance is an umbrella term for several instruments which are concerned with the monitoring and development of quality. These instruments include evaluation, accreditation, benchmarking and quality management tools. The promotion of European cooperation in quality assurance with a view to developing comparable criteria and methodologies is one of the main objectives of the **Bologna Process**.

Quality culture: A set of shared, accepted and integrated patterns of quality to be found in the management systems of institutions.

RADAR: RADAR consists of four elements: Results, Approach, Deployment, Assessment and Review. (EFQM)

Self-Assessment: A comprehensive, systematic and regular review by an organization of its activities and results referenced against the EFQM Excellence Model. The Self-Assessment process allows the organization to discern clearly its strength and areas in which improvements can be made and culminate in planned improvement actions that are then monitored for process. (EFQM)

Stakeholders: All those who have an interest in an organisation, its activities and its achievements. These may include customers, partners, employees, shareholders, owners, government, and regulators. (EFQM)

Sustainable excellence: Excellent results with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy that is delivered through People, Partnerships and Resources, and Processes. (EFQM)

Values: The understandings and expectations that describe how the organisation's people behave and upon which all business relationships are based (e.g. trust, support and truth). (EFQM)

Vision: A statement that describes how the organisation wishes to be in the future. (EFQM)

Self-assessment Guide for Egyptian higher education institutions in quality and accreditation issues

This Guide present the results of the work developed in the framework of the EXPRESS Project – Stimulating Quality Assurance and Accreditation in Egyptian Universities- financed by the Tempus Programme of the European Commission.

The guide offers a comprehensive method for the assessment of university study programmes and services. The guide draws upon good practices in Egypt and Europe and aims to be a practical handbook through guidelines and methodologies for the continuous improvement in quality assurance of Egyptian higher education Institutions.

EXPRESS project

Exchanging the Bologna Process Experience with Selected Egyptian Universities



Edited by:
Fundación General de la Universidad de Alicante
International Project Management Office
Apartado de correos 99
E-03080 Alicante Spain

With the collaboration of:
Gent University (Belgium)
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Beni Sueif University (Egypt)
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Tempus



Education and Culture

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