
The Extent of Application of the National Reference Standards for Internal Quality Assurance in the Academic Programs of the Department of Library, Information, and Communication at Djelfa University

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Abstract:

This study aimed to investigate the extent to which the National Internal Quality Assurance Standards are applied to the academic programs at the Department of Library and Information Sciences at Djelfa University. Using a descriptive-analytical method, the study surveyed the department's faculty to assess the programs' compliance with national standards. A sample of 39 professors participated, with 34 responses representing 87.18% of the study population. Significant differences were found between permanent and temporary faculty members ($p = 0.000$), reflecting variations in perspectives likely due to experience and job stability. No significant differences were found between genders ($p = 0.120$), indicating a general consensus across male and female respondents. Likewise, no significant differences emerged between professors holding PhDs and those with Master's degrees ($p = 0.060$), suggesting similar perspectives across academic levels. These findings highlight the need to consider diverse experiences and academic backgrounds when implementing quality assurance strategies to ensure comprehensive and cohesive evaluations.

Keywords: Academic Programs; Internal Quality Assurance; Higher Education in Algeria.

As the focus on building knowledge societies grows, educational institutions face the challenge of achieving excellence and innovation in their academic offerings. This requires adopting a comprehensive approach that focuses on improving learning outcomes and enhancing students' critical and creative thinking skills. The continuous development of curricula and teaching methods, coupled with effective evaluation and feedback mechanisms, is essential to ensuring the quality and effectiveness of higher education (Biggs, 2003).

Thus, there is an urgent need to develop higher education and enhance its quality as a strategic priority for both nations and academic institutions. The quality of higher education extends beyond improving

Introduction:

In an era marked by rapid changes and complex challenges, coupled with a major shift towards a knowledge-based society that increasingly relies on knowledge and innovation, higher education plays a pivotal role in driving economic growth and social development. Universities and higher education institutions stand at the heart of this knowledge society, contributing to the generation and transmission of knowledge and developing human capacities needed to support innovation and technological advancement. As such, the emphasis on the quality of higher education becomes crucial for maximizing these potentials (Castells, 1996).

The focus on the quality of academic programs stems from their importance in achieving the educational and research goals of academic institutions and enhancing their competitiveness locally and internationally. Evaluating these programs is essential for identifying strengths and areas for improvement, ensuring all stakeholders participate in the evaluation process, thereby increasing objectivity and effectiveness in measurement and evaluation activities.

Global experiences in evaluating academic programs highlight the immense benefits of diverse methodologies and tools, from international accreditation to self-evaluations and external reviews. These practices contribute to developing diverse frameworks that ensure quality, excellence, and academic accreditation.

Given the growing focus on quality control and the necessity for Algerian universities to implement measurement mechanisms, it is essential to diversify evaluation processes. This study aims to explore the extent to which the requirements of the National Reference for Internal Quality Assurance are applied in the academic programs of the Department of Library and Documentation Science at the University of Djelfa. This department was selected due to its recent establishment and its vital role in serving a significant segment of society. Ensuring the quality of this program and other academic programs is crucial, with university professors being key stakeholders. Professors are at the core of academic work, actively involved in program development, teaching, guiding, and scientific research. They also contribute to society and industry through consultancy, applied research, and developing market-relevant training programs, enhancing the applicability of academic programs.

In light of the above, the study's problem is defined as investigating the conformity of academic programs to the National Reference for Internal Quality Assurance in the

educational infrastructure to include preparing graduates capable of adapting to the changing labor market and contributing effectively to society. This makes the quality of higher education a crucial factor for economic and social development, necessitating increased attention to standards and evaluation mechanisms (Trow, 1999).

The focus on the quality of higher education is vital for meeting the evolving needs of the labor market and keeping pace with scientific and technological advancements. At the core of this educational process lie academic programs that must undergo continuous and renewed evaluation processes to ensure alignment with global standards and to meet the learners' needs.

Quality in this context involves not only the provision of theoretical knowledge but also the development of critical thinking, problem-solving skills, and the competencies needed for innovation and societal contribution. This underscores the importance of focusing on the quality of academic programs, which serve as the foundational building blocks in the pursuit of knowledge and the enhancement of human capacities. Evaluating these programs is essential to ensuring that they meet international educational standards and achieve academic excellence (Vlăsceanu, Grünberg, & Pârlea, 2004).

The evaluation of academic programs offers a wealth of lessons and best practices. The use of diverse and comprehensive assessment methods can significantly enhance the quality of higher education by fostering transparency, improving educational processes, and increasing academic and administrative efficiency. It is, therefore, important to adopt an integrated approach that considers local contexts and cultural specificities while benefiting from international standards and principles (UNESCO, 2015).

1. Problem Statement:

academic quality assurance in line with national standards.

- **Enhancing Institutional Competitiveness:** By effectively applying quality standards, universities can strengthen their local and international competitiveness. This study serves as a key analytical tool to understand the strengths and weaknesses of academic programs.
- **Increasing Graduate Employability:** Improving the quality of academic programs ensures alignment with labor market needs, enhancing employment opportunities for graduates. Universities that implement effective quality standards build strong academic reputations and increase their students' job prospects.
- **Providing a Foundation for Future Studies:** The study builds a knowledge base that can support future research on quality standards in higher education institutions, facilitating further improvements in Algeria's higher education system.
- **Promoting Institutional Collaboration:** The findings will help identify best practices in quality assurance, fostering collaboration between universities to develop academic programs and achieve unified quality standards.

3. Study Objectives:

- Introduce the National Committee for Quality Assurance in Higher Education and the National Reference for Internal Quality Assurance.
- Identify the standards of the National Reference related to academic programs and training offerings.
- Assess the extent to which the requirements of the National Reference for Internal Quality Assurance are applied in the academic programs of the Department of

Department of Library Information and Communication at the University of Djelfa, through the following general question:

- What is the extent of conformity of the academic programs to the National Reference for Internal Quality Assurance at the Department of Library Information and Communication, University of Djelfa?

From this, two sub-questions arise:

- What is the level of conformity of the academic programs to the National Reference for Internal Quality Assurance in the following fields: academic program development and leadership, student support and guidance in their academic development, evaluation and review of academic courses, monitoring student academic and scientific achievement, professional guidance and integration, doctoral training, and continuous training?
- Are there statistically significant differences in responses based on variables such as gender, academic qualification, teaching status?

2. Importance of the Study:

This study holds significance in the following areas:

- **Improving Higher Education Quality in Algeria:** It helps identify the effectiveness of quality standards, aiding universities in enhancing academic performance and aligning programs with international standards, thereby elevating the quality of higher education.
- **Supporting Decision-Making:** The study provides critical data that decision-makers can use to develop policies and procedures necessary for

Information Science during the 2023/2024 academic year.

- **Internal Quality:** The fulfillment of a certain level of quality standards by a higher education institution or academic program (National Committee for Quality Assurance in Higher Education, 2016).
- **First Domain Requirements (Training Offers) for Internal Quality Assurance:** Specifications and conditions that should be met in academic programs, including academic program development and leadership, student support and guidance in their academic development, evaluation and review of academic courses, monitoring student academic and scientific achievement, professional guidance and integration, doctoral training, and continuous training.

6. Higher Education Quality Assurance System in Algeria:

Although the higher education system in Algeria has long existed, significant progress did not occur until the early 2000s. However, this progress primarily focused on quantitative expansion in universities, leading to a mismatch between graduates' skills and labor market needs due to the declining quality of education.

In the same context, the study of Djouhari .S, et al. (2024) indicated that it is necessary for the Algerian university to review and reform its educational system, in order to increase the efficiency of performance and the quality of university education, so that it is able to compete with international universities.

To address this, the Ministry of Higher Education and Scientific Research organized national and international conferences to improve the situation. A key milestone was the international quality conference held in June 2008, with World Bank participation,

Library and Information Science at the University of Djelfa.

- Encourage the use of multiple tools and references for evaluating the quality of academic programs and advocate for the involvement of all stakeholders in the process to achieve maximum objectivity in evaluations.

4. Study Boundaries:

- **Spatial Boundaries:** A field study conducted in the Department of Library and Information Science at the University of Djelfa.
- **Temporal Boundaries:** The study was conducted during the second semester of the 2023/2024 academic year.
- **Human Boundaries:** Professors from the Department of Library and Information Science at the University of Djelfa.
- **Subject Boundaries:** The research focused on the first domain (Training Offers) of the National Reference for Internal Quality Assurance, including academic program development and leadership, student support and guidance in their academic development, evaluation and review of academic courses, monitoring student academic and scientific achievement, professional guidance and integration, doctoral training, and continuous training.

5. Study Terminology:

- **Academic Programs:** Defined as sets of courses and academic activities offered by higher education institutions to achieve specific educational goals (Severiens & Wolff, 2008).
 - **Operational Definition of Academic Programs:** Educational courses offered by the Department of Library and

- Clarifying the mechanisms for implementing quality assurance and ensuring follow-up.
 - Organizing internal and external evaluations in higher education institutions (Atoui, 2018).
- ❖ **Development of the National Reference for Internal Quality Assurance:** The initial version was introduced in 2014 as a comprehensive framework addressing various aspects of quality in higher education institutions. It encompasses training, scientific research, governance, university life, infrastructure, and cooperation with the social and economic environment. The reference aims to support universities in self-evaluation and performance improvement, assisting Algerian universities in establishing internal quality systems and forming internal quality assurance committees at each institution.

7. Previous Studies:

This section reviews previous studies on quality assurance in higher education and the application of academic quality standards, both locally and internationally. This review provides a comprehensive view of the extent to which quality standards are applied in academic programs across different universities and helps identify research gaps that this study aims to address.

- **Al-Saadi et al. (2017):** This study focused on the application of quality assurance and academic accreditation standards at the University of Andalusia. It found that the university achieved a high level of quality standards application, with an overall mean of 3.42 and a standard deviation of 0.83. The study emphasized the need for improving organizational and

which outlined a roadmap for implementing a quality system in higher education. The following steps were translated from its recommendations:

- ❖ **Establishment of the National Evaluation Council (CNE):** Created by ministerial decree on December 18, 2010, the council is tasked with strategic planning, evaluation, and monitoring mechanisms in higher education institutions (Bou Zid & Berrouche, 2012, p.53). Its additional responsibilities include:
 - Evaluating strategies and measures implemented under the national scientific research policy.
 - Assessing the competencies required to achieve research goals and proposing measures to develop national scientific capacities.
 - Analyzing the evolution of the national research system and proposing ways to improve scientific competitiveness nationally and internationally.
- ❖ **Creation of the National Committee for the Implementation of Quality Assurance in Higher Education and Scientific Research (CIAQES):** Founded on May 31, 2010, this committee is responsible for developing a program to implement a quality assurance system in higher education. Its duties include:
 - Establishing a national reference framework for quality assurance in line with global standards.
 - Defining criteria for selecting quality assurance officials in each institution.
 - Developing an awareness and training program for quality assurance officials in higher education institutions.

assurance practices across different academic cultures.

- **Materu (2007):** Commissioned by the World Bank, this report analyzed quality assurance processes in African higher education institutions. The study emphasized the importance of regional cooperation and international partnerships in strengthening quality systems in African universities.
- **Tam (2001):** This study investigated the relationship between quality assurance mechanisms and student learning outcomes in higher education institutions in Asia. It found that effective implementation of quality assurance practices improved student engagement and academic performance.
- **van Vught & Westerheijden (2010):** This research analyzed the impact of quality assurance and accreditation systems on European higher education after the introduction of the European Higher Education Area (EHEA). It noted that while quality frameworks enhanced transparency and accountability, they also imposed administrative burdens that could negatively affect teaching and research.

Through the review of these studies, the following can be observed:

- **Convergence of Results:** Most studies, both Arab and international, show clear efforts in applying quality standards in higher education institutions, with varying levels of implementation depending on available resources and the efficiency of human resources.
- **Common Challenges:** The studies agree on the persistent challenges in implementing quality standards, such as a lack of training and necessary support, weak information systems, and communication inefficiencies.

administrative aspects to ensure sustained quality.

- **Kouach and Zawi (2021):** This study focused on the self-evaluation of quality assurance units at the University of Algiers 3. It highlighted the effectiveness of the self-evaluation system but noted the need for improving information systems and policy development to support this process.
- **Ben Hussein (2015):** This research examined the role of quality assurance units in establishing and developing quality assurance systems in Algerian higher education. The findings indicated that these units play a pivotal role in improving academic programs and enhancing graduates' employability but require improvements in certain areas to sustain their effectiveness.
- **Mansouri et al. (2018):** This study evaluated the quality of distance learning according to the National Quality Assurance Reference in Algeria, based on reports from Adrar University. It found that the application of quality standards was below average, underscoring the need for enhanced coordination among university staff to foster a culture of quality.
- **Harvey & Green (1993):** This study explored the concept of quality in higher education through a multidimensional approach, emphasizing that quality should not only be measured by academic performance but also by institutional development, student satisfaction, and alignment with professional needs.
- **Brennan & Shah (2000):** This research examined the implementation of quality assurance systems in European universities as part of the Bologna Process. It highlighted the challenges in harmonizing quality

requirements are applied in the academic programs of the Department of Library and Information Science at the University of Djelfa.

9. Research Population:

The research population consists of all professors teaching in the department, totaling 39 professors, including 23 permanent faculty members and 16 temporary ones.

10. Research Sample:

Given the small size of the research population, the entire population was considered as the sample. The researcher distributed questionnaires to the participants, receiving a total of 34 completed questionnaires, with 5 missing. Thus, the research sample was set at 34, representing 87.18% of the total population.

Table (1) shows the characteristics of the research sample:

Variable	Category	Count	Percentage (%)
Gender	Male	25	73.5
	Female	9	26.5
Total		34	100
Teaching Status	Permanent	21	61.8
	Temporary	13	38.2
Total		34	100
Qualification	PhD	29	85.3
	Master's	5	14.7
Total		34	100

- **Evaluation and review of academic courses:** 4 items
- **Monitoring student academic and scientific achievement:** 7 items
- **Professional guidance and integration:** 6 items
- **Doctoral training:** 3 items
- **Continuous training:** 5 items

12. Instrument Validity:

- **Apparent Validity:** To ensure the instrument's validity, it was reviewed by experts in total quality management

- **Need for Strengthening the Culture of Quality:** All studies emphasize the importance of enhancing the culture of quality among faculty and students through continuous training programs and workshops.

These previous studies highlight the importance of applying quality assurance standards in higher education and their role in improving academic program outcomes. However, ongoing challenges in resources and infrastructure require further research and development to enhance the efficiency and effectiveness of these standards and ensure high-quality education.

8. Research Methodology:

This study employs the descriptive-analytical method to gather university professors' opinions on the extent to which the National Reference for Internal Quality Assurance

11. Study Instrument:

The study instrument was developed based on the standards of the first domain (Training Offers) from the National Reference for Internal Quality Assurance, distributed as follows:

- **Academic program development and leadership:** 14 items
- **Student support and guidance in their academic development:** 11 items

13. Instrument Reliability:

Cronbach's Alpha test was used to ensure the reliability of the research instrument. The overall Alpha coefficient was 0.951, indicating strong reliability of the questionnaire items. The table below shows the results:

Field	Number of Items	Reliability Coefficient
Academic program development and leadership	14	0.958
Student support and guidance	11	0.885
Evaluation and review of academic courses	4	0.829
Monitoring student academic and scientific achievement	7	0.916
Professional guidance and integration	6	0.828
Doctoral training	3	0.858
Continuous training	5	0.916
Overall Instrument	50	0.951

1. For each axis of the study from the arithmetic mean.
2. For each item within the axis.

- **t-test:** To determine differences based on gender, teaching status, and academic qualification.

15. Study Criterion:

To determine the actual measurement boundaries and appropriate verbal estimates, the values in the following table were used, corresponding to the five-point Likert scale.

Table (3): Boundaries for Estimates

Score	Range	Evaluation
1	1.00 - 1.80	Very Low
2	1.81 - 2.60	Low
3	2.61 - 3.40	Medium
4	3.41 - 4.20	High
5	4.21 - 5.00	Very High

The question: What is the extent of conformity of the academic programs to the National Reference for Internal Quality Assurance in the Department of Library and Documentation at the University of Djelfa in the following fields: **Academic program development and leadership, Student**

and research methods. The reviewers agreed that the questionnaire items were appropriate for the study's objectives and the Algerian context.

- **Construct Validity:** Pearson's correlation coefficient was used, and all items were found statistically significant, indicating the strength of each item in constructing the overall score.

14. Statistical Processing:

To achieve the study's objectives, the following statistical methods were used:

- Frequencies and percentages: To describe the sample.
- Pearson's correlation coefficient: To calculate construct validity.
- Cronbach's Alpha: To calculate instrument reliability.
- Arithmetic means: To identify the average responses of the sample.
- Standard deviation: To determine the dispersion of responses:

16. Presentation and Discussion of Research Results:

First, presentation and discussion of the results related to the first sub-question:

To answer this question, the arithmetic means and standard deviations of the sample's responses for all fields were calculated and ranked as shown in the following table:

Table (4): Ranking of Fields by Arithmetic Mean

Field	Arithmetic Mean	Standard Deviation	Level of Application
Monitoring student academic and scientific achievement	3.529	0.895	High
Student support and guidance in their academic development	3.411	0.701	High
Academic program development and leadership	3.088	0.792	Medium
Continuous training	3.127	0.797	Medium
Professional guidance and integration	3.029	0.928	Medium
Evaluation and review of academic courses	2.911	0.668	Medium
Doctoral training	2.294	0.797	Medium
Overall Instrument	2.887	0.245	Medium

- **Professional guidance and integration:** Scored a mean of (3.029), indicating a medium level of application. This is due to the lack of clear policies for identifying labor market needs and the absence of effective partnerships with the economic sector.
- **Evaluation and review of academic courses:** Scored a mean of (2.911) with a standard deviation of (0.668), indicating a medium level of application, which requires improvement in the periodic evaluation of academic courses to ensure their quality.
- **Doctoral training:** Scored the lowest mean (2.294) with a standard deviation of (0.797), indicating a weak level of application. This is due to the department's recent establishment and the fact that doctoral training has not yet been offered.

The results for each field will now be presented and discussed individually based on the arithmetic mean and standard deviation of the sample's responses.

support and guidance in their academic development, Evaluation and review of academic courses, Monitoring student academic and scientific achievement, Professional guidance and integration, Doctoral training, and Continuous training?

The overall fields obtained an arithmetic mean of (2.887) and a standard deviation of (0.245), indicating a medium level of application.

- **Monitoring student academic and scientific achievement:** This field scored the highest mean (3.529) and a standard deviation (0.895), indicating a high level of application. This reflects the department's focus on effectively measuring student academic achievement.
- **Student support and guidance in their academic development:** Ranked second with a mean of (3.411) and a standard deviation of (0.701), indicating a high level of application, showing the department's commitment to supporting students throughout their academic development.
- **Academic program development and leadership and Continuous training:** Both scored close means (3.088 and 3.127, respectively), indicating a medium level of application, suggesting efforts are being made but require further improvement to enhance application levels.

the field's items were calculated as shown in the following table:

Table (5): Arithmetic Mean and Standard Deviation of Responses to the Field of Academic program development and leadership

Statement	Arithmetic Mean	Standard Deviation	Level of Application
Program leaders work to strengthen relationships with secondary education institutions to promote academic programs.	2.5294	0.706	Low
Academic programs are developed by specialized pedagogical bodies.	3.1471	0.609	Medium
Approving academic programs is aligned with the university's objectives.	3.4118	0.701	High
Academic programs are equipped with appropriate human and material resources.	2.4412	1.035	Low
Academic programs are designed according to effective pedagogical approaches.	2.7941	0.844	Medium
Academic programs include measurement indicators.	2.7647	0.854	Medium
Faculty members use information and communication technologies in teaching.	2.1765	0.936	Low
Students have easy access to academic program pathways.	3.3824	0.493	Medium
Published documents clearly present the goals and pathways of academic programs.	3.1176	0.327	Medium
Academic program leaders establish pedagogical coordination to ensure quality.	2.2941	0.970	Low
Specific units are dedicated to ensuring proper supervision of student internships.	2.5588	1.035	Low
Student projects are supervised by professionals connected to the economic sector.	2.5588	1.117	Low
A system is in place to monitor various academic programs.	2.5294	1.022	Low
A specialized committee regularly evaluates and improves academic programs.	2.5294	1.022	Low
Overall field score	3.088	0.792	Medium

awareness of the importance of aligning programs with the university's mission.

Medium-rated items: The item "Students can easily access academic program pathways" scored a mean of (3.3824), indicating that while there is a system for providing students with information, there is still room for improvement to ensure information is more comprehensive and clearer. The item "Academic programs are

Results Related to the First Field (Academic program development and leadership):

To determine the sample's responses, the arithmetic mean and standard deviation for

The overall field scored a mean of (3.088) with a standard deviation of (0.792), indicating a medium level of application.

High-rated items: The item "Approving academic programs aligns with the university's goals" scored the highest mean (3.4118), reflecting a strong consensus among respondents that academic programs are designed to align with the university's overarching goals. This indicates institutional

address in order for its academic programs to succeed and develop.

Overall, the field scored a mean of (3.088) with a standard deviation of (0.792), indicating a medium level of application. The results show that while some aspects are well-managed, such as the alignment of programs with university goals, there are clear weaknesses, particularly in the use of technology and the provision of adequate resources.

Results Related to the Second Field (Student Support and Guidance in Their Academic Development):

To determine the sample's responses, the arithmetic mean and standard deviation for the field's items were calculated as shown in the following table:

Table (6): Arithmetic Mean and Standard Deviation of Responses to the Field of Student Support and Guidance in Their Academic Development

Statement	Arithmetic Mean	Standard Deviation	Level of Application
Program leaders ensure that baccalaureate holders and new students are well-prepared for their university path.	2.645	0.811	Medium
Academic program leaders organize awareness days about university life and introduce the training pathways they supervise.	2.522	0.903	Low
Academic program leaders ensure effective supervision of new students and continuing students.	2.791	0.911	Medium
Administrative academic services' operating hours are clearly posted and align with student attendance times.	3.013	0.842	Medium
The department provides a digital platform offering supplementary online lessons to benefit students.	2.795	0.945	Medium
Academic programs in the department are fully understood by external reviewers.	3.002	0.811	Medium
Graduates are issued a diploma supplement that adheres to recognized standards.	2.824	0.712	Medium
Academic programs are structured to allow students to pursue studies abroad.	3.113	0.816	Medium
University libraries have extended hours beyond	2.911	0.994	Medium

designed by specialized pedagogical bodies" scored a mean of (3.1471), indicating a medium level of reliance on specialized bodies for program design, but there is a need for additional support to ensure more specialization and expertise.

Low-rated items: The item "Faculty use information and communication technologies" scored the lowest mean (2.1765), indicating a low level of technology use in the teaching process, which calls for intervention to better integrate technology into academic programs. The item "Academic programs are equipped with adequate human and material resources" scored a mean of (2.4412), reflecting a lack of necessary resources to support the programs, which requires attention to enhance the effectiveness of the academic process. Accordingly, the study of Lazhar, B. M., & Karima, B. (2023) finds that the use of information and communication technologies by professors is very difficult in Algerian universities due to the absence of certain factors, but this should constitute a challenge that the Algerian university community must

official working times.			
Faculty and students benefit from agreements established by the university.	3.112	0.842	Medium
The library offers borrowing services to all eligible users.	3.385	1.201	Medium
Overall Field Score	3.411	0.701	High

The statement "Academic program leaders organize awareness days about university life and introduce the training pathways they supervise" scored a low mean of (2.522), indicating a lack of adequate awareness activities for new students. This area requires more attention to ensure that students are well-acquainted with their academic programs and new environment.

The overall field score was (3.411) with a standard deviation of (0.701), indicating a high level of application overall. This result suggests that the department is making significant efforts to support students throughout their academic journey, although certain areas need improvement to enhance academic guidance and support.

Results Related to the Third Field (Evaluation and Review of Academic Courses):

To determine the sample's responses, the arithmetic mean and standard deviation for the field's items were calculated as shown in the following table:

Table (7): Arithmetic Mean and Standard Deviation of Responses to the Field of Evaluation and Review of Academic Courses

Statement	Arithmetic Mean	Standard Deviation	Level of Application
There is a committee dedicated to regularly evaluating academic courses.	2.441	0.958	Low
Students are involved in the review of academic courses.	2.852	1.018	Medium
Specialized training sessions are proposed for faculty members.	2.647	1.069	Medium
Faculty members demonstrate a high level of professionalism.	2.647	0.812	Medium
Overall Field Score	2.911	0.668	Medium

High-rated Statements:

The statement "The library offers borrowing services to all eligible users" received the highest mean (3.385), indicating that the library provides effective services to support both students and faculty, a positive aspect that enhances the overall level of application in this field.

Medium-rated Statements:

Most statements, such as "Academic programs in the department are fully understood by external reviewers" (3.002) and "Academic programs are structured to allow students to pursue studies abroad" (3.113), indicate that efforts have been made to ensure clarity and facilitate academic progress, but further improvements are necessary to enhance efficiency.

The statement "University libraries have extended hours beyond official working times" scored a mean of (2.911), showing that while additional services are available, there is room for improvement to better support students.

Low-rated Statements:

developing faculty competencies and enhancing their professionalism, but these processes may need further expansion and improvement to yield better results.

The overall field score was (2.911) with a standard deviation of (0.668), indicating a medium level of application. While efforts are being made, they are not sufficient to achieve comprehensive and sustainable development of academic courses.

Results Related to the Fourth Field (Monitoring Student Academic and Scientific Achievement):

To determine the sample's responses, the arithmetic mean and standard deviation for the field's items were calculated as shown in the following table:

Table (8): Arithmetic Mean and Standard Deviation of Responses to the Field of Monitoring Student Academic and Scientific Achievement

Statement	Arithmetic Mean	Standard Deviation	Level of Application
A diverse system of knowledge evaluation (exams, written tests, oral exams, etc.) is established.	3.617	0.696	High
Internships in professional settings and graduation projects are subject to evaluation.	3.352	0.917	Medium
Exams for a specific subject are prepared by the instructors of that subject.	2.441	0.959	Low
Pedagogical teams and deliberation committees are activated to prepare exams and validate results.	2.441	0.959	Low
The evaluation committee reviews appeal and responds within the specified deadlines.	2.852	1.018	Medium
The methods of conducting exams comply with the regulations followed by the university.	2.647	1.069	Medium
Mechanisms are provided for students to view their results while respecting privacy.	2.647	0.822	Medium
Overall Field Score	3.529	0.895	High

of a comprehensive system for evaluating student knowledge through various methods, which is a positive aspect that enhances the academic evaluation process.

Medium-rated Statements:

Low-rated Statements:

The statement "There is a committee dedicated to regularly evaluating academic courses" scored a low mean (2.441), indicating the absence of an effective mechanism for regularly assessing academic courses. This aspect is critical to ensure the quality of education and the continuous updating of course materials.

Medium-rated Statements:

The statement "Students are involved in the review of academic courses" scored a mean of (2.852), suggesting a medium level of student involvement in course review processes. Although some efforts are being made, there is room for improvement to enhance student engagement and participation.

Both "Specialized training sessions are proposed for faculty members" and "Faculty members demonstrate a high level of professionalism" scored a mean of (2.647). This reflects some initiatives aimed at

High-rated Statements:

The statement "A diverse system of knowledge evaluation (exams, written tests, oral exams, etc.) is established" received the highest mean (3.617), indicating the presence

committees are activated to prepare exams and validate results" received the lowest mean (2.441), reflecting a lack of organization and activation of these committees and teams, which are essential to ensuring thorough and accurate exam preparation.

The overall field score was high, with a mean of (3.529), reflecting that the university is effectively monitoring students' academic and scientific achievement to a large extent.

Results Related to the Fifth Field (Professional Guidance and Integration):

To determine the sample's responses, the arithmetic mean and standard deviation for the field's items were calculated as shown in the following table:

Table (9): Arithmetic Mean and Standard Deviation of Responses to the Field of Professional Guidance and Integration

Statement	Arithmetic Mean	Standard Deviation	Level of Application
The academic programs provide mechanisms to facilitate professional guidance and integration in partnership with the economic and social sectors.	2.616	0.696	Medium
Faculty members are involved in the information and guidance policies related to academic programs.	3.441	0.660	High
Communication channels exist between academic program leaders and institutions in the economic and social sectors.	2.529	0.861	Low
The academic programs include awareness sessions on the socioeconomic realities.	2.323	0.767	Low
The academic programs include a set of professional internships to bridge theoretical knowledge and practical skills.	2.970	0.825	Medium
Surveys and follow-ups on graduate employment are conducted and analyzed to develop and improve the programs.	2.470	0.861	Low
Overall Field Score	3.029	0.928	Medium

highest mean (3.441), indicating active faculty participation in guiding students and providing information about academic programs. This reflects a commitment to

The statement "Internships in professional settings and graduation projects are subject to evaluation" scored a mean of (3.352), suggesting the existence of an evaluation mechanism for internships and projects, though improvements are needed to ensure a more comprehensive assessment of students' professional experiences.

Statements such as "The evaluation committee reviews appeals and responds within the specified deadlines" and "The methods of conducting exams comply with the regulations followed by the university" scored between (2.647) and (2.852), indicating efforts to create a fair and organized evaluation environment, though these efforts require further strengthening.

Low-rated Statements:

The statements "Exams for a specific subject are prepared by the instructors of that subject" and "Pedagogical teams and deliberation

High-rated Statements:

The statement "Faculty members are involved in the information and guidance policies related to academic programs" scored the

analyzed to develop and improve the programs" scored a low mean (2.470), reflecting minimal efforts in analyzing graduate employment data, which is essential for improving academic programs.

The overall field score was (3.029) with a standard deviation of (0.928), indicating a medium level of application. The results suggest that while there are efforts to enhance professional guidance and integration, they are not sufficient to provide comprehensive support to students.

Therefore, the study (2024) et al Matoug, S. B., emphasized the necessity of supporting and directing university students towards completing their personal and professional projects in the form of start-up institutions that rely on innovation in finding creative and innovative solutions to the various problems raised, through the skills acquired during their university education that guarantees their entry into the world of work and achieving their professional future.

Results Related to the Sixth Field (Doctoral Training):

To determine the sample's responses, the arithmetic mean and standard deviation for the field's items were calculated as shown in the following table:

Table (10): Arithmetic Mean and Standard Deviation of Responses to the Field of Doctoral Training

Statement	Arithmetic Mean	Standard Deviation	Level of Application
Doctoral academic programs rely on the exchange of human and material resources at the national and international levels (joint supervision, internships).	2.647	0.812	Medium
Committees are established for doctoral training programs.	2.115	1.069	Low
Doctoral students are integrated into research labs and teaching activities.	2.325	0.812	Low
Overall Field Score	2.294	0.798	Medium

involving academic staff in supporting students' professional pathways.

Medium-rated Statements:

The statement "The academic programs provide mechanisms to facilitate professional guidance and integration in partnership with the economic and social sectors" scored a mean of (2.616), indicating some efforts to establish partnerships, but these need to be enhanced to be more effective. The statement "The academic programs include a set of professional internships to bridge theoretical knowledge and practical skills" scored a mean of (2.970), reflecting a medium effort to integrate internships, though improvements could be made to better align academic education with practical experience.

Low-rated Statements:

The statement "The academic programs include awareness sessions on the socioeconomic realities" scored a low mean (2.323), highlighting a lack of content addressing the socioeconomic environment, which is crucial for preparing students for the professional world. The statement "Communication channels exist between academic program leaders and institutions in the economic and social sectors" scored a mean of (2.529), indicating insufficient coordination between the university and external sectors, which could be improved to enhance graduate employment opportunities. The statement "Surveys and follow-ups on graduate employment are conducted and

Medium-rated Statements:

research and teaching, which is essential for their academic and professional development.

The overall field score was (2.294) with a standard deviation of (0.798), indicating a medium level of application. The results show limited efforts in enhancing and developing doctoral programs, suggesting the need for significant improvement and support to provide a more effective academic and research environment.

Results Related to the Seventh Field (Continuous Training):

To determine the sample's responses, the arithmetic mean and standard deviation for the field's items were calculated as shown in the following table:

Table (11): Arithmetic Mean and Standard Deviation of Responses to the Field of Continuous Training

Statement	Arithmetic Mean	Standard Deviation	Level of Application
Mechanisms for continuous training are available.	3.352	1.018	Medium
The experiences of individuals seeking to update their knowledge and improve their skills are valued in the continuous training system.	2.647	1.069	Medium
Facilitating the return of those wishing to resume their studies regardless of age.	2.647	0.812	Medium
Pedagogical resources for supplementary or additional training are available in the library.	2.647	1.069	Medium
Specialized study programs are available for post-graduate levels.	2.647	0.812	Medium
Overall Field Score	3.127	0.797	Medium

continuous training system" and "Facilitating the return of those wishing to resume their studies regardless of age," as well as the availability of pedagogical resources and post-graduate specialized programs, all received identical mean scores (2.647). This reflects that these areas are moderately managed but need further development to better meet learners' needs.

The overall field score was (3.127) with a standard deviation of (0.797), indicating a medium level of application for continuous

The statement "Doctoral academic programs rely on the exchange of human and material resources at the national and international levels (joint supervision, internships)" scored a mean of (2.647), reflecting moderate efforts in academic collaboration at both national and international levels. While some initiatives exist, they may require further enhancement to fully leverage available opportunities.

Low-rated Statements:

The statement "Committees are established for doctoral training programs" scored a low mean of (2.115), indicating a lack of or limited activation of committees responsible for doctoral program development, a critical aspect for improving the quality and effectiveness of doctoral training. The statement "Doctoral students are integrated into research labs and teaching activities" scored (2.325), highlighting limited opportunities for students to engage in

Medium-rated Statements:

The statement "Mechanisms for continuous training are available" received the highest mean (3.352), indicating the existence of continuous training mechanisms, although these mechanisms are still rated at a medium level, suggesting room for improvement to better serve learners.

Other statements, such as "The experiences of individuals seeking to update their knowledge and improve their skills are valued in the

Results Related to the Second Sub-question:

The sub-question: Are there statistically significant differences between the responses of the sample concerning the requirements of the National Reference for Internal Quality Assurance due to the variables (gender, teaching status, academic qualification)?

To answer this question, the (t-test) was used according to the research variables, as shown below:

Table (12): Significance of Differences Between Responses Based on Gender

Field	Gender	Arithmetic Mean	Standard Deviation	t-value	Significance Level	Verbal Significance
Academic Program Development and Leadership	Male	2.925	0.756	2.69	0.237	Not significant
	Female	2.531	0.507			
Student Support and Guidance	Male	2.672	0.107	4.589	0.000	Significant
	Female	2.387	0.431			
Evaluation and Review of Academic Courses	Male	2.520	0.624	0.685	0.160	Not significant
	Female	2.431	0.501			
Monitoring Student Academic and Scientific Achievement	Male	3.680	0.171	0.891	0.633	Not significant
	Female	3.641	0.188			
Professional Guidance and Integration	Male	2.630	0.538	1.308	0.324	Not significant
	Female	2.242	0.440			
Doctoral Training	Male	3.237	0.942	1.935	0.208	Significant
	Female	2.803	0.315			
Continuous Training	Male	3.056	0.391	1.579	0.104	Not significant
	Female	2.764	0.575			
All Fields	Male	2.944	0.499	1.944	0.120	Not significant
	Female	2.613	0.213			

mean (2.672) compared to females (2.387). This suggests that males feel there is greater support and guidance in academic training compared to females, potentially due to varying

training. The results show that while there are some efforts to support continuous learning, they are not sufficient to ensure the effectiveness and success of the available programs. Perhaps this is due to the absence of some strategies that support continuous training, such as self-regulated learning strategies, which was confirmed by the study of Djouhari & Belkacemi (2024), which considers it one of the appropriate methods for achieving quality education, and uses various learning strategies that help learners in planning, setting goals, completing learning activities, and continuing to work hard and persevere, to achieve learning goals.

Statistically Significant Differences:

- **Student Support and Guidance:** Significant differences were found between males and females (p = 0.000), with males having a higher

were relatively similar across genders, reflecting a more equal distribution of experiences and opportunities.

The overall mean for all fields did not show statistically significant differences ($p = 0.120$), indicating that general assessments of the internal quality assurance requirements do not vary significantly between males and females.

Results Related to Teaching Status:

To examine the significance of differences between the means, the arithmetic means of the sample responses were calculated, followed by a t-test to detect differences across all the items, as shown below:

Table (13): Significance of Differences Between Responses Based on Teaching Status

Field	Teaching Status	Arithmetic Mean	Standard Deviation	t-value	Significance Level	Verbal Significance
Academic Program Development and Leadership	Permanent	3.164	0.970	2.448	0.000	Significant
	Temporary	2.462	0.453			
Student Support and Guidance	Permanent	2.986	0.591	4.405	0.000	Significant
	Temporary	2.451	0.140			
Evaluation and Review of Academic Courses	Permanent	2.788	0.762	2.231	0.001	Significant
	Temporary	2.585	0.356			
Monitoring Student Academic and Scientific Achievement	Permanent	3.824	0.118	6.039	0.349	Not significant
	Temporary	3.564	0.135			
Professional Guidance and Integration	Permanent	2.397	0.725	2.022	0.001	Significant
	Temporary	1.976	0.248			
Doctoral Training	Permanent	3.871	0.739	6.425	0.000	Significant
	Temporary	2.492	0.290			
Continuous Training	Permanent	3.076	0.370	1.716	0.062	Not significant
	Temporary	2.809	0.479			
All Fields	Permanent	2.935	0.579	3.456	0.000	Significant

policies or resources available to each gender.

- **Doctoral Training:** Significant differences were also found ($p = 0.208$), with males scoring higher (3.237) than females (2.803). This indicates that males perceive better opportunities or greater involvement in doctoral programs, highlighting the need for gender equality in this area.

Non-significant Differences:

Fields such as **Academic Program Development and Leadership, Evaluation and Review of Academic Courses, Monitoring Student Academic and Scientific Achievement, Professional Guidance and Integration, and Continuous Training** did not show statistically significant differences between males and females. This suggests that the assessments in these areas

	Temporary	2.496	0.156			
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and opportunities in doctoral training for permanent staff.

Statistically Significant Differences:

Non-significant Differences:

Fields such as **Monitoring Student Academic and Scientific Achievement** and **Continuous Training** did not show statistically significant differences between permanent and temporary faculty, indicating similar experiences and evaluations in these areas.

The overall mean for all fields showed significant differences ($p = 0.000$), indicating that general assessments of internal quality assurance requirements differ between permanent and temporary faculty.

Results Related to Academic Qualification:

To examine the significance of differences between the means, the arithmetic means of the sample responses were calculated, followed by a t-test to detect differences across all the items, as shown below:

Table (14): Significance of Differences Between Responses Based on Academic Qualification

Field	Academic Qualification	Arithmetic Mean	Standard Deviation	t-value	Significance Level	Verbal Significance
Academic Program Development and Leadership	PhD	3.034	0.823	-0.951	0.349	Not significant
	Master's	3.400	0.547			
Student Support and Guidance	PhD	4.413	0.682	0.40	0.968	Not significant
	Master's	4.400	0.894			
Evaluation and Review of Academic Courses	PhD	2.896	0.673	-0.315	0.755	Not significant
	Master's	3.000	0.707			
Monitoring Student Academic and Scientific Achievement	PhD	3.551	0.909	0.345	0.732	Not significant
	Master's	3.400	0.894			

- **Academic Program Development and Leadership:** Significant differences were found ($p = 0.000$) between permanent faculty (mean = 3.164) and temporary faculty (mean = 2.462). Permanent faculty members perceive a higher level of organization and support in this area compared to temporary faculty.
- **Student Support and Guidance:** Significant differences ($p = 0.000$) were also found, with a higher mean for permanent faculty (2.986) compared to temporary (2.451), indicating that permanent faculty provide better support to students.
- **Evaluation and Review of Academic Courses and Professional Guidance and Integration:** Both showed statistically significant differences, with permanent faculty feeling better about their involvement and roles in these fields compared to temporary faculty.
- **Doctoral Training:** Significant differences ($p = 0.000$) were found, with permanent faculty scoring higher (3.871) than temporary faculty (2.492), reflecting greater involvement

Professional Guidance and Integration	PhD	3.517	0.986	0.181	0.857	Not significant
	Master's	3.600	0.547			
Doctoral Training	PhD	2.275	0.840	-0.317	0.754	Not significant
	Master's	2.400	0.547			
Continuous Training	PhD	3.069	0.752	0.619	0.494	Not significant
	Master's	2.800	1.095			
All Fields	PhD	2.880	0.260	0.428	0.060	Not significant
	Master's	2.931	0.139			

the efforts by the Ministry of Higher Education and Research, the quantitative expansion in higher education institutions has not been accompanied by qualitative improvement. There remains a gap between aspirations and actual practices in achieving academic quality.

The study emphasizes the urgent need to enhance quality assurance mechanisms through the development of a comprehensive evaluation system based on clear, objective standards and performance indicators. Systematic application of these standards is critical to improving the quality of academic programs and aligning them with societal needs and labor market demands.

17.1.Recommendations:

Based on the study findings, the following recommendations are proposed:

- **Enhance Student and Faculty Participation in Evaluations:** Actively involve students and faculty in reviewing programs and providing feedback to improve academic programs.
- **Implement Periodic Evaluations of Academic Programs:** To ensure continuous improvement, regular evaluations covering all aspects of academic programs should be conducted, including teaching, research, infrastructure, and community engagement.
- **Develop Training Programs for Academic and Administrative Staff:** Continuous training for academic and administrative staff in quality

Non-significant Differences:

All fields, including **Academic Program Development and Leadership, Student Support and Guidance, Evaluation and Review of Academic Courses, Monitoring Student Academic and Scientific Achievement, Professional Guidance and Integration, Doctoral Training, and Continuous Training**, did not show statistically significant differences between PhD holders and Master's degree holders. This indicates that the assessments were relatively similar between the two groups, reflecting a shared and consistent perspective on the quality requirements, regardless of academic qualification.

The overall mean for all fields also did not show significant differences ($p = 0.060$), indicating a general agreement between PhD and Master's degree holders on the evaluation of internal quality assurance requirements. Although there are no statistically significant differences between the groups in all fields, slight differences in means, such as in **Doctoral Training** and **Continuous Training**, suggest minor variations in experiences based on qualifications, but they are not substantial enough to be statistically significant.

17. Conclusion:

This study on the extent of applying national internal quality assurance standards in academic programs in Algeria highlights that challenges related to the quality of higher education remain a significant barrier to the development of the educational system and achieving sustainable development. Despite

- **Sustainability of Periodic Evaluation Systems:** Research should explore barriers to regular evaluations and assess the effectiveness of current organizational frameworks in ensuring the sustainability of evaluation and continuous improvement processes.

These research gaps offer opportunities for in-depth studies to enhance the quality of higher education and improve evaluation mechanisms tailored to Algeria's educational context, ultimately contributing to the long-term efficiency of educational institutions.

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assurance and self-assessment is essential for improving institutional performance.

- **Foster Collaboration with the Economic and Social Sectors:** Strengthen partnerships with the economic sector by incorporating feedback and evaluations to align academic programs with labor market needs and enhance graduate employability.

17.2. Research Gaps:

Several research gaps emerged from the field study that require further investigation to improve academic performance and develop effective programs:

- **Impact of Private Sector Partnerships on Training Quality:** Field studies should explore how partnerships with the private sector improve students' practical skills and align academic programs with labor market demands.
- **Effectiveness of Technology in Improving Quality Assessment:** Research is needed to analyze how digital systems enhance the accuracy and efficiency of internal evaluations and their impact on academic performance.
- **Strategies for Implementing Quality Standards in Algerian Universities:** Future research should focus on the challenges faced by newly established universities in applying quality standards and propose practical recommendations for adapting quality models.
- **Evaluating the Impact of Academic Guidance on Student Experience:** Further studies are needed to assess the effectiveness of academic guidance programs and their influence on student success and academic development.

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