

Evaluation of the new students in Algerian University to ensure the quality of higher education- Jijel University Model

Dr.Medini atmane¹ , Dr.Yeghni samia²

¹ University of Jijel (Algeria)

² University of Jijel (Algeria)

Received: 16/08/2020

Accepted: 16/10/2020

Published: 05/06/2021

Abstract:

Quality assurance is a major challenge for higher education and in response to the requirements of the economic sectors in Algeria as in the rest of the world, as this concept has become a topical issue in all Algerian universities. Where the aim of the study was to know the effect of newcomer learning on the quality of the results. She relied on the Algerian university study via Jijel model.

She concluded that the student suffers from a weakness in acquiring technical knowledge and recommends the need to have a strategy to enable students to master technical knowledge.

Keywords: *quality assurance; students; learning; Jijel University.*

Jel Classification Codes : *J89 ; M12; J10; J19*

1. Introduction :

Quality assurance has entered the academic world. To speak today of quality assurance in academia would be to question a reality. Today, all universities are constantly increasing meetings and debates to raise awareness and involve all partners (administration, teachers, researchers and others, etc.) in quality assurance. Indeed, the creation of the quality assurance unit within all Algerian universities is to move the question of quality assurance from a phase of development of individual initiative towards a more organized system.

All Algerian universities are subject to a series of social, environmental and economic, national and international pressures. These universities have gone through several reforms, but without achieving the expected results. The university as a knowledge society must respond to the quality of its learning, which has become a central element in debates on the evolution of higher education, and should be a priority for any knowledge society.

However, despite the efforts made by the state in human and material resources, whether in the supervision of students or in the construction of universities, the proportion of the failure rate in the first year remains significant.

Today, the role of learning newcomers occupies an important place in various works of basic education. Our work is split into two parts. A conceptual approach sheds light on the concept of learning newcomers. The second part presents an overview of the role of learning in the quality of success. Our problem will therefore be: what is the contribution of learning newcomers on the success of the student?

A priori, we suppose, that the training of new entrants makes it possible to identify the strengths and the weaknesses to remedy the failure rate and favor success.

2. Conceptual quality analysis and quality assurance

The higher education sector is a sector that is both a producer of education and a certifier of its product. The concept of quality comes from the industrial world. Quality control and quality assurance techniques were born in the industrial goods sector, and it is only recently that they have gradually spread to the service, market and then non-market sectors (health, education, security, administration, etc...). Once quality is assimilated to internal efficiency, the tools for its measurement can be borrowed from the industrial world.

2.1. Definition of quality

The concept of "quality" comes from the private sector and ISO standards. She appeared today at the university. The concept of quality in the university can be defined in relation to the results obtained from the students. On the other hand, there is a plurality of definitions, and there is not one definition which is unanimous in the quality approach of the university. Some authors consider the quality approach as a tool "for social construction and internal management should help to give meaning to institutional realities and, thereby, allow the actors involved to give meaning to their

professional practices and standardize management methods. internal of the entities concerned. For others, the quality approach is a form of excellence, which presupposes a market position or institutions compete, the university occupies such ranks in an international ranking, is of quality which is recognized better than the others ". As for the definition extracted from ISO 8402: All the pre-established and systematic activities implemented within the framework of the quality system, and demonstrated as necessary, to give the appropriate confidence that an entity will meet the requirements for the quality. (Parry, 2018)

Quality is a component of the socio-economic efficiency of social action. The criteria that define it are essentially quantitative performance indicators: they measure the rate of entry into the second cycle and the number of students who graduate from university with a diploma According to the *evaluation report (Sandrine) on Jean-Pierre Perrot University, 2004 quoted by Garcia, wrote that "The university expressed a strong expectation regarding the evaluation, perceived as a decision-making aid"*. For (Merriam-Webster) is: " a program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met (merriam) . ISO certifications are more and more demanded by educational establishments. Their objectives *are to facilitate international coordination and the standardization of standards. And, Garcia stressed in his book Quality assurance must allow an improvement in the quality of higher education at all levels* (Parry, 2018).

Quality in the broad sense is an area which is rigorously defined since, in essence, it meets the requirements of standards (ISO) which have been drawn up to explain in detail the different stages, actions and phases of the system. The quality of a service is the ability of a company, whatever its sector of activity, to meet the explicit and implicit requirements of the client. It results in the implementation of actions within the company with the main objectives of improving its competitiveness, its internal organization, its adaptation to its environment and to regulatory and commercial developments.

Accreditation is an external assessment procedure, carried out by professionals independent of the establishment and its supervisory bodies, assessing all of its operations and practices. It aims to ensure safety and quality and to promote a policy of continuous quality development. within establishments.

The certification:

Is a procedure used to validate the conformity of a quality system to ISO 9000 standards by a competent and independent body and to provide written assurance that a product, process or service complies with the specified requirements.

Quality assurance:

Set of pre-established and systematic actions to give the appropriate confidence that a product or service will meet the given quality requirements. Before implementing the quality approach, the establishment must have a quality policy which determines the objectives to be achieved in terms of production and management. Once the quality policy has been approved by all of the stakeholders, the quality process is integrated. The integration of the quality approach concerns all

the actors of the university, namely: Teachers, researchers and administrative managers of the university, all have the duty to reorganize their service in order to put in place the directives dictated by the quality approach. They must achieve the objectives assigned by the LMD. On the other hand, all the actors concerned must propose their ideas and participate in the creation of the quality approach. For the implementation of a quality approach to be beneficial to the university, the quality approach must be clear and understood by all, and that the teaching, research and administrative staff must be trained in the new tasks that will be asked of them and that their working conditions are analyzed and if necessary improved.

Quality Assurance, as written in the most recent version of the ISO 9000 standard is as follows, All the pre-established and systematic activities implemented within the framework of the Quality System and demonstrated as necessary to give confidence appropriate in that an entity will meet the requirements for Quality and will implement a virtuous cycle for constant improvement of quality (J. P. Russell).

The quality approach is above all a real project which must involve all the staff and concerns all the actions carried out by the establishment to improve quality and quality management while offering better services. It is also a voluntary and participative process of continuous improvement requiring a total involvement of the actors. It is a strategic tool intended to achieve the objectives set by the higher education reform. This quality approach is based on a strong commitment from managers, but also on different tools and methods depending on the objectives and problems encountered. It is a tool for change creating a dynamic of continuous progress in the operation of the establishment (internal quality) and the satisfaction of its actors (external quality) in order to promote the sustainability and development of the establishment. Several other authors define the quality approach "as quality of care issues incorporates three core quality assurance functions: defining quality, measuring quality, and improving quality (QAP/URC, 2001a.) The QA triangle effectively illustrates the synergy between these three QA functions (Quality Assurance Approach) .

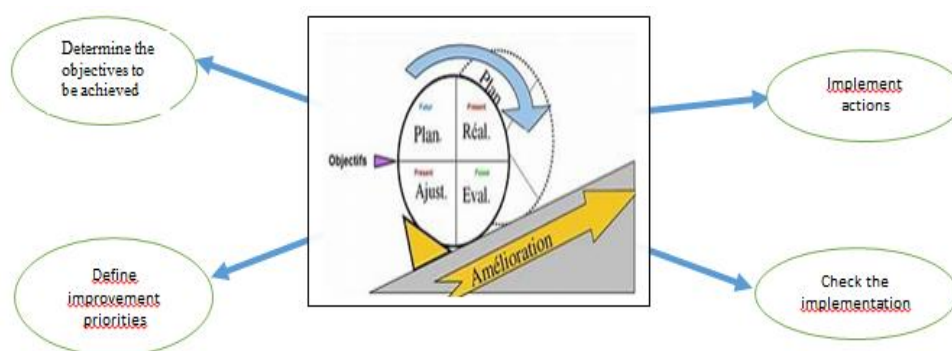
Figure n 1 Quality Assurance Approach



Source : : <https://www.measureevaluation.org/prh/rh>

The thorny questions of the quality approach (D Q) to know .What is the quality approach? It is a set of means by which the university can guarantee with confidence and certainty that the standards and quality of the university are maintained and improved. It is also, the adequacy between the achievement and the objectives. Why the quality approach? due to requirements for continuous quality improvement. Massification and heterogeneity of students, Diversification of training, Emergence of the university at the international level. What is the objective of the quality approach? Propose a suitable method to comply with the ISO version, Instill a culture of continuous improvement and organizational development based on the tools of quality management and process control. The success of the quality approach depends on our ability to carry out this project, on our organization and on our working methods. The implementation of the quality approach is based on the principle of the Deming wheel or continuous improvement cycle.

Figure n 2 : Deming wheel



Source : <https://images.search.yahoo.com/>

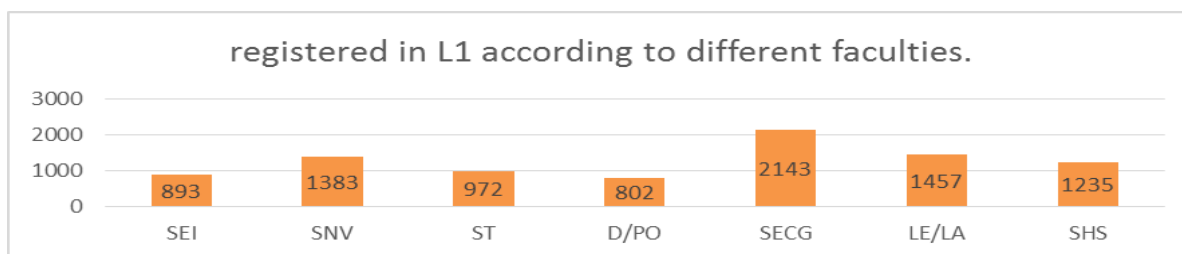
To better understand our problem, it is important to explain, first of all the teaching organization systems put in place by the LMD reform. In light of the evolution of the figures, the University of Jijel has gone from the massing of students to heterogeneity. As the author underlined, the diversification of the training offer constitutes a double attempt on the one hand to adapt to the massification of teaching and the heterogeneity of the profiles of the students; and on the other hand, waiting for economic circles. The Algerian university is facing today a strong evolution of its functioning and its environment. In view of the figures of new entrants to university, higher education has become a mass system, this continuous massification of basic education, with its corollary of overcrowded lecture halls and classes cannot be without a negative effect on the result of new entrants. The following table shows the continuous trend of entrants. In 2017-2018, the University of Jijel, all departments combined, welcomed a large mass of students who numbered almost 9,000. The Faculty of Economics, Business and Management Sciences has the highest enrollment in the first year of university. Almost 30% of students are transferred or repetitive cases.

Table n°1: The number of students enrolled in L1 according to different faculties of the university of Jijel. 2017/2018

faculties	SEI	SNV	ST	D/PO	SECG	LE/LA	SHS	Tot	Tot %
BAC 2017	651	974	688	558	1456	1240	917	6484	0,73
BAC before 2017	32	16	34	48	136	63	103	432	0,05
Transferred	8	20	3	53	176	52	122	434	0,05
1st time repeaters	174	341	194	134	346	94	89	1372	0,15
2nd time repeaters	28	32	53	9	29	8	4	163	0,02
Tota	893	1383	972	802	2143	1457	1235	8885	1

Source: Statistics and Prospecting Services of the University of Jijel.

Graph n°1:



Source : Prepared by the two researchers

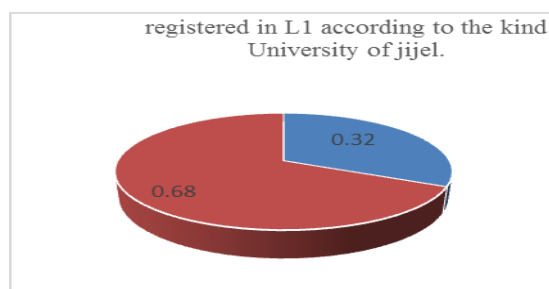
We note that the faculty of economics, business and management sciences represents the largest share of students enrolled in the first fundamental year of higher education during the 2017-2018 academic year by compared to the other faculties of Jijel University. In absolute terms, we count a number of 2,143 students out of an overall student population of 8,885 Depending on the gender and whatever the faculty considered, the female sex of those enrolled in the first year represents a significant part, i.e. 68% of the overall.

Table 2: The number of students enrolled in L1 by gender and the different faculties of the University of Jijel. 2017/2018

faculties	Male		Feminine		Total	
SEI	207	0,23	686	0,77	893	0,10
SNV	224	0,16	1159	0,84	1383	0,16
ST	637	0,66	335	0,34	972	0,11
Political Sc Law	330	0,41	472	0,59	802	0,09
SECG	955	0,45	1188	0,55	2143	0,24
Letters and languages	197	0,14	1260	0,86	1457	0,16
SHS	279	0,23	956	0,77	1235	0,14
Total	2829	0,32	6056	0,68	8885	1,00

Source: Statistics and Prospecting Services of the University of Jijel.

Graph n°2 : registered in L1 according to the kind University of jijel



Source : Prepared by the two researchers

3. Descriptive analysis of new entrants

The course of the student during his course is very diverse: Accepted, doubling, repeating, abundant, credit. However, it can be seen through the statistical table, that since the failure rate has been steadily increasing with parallel demographic growth in the different years of training.

The statistical table no. This difference is explained by the high rate of dropouts and academic leave.

In Algeria, the application of the LMD system requires that the remedial session concerns only those who have not validated their semester. On the other hand, in France, faced with the high failure rate, those responsible for pedagogy have proposed avenues that can favor the assessment of students in difficulty. Some universities have specific rules in place. At the University of Montpellier, for example, remedial courses are open to all students who want to try their luck in a subject, whatever the marks obtained .he beginning of university studies is a delicate period when the student has to face new and complex situations: more independent living conditions (housing, domestic tasks, administrative procedures), acquisition of new working methods. In fact, more than one in four undergraduate students drop out of school or reorient themselves during or after their first year of university.

3.1 Academic leave

Academic leave is granted to students for duly justified particular reasons, to allow them to suspend their studies for one academic year. The year corresponding to the academic leave is counted as a WHITE YEAR for the student. It is not counted as a REDOUBLEMENT. Academic leave cannot be granted more than once during the university course. Even if studies, as part of the LMD, are organized in Semesters, academic leave is granted for the academic year (September to

September). The request is filed with the department before December 15 of each academic year, that is, before the scheduling of the final exams for semester 1 of the current academic year. Reasons accepted for granting academic leave: Disabling chronic illness, Maternity, Long-term illness or national service.

3.2 Abandonment

A student is deemed to be dropping out of studies if: He does not attend any form of education (courses, TD, TP, Internships, Seminars,...) for at least one semester. The student thus declared in abandonment is excluded from the academic year.

The reinstatement of students excluded for dropping out of studies can only be granted once, during the university course, and this after studying the file, introduced for this purpose.

According to the regulations in force for the application of the LMD (Article 145), the progression of the student from the first to the second semester of the same academic year is entitled for any student registered in the same course.

tutoring is often favored over other initiatives that also aim to fight and prevent failures at university « those who have followed tutoring seem to get better results than others, » (M, 1996)

The training course comprising a coherent set of subjects aimed at acquiring the student with knowledge, skills and competences.

Table n°3 Students' progress towards their classes during the years

Designation	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Nber	Rate%	Nber	Rate%	Nber	Rate%	Nber	Rate%	Nber	Rate%	Nber	Rate%	Nber	Rate%
registered	982		1186		1259		1159		1063		1237		1580	
Abondan	75	7,64	105	8,85	141	11,20	112	9,66	173	16,27	85	6,87	149	9,43
Academic leave	4	0,41	31	2,61	33	2,62	33	2,85	34	3,20	45	3,64	60	3,80
Regular registrants	903	91,96	1050	88,53	1085	86,18	1014	87,49	856	80,53	1107	89,49	1371	86,77
Normal session 1st semester														
Admitted	320	35,44	276	26,29	184	16,96	217	21,40	195	22,78	275	24,84	327	23,85
postponed	583	64,56	774	73,71	901	83,04	797	78,60	661	77,22	832	75,16	1044	76,15
Normal session 2nd semester														
Admitted	144	15,95	412	39,24	268	24,70	119	11,74	151	17,64	210	18,97	162	11,82
postponed	759	84,05	638	60,76	817	75,30	895	88,26	705	82,36	897	81,03	1209	88,18
Normal session / L1														
Admitted	206	22,81	320	30,48	207	19,08	146	14,40	160	18,69	237	21,41	213	15,54
postponed	697	77,19	730	69,52	878	80,92	868	85,60	696	81,31	870	78,59	1158	84,46
Catch-up session 1st semester														
Admitted	466	51,61	513	48,86	383	35,30	393	38,76	363	42,41	557	50,32	661	48,21
postponed	437	48,39	537	51,14	702	64,70	621	61,24	493	57,59	550	49,68	710	51,79
Catch-up session 2nd semester														
Admitted	216	23,92	513	48,86	389	35,85	284	28,01	273	31,89	404	36,50	454	33,11
postponed	687	76,08	537	51,14	696	64,15	730	71,99	583	68,11	703	63,50	917	66,89
Catch-up session / L1														
Admitted	338	37,43	540	51,43	416	38,34	352	34,71	320	37,38	476	43,00	637	46,46
postponed	270	29,90	209	19,90	310	28,57	411	40,53	264	30,84	255	23,04	351	25,60
Créditaires	294	32,56	301	28,67	359	33,09	252	24,85	272	31,78	376	33,97	383	27,94

Source: Basic education tuition service from the Faculty of Economics, Business and Management, Jijel.

3.3 Practices for assessing the learning of newcomers

In Algeria, practices for evaluating the learning of newcomers are still little known and cannot be controlled. Apart from the various surveys carried out at university level in response to the low success rate of newcomers, work on these practices has been little documented in the literature, and this due to the lack of control over the evaluation indicators. As the author pointed out: "we observe indeed a lack of standardization of the devices, procedures, requirements and criteria on the basis of which the students' achievements are assessed» (Romainville, 2002).

At the end of their course, the student will acquire general scientific skills, skills in economics, management and commerce and transversal skills (English, IT). Characterizing today's students is a complex undertaking, given their diverse backgrounds, experiences and educational backgrounds. It is clear that the various forms of evaluation hold a central place in the university environment.

The question that arises: What is the information concerning the knowledge (knowledge) and the know-how (skills) acquired by the students during their learning?.

Two methods for assessing the acquisition of knowledge and skills. Knowledge (knowledge) and know-how (skills) can be considered as useful indicators for assessing the effectiveness of higher education.

The assessment of a UE's knowledge can be done, depending on the UE, in the form of continuous control (CC) or terminal control (CT). In the case of continuous assessment, regular, ongoing and / or TD and / or TP evaluations are organized during the semester.

The objective of continuous monitoring is to participate in the student's success, on the one hand by encouraging him to work regularly and early, on the other hand by allowing him to take stock of his level and his ease to follow. the curriculum. The EU is assessed by a minimum of three marks spread over the entire semester.

Continuous assessment takes a wide variety of forms: tutorial exercises, written desk tests, oral, reports of practical work. Attendance at all exams is mandatory. In the event of absence from all the continuous assessment tests for an EU, the student is considered to have failed, which has the consequence of preventing the calculation of the average of the EU and the semester. The student may, however, take the remedial test. In the event of a final check, the evaluation takes place in the form of an examination at the end of the semester. A student validates his semester when the average of his EU marks composing the semester is greater than or equal to 10 out of 20. If a student has not obtained his semester at the end of the first session tests or continuous assessment, he has the opportunity to represent EU tests not acquired, during the second exam session.

According to Djaoudi H.'s doctoral thesis (undated) “study programs, before being the repository of skills to be acquired, should initially be a tool for change » (DJAUDI) .

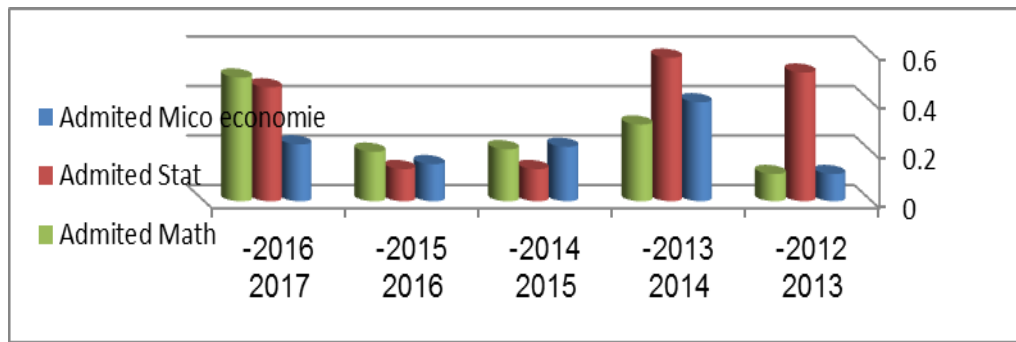
Table n ° 4: Annual evolution of the Results of the Newcomers of the 1St S / 1st session according to the modules. FSECSG Tassoust University

1259 students /s12012/2013				1159 students /s12013/2014				1063 students /s12014/2015				1237 students /s12015/2016				1580 students /s12016/2017				
First session	Admitted		adjourned		Admitted		adjourned		Admitted		adjourned		Admitted		adjourned		Admitted		adjourned	
Technical	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Micro-eco	107	0.10	987	0.90	306	0.30	708	0.70	135	0.16	721	0.84	161	0.15	964	0.85	300	0.22	1071	0.78
StatI	357	0.33	728	0.67	516	0.51	498	0.49	349	0.41	507	0.59	346	0.31	761	0.69	433	0.32	938	0.68
Conpta	749	0.69	336	0.31	699	0.65	355	0.35	555	0.65	301	0.35	767	0.69	340	0.31	377	0.27	994	0.73
Mathe	110	0.10	975	0.90	251	0.25	763	0.75	76	0.09	780	0.91	193	0.17	914	0.83	548	0.40	823	0.60
Theoretical	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%

Introduction a eco	630	0.58	455	0.42	493	0.49	521	0.51	514	0.60	324	0.40	602	54.38	504	0.46	679		674	
HPE	285	0.26	800	0.74	567	0.56	447	0.44	383	0.45	473	0.55	763	0.69	344	0.31	825	0.60	546	0.40
Méthodologie	484	0.45	601	0.55	690	0.68	324	0.32		0.00		0.00	663	0.60	444	0.40	848	0.62	523	0.38
Law	258	0.24	827	0.76	416	0.41	598	0.59	345	0.40	511	0.60	590	0.53	517	0.47	513	0.37	858	0.63
Introduction Sc Socio	489	0.45	596	0.22	477	0.47	537	0.53	470	0.55	386	0.45	446	0.40	661	0.60	617	0.45	754	0.55
Anglais	424	0.39	661	0.61	385	0.38	629	0.62	516	0.60	340	0.40	679	62.96	410	0.37	562	0.41	809	0.59

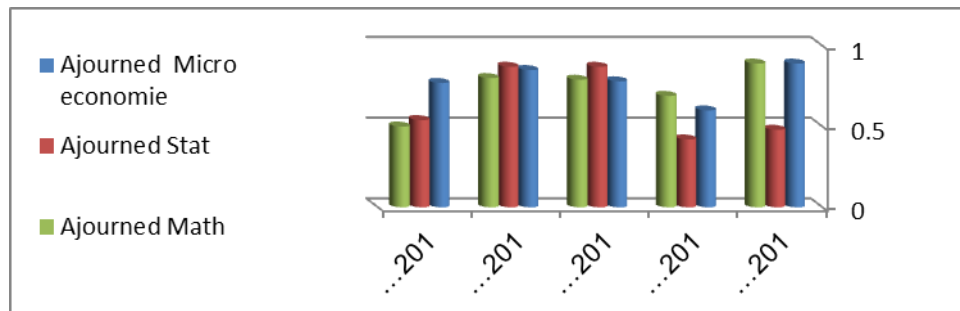
Source: Basic education tuition service from the Faculty of Economics, Business and Management, Jijel.

Graph n°3: Distrubation of admit modules



Source : Prepared by the two researchers

Graph n°4 Ajourned modules



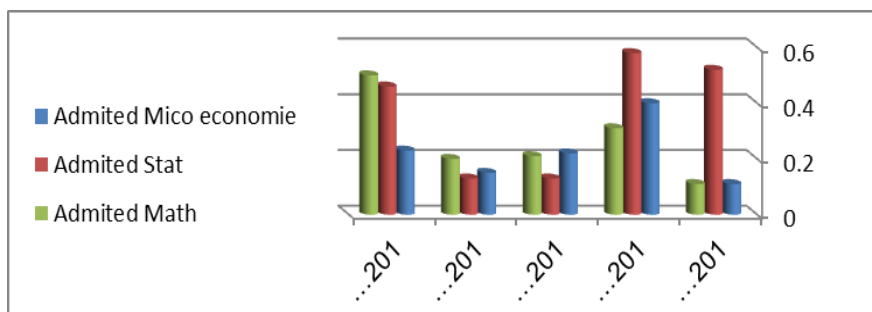
Source : Prepared by the two researchers

Table n °5 : Annual evolution of the Results of the Primo entrants of the 1st semester and the 2nd session according to the technical and theoretical modules. FSECSG Tassoust University.

1259 students /s1/2012/2013				1159 students /s1/2013/2014				1063 students /s1/2014/2015				1237 students /s1/2015/2016				1580 students /s1/2016/2017				
2nd session	Admitted		adjourned		Admitted		adjourned		Admitted		adjourned		Admitted		adjourned		Admitted		adjourned	
Technical	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Micro-eco	123	0.11	962	0.89	405	0.40	609	0.60	50	0.22	671	0.78	4	0.15	942	0.85	319	0.23	1052	0.77
Stat1	562	0.52	523	0.48	590	0.58	424	0.42	112	0.13	395	0.87	147	0.13	614	0.87	631	0.46	740	0.54
Conpta	872	0.80	213	0.20	756	0.75	258	0.25	107	0.13	194	0.87	174	0.16	166	0.84	639	0.47	732	0.53
Mathe	121	0.11	964	0.89	312	0.31	702	0.69	102	0.21	678	0.79	219	0.20	695	0.80	682	0.50	689	0.50
Theoretical	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Introduction a eco	743	0.68	342	0.32	712	0.70	302	0.30	125	0.15	217	0.85	309	0.28	196	0.27	1035		336	
HPE	697	0.64	388	0.36	720	0.71	294	0.29	178	0.21	295	0.79	179	0.16	165	0.84	1072	0.78	299	0.22
Méthodologie	913	0.84	172	0.16	810	0.80	207	0.20		0.00		0.00	302	0.27	142	0.73	1193	0.87	178	0.13
Law	471	0.43	614	0.57	668	0.66	346	0.34	172	0.20	339	0.80	186	0.17	331	0.83	900	0.57	471	0.43
Introduction Sc Socio	795	0.73	290	0.27	700	0.69	314	0.31	162	0.19	224	0.81	218	0.20	443	0.80	981	0.72	390	0.28
Anglais	757	0.70	328	0.30	780	0.77	234	0.23	155	0.78	185	0.22	198	0.81	212	0.19	974	0.71	397	0.29

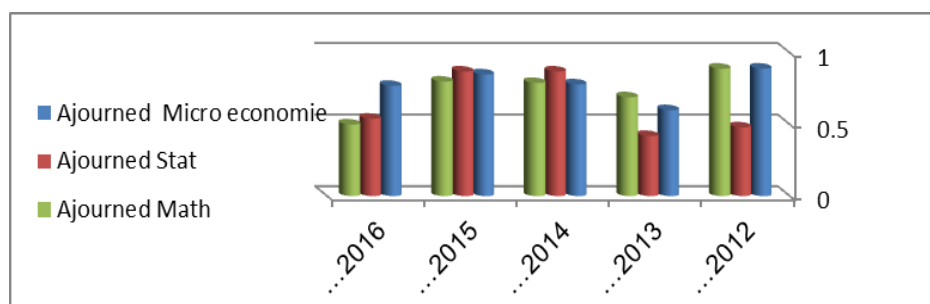
Source: Basic education tuition service from the Faculty of Economics, Business and Management, Jijel

Graphe n °5: Direct achievement ratios in technical subjects (Admitted)/s1



Source : Prepared by the two researchers

Graph n °6: Deferred ratios for the collection of technical measures



Source : Prepared by the two researchers

The comparison of the t graphs show the delay in acquiring on the three technical measures, microeconomics, statistics, and mathematics in terms of postponement ratios in S1, and S2, which exceed most of them 50%, as shown by the large deficit, especially for the 2014-2015 and 2015-2016 academic seasons.

4. Conclusion

In conclusion, this descriptive study is far from identifying all the factors explaining the failure of the student in the first year of basic education. However, it allowed us, at least to define fairly clearly the objective criteria for support and help in the first year. This study brought to light important findings linked to a better understanding of support and highlighted certain variables which could be the subject of targeted interventions or of particular attention in order to fight against school failure. To generalize the results obtained, it will be necessary to undertake a broader study taking into account all the potential factors and to take them into account overall to improve the academic results in the first year of the university.

Recommendation

- Supervision in small groups must be offered for students in difficulty in microeconomics, mathematics and statistics.
- Searching for different approaches to make concepts related to mathematics, statistics, and econometrics more comprehensible.
- Unifying the pedagogical objectives and working methodology among teachers of the metrics that students suffer from.

5. Bibliography

1. Parry, D. (2018, 11). <https://www.inspiredpharma.com/2018/11/11/the-concept-of-quality-and-quality-definitions/>. Retrieved 2 12, 2020, from The Concept of Quality and Quality Definitions.
2. Romainville, M. (2002). . *L'évaluation des acquis des étudiants dans l'enseignement universitaire*. Rapport établi à la demande du haut conseil d'évaluation de l'école. .
3. DJAOUDI , I. (n.d.). Les compétences scripturales au supérieur. Cas des étudiants de fin de licence du département de français. Évaluation et perspectives. *Thèse de Doctorat. Faculté des lettres et des langues. Département de Français*. Université Mouloud MAMMERY de Tizi-Ouzou.
4. DJAOUDI , I. n,d). Les compétences scripturales au supérieur. Cas des étudiants de fin de licence du département de français. Évaluation et perspectives. *Thèse de Doctorat. Faculté des lettres et des langues. Département de Français*. Université Mouloud MAMMERY de Tizi-Ouzou.
5. J. P. Russell. (n.d.). <https://www.forbes.com/sites/qualityassurance/2010/03/23/what-are-quality-assurance-and-quality-control/#321f4a7476bb>. Retrieved 02 11, 2020, from WHAT ARE QUALITY ASSURANCE AND QUALITY CONTROL?
6. M, V. (1996). *Le tutorat d'accompagnement à 'Université de Bourgogne.*, . "Évaluation des systèmes éducatifs et comparaisons internationales . (Sciences de l'Education)". Sous la direction de M . Duru-Bellat et J.P. Jarousse.
7. merriam, m. (n.d.). <https://www.merriam-webster.com/dictionary/quality%20assurance>. Retrieved 02 12, 2020
8. *Quality Assurance Approach*. (n.d.). Retrieved 2 10, 2020, from https://www.measureevaluation.org/prh/rh_indicators/service-delivery/quality-of-care/quality-assurance-approach.html.