

National Reference standards for quality assurance of university formation: which effectiveness and efficacy in application?

معايير المرجع الوطني لضمان جودة التكوين الجامعي : أي فعالية ونجاعة في التطبيق؟

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Received:20/08/2020

Accepted :03/12/2020

Published :10/01/2021

ملخص

تهدف هذه الدراسة إلى تحليل نتائج التقييم الذاتي لميدان التكوين بالمركز الجامعي ميلة للموسم الدراسي 2018-2019 ، وفق معايير المرجع الوطني لضمان الجودة الداخلية في مؤسسات التعليم العالي الجزائرية، باعتباره وظيفة أساسية للجامعة إضافة إلى البحث العلمي وخدمة المجتمع من خلال التعرف على أهم الهيئات الفاعلة في إطار ضمان جودة التعليم العالي. وقد توصلت الدراسة إلى أن نتائج التقييم كانت متوسطة على العموم انطلاقا من تقييم مراجع وحقول ميدان التكوين الجامعي والذي ضم سبعة حقول، وأوصت الدراسة في هذا الإطار بضرورة تكثيف الجهود لتحسين ورفع من جودة ميدان التكوين سواء ما تعلق بوضع عروض التكوين أو مرافقة الطلبة أو مراقبة التحصيل العلمي والمعرفي والعمل على توعية الفاعلين في المجتمع الجامعي بأهمية المشاركة في إنجاح عملية التقييم الذاتي بالمركز الجامعي.

الكلمات المفتاحية: تقييم ذاتي، مرجع وطني، ضمان الجودة، تعليم عالي، تكوين

التصنيف JEL: I31 ، I23

Abstract

This study aims to analyze the results of the self-evaluation of the field of formation at the university center, Mila for the academic season 2018-2019, according to the standards of the National Reference for Quality Assurance in the Algerian higher education institutions, as a basic function of the university in addition to scientific research and community service through the identification of the most important actors in Higher Education Quality Assurance. The study found that the evaluation results were generally average, starting from the evaluation of references and fields of the university formation field, which included seven fields. The study recommended, in this context, the necessity of intensifying efforts to improve and raise the quality of the field of formation, whether related to placing formation offers, accompanying students, or monitoring educational and cognitive achievement and working to educate actors in the university community of the importance of participation in the success of the self-evaluation process at the university center.

Key words: self-assessment, national reference, quality assurance, higher education, formation

Jel Classification Codes: I23, I31

Introduction:

Higher education institutions generally seek to reform the education and training system, considering that human capital formation is the pillar of economic, social and cultural renaissance, as well as scientific research activity, which is a necessary for the progress of societies. With the great expansion observed by higher education establishments, it has become necessary to ensure the quality of the educational process and of the various activities carried out by the university, such as training and scientific research. The question of guaranteeing the quality of higher education in the Arab countries and in Algeria being one of the current issues which satisfy the concerns of civil servants, in particular in the light of the challenges imposed by modern challenges and the future expectations which seek to internationalize higher education, to modernize the level of its education and to guarantee its academic results.

Concerning the Algerian higher education system, interest in quality assurance began since 2008, when the Ministry of Higher Education recognized the imperative of implementing the quality assurance system, and launched an international conference on quality assurance as a first step and created what is called the National Council for Evaluation (CNE), and on May 31, 2010, the committee was created. National quality assurance application in higher education and scientific research (CIAQES).

The self-evaluation process is also considered to be one of the most important strategies recently recommended by the voluntary ministry, considering that the evaluation aims to improve quality as it is the basis of the principle of reactionary feeding, and on this basis, the external evaluation which leads the establishment to obtain accreditation and reliability certificates.

The problem of the study:

Through this study, we try to highlight the role of the self-assessment process in improving and strengthening the quality of formation by addressing the following problem: What is the role of the self-assessment process in improving the quality of university formation according to the national benchmark to ensure internal quality in Algerian higher education establishments?

The importance of the study:

This study first aims to examine the quality assurance standards that the new national reference for internal quality assurance in Algerian higher education establishments then presented, the field examined the self-assessment process in the field training by analyzing the results of the evaluation of the Abdel Hafiz Boussouf university center in Melilla and highlighting its role in improving, improving and guaranteeing quality At the center.

Study methodology:

The study was based on the descriptive analytical approach, describing the quality assurance standards adopted by the National Quality Assurance Authority and then analyzing the results of the self-assessment of the formation field in one of the center.

Previous studies:

a. A study by Zain El Din Brooch and Youssef Berkane, under the title: "A project to implement a quality assurance system in higher education establishments in Algeria, reality and prospects" at the second Arab International Conference on quality assurance in higher education, Gulf University, Kingdom of Bahrain, April 4-5, 2012. This study aimed to highlight the role and importance of quality assurance in higher education establishments in Algeria, by giving an overview of the current dynamics and the total measures taken by the fiduciary ministry to implement the quality assurance system in higher education institutions and anticipating its prospects by emphasizing the constraints it faces. The study highlighted the need to pay attention to effective communication and participation as the basic factors for reducing resistance to change.⁽¹⁾

b. Study Salima Raqqa: under the title: Application of the quality assurance system in Algerian higher education establishments: a field study in higher education establishments in eastern Algeria, thesis submitted to obtain a doctorate in economics, University of Sétif, academic season: 2013-2014.

The study aimed to identify the obstacles and prospects for implementing the quality assurance system in Algerian higher education establishments, because the researcher directed the research form to the quality assurance managers in the establishments higher education in eastern Algeria with the aim of identifying the most important basic options for applying the quality assurance system and analyzing the internal and external obstacles that stand in the way.

c. A study by Asma Haroun under the title: The role of university training in the analysis of scientific knowledge: a critical analysis of higher education policy in Algeria, the LMD system, a thesis submitted for a master's in sociology, the 2009-2010 academic year.

The study aimed to analyze the training curriculum of Algerian universities in the light of new reforms, especially those related to the LMD system. The d that emerged as a basic motivation to improve the quality and quality of higher education as well as to keep pace with international universities and their competition, as the study addressed a set of obstacles that hinder the success of the project, such as its incompatibility with the social and economic environment of Algerian universities.⁽²⁾

I- Reading of the composition of the national reference for quality assurance in Algerian higher education establishments:

I-1- the procedural concepts of the study:

Before approaching the content of the national guide for quality assurance in higher education establishments, we will then try to define certain terms which have a fundamental relationship with the subject of the study.

a. Quality: Many publications on management indicate that quality can be defined in terms of beneficiary (university student in this study), and the second is organization (higher education establishments in this study).

And the quality of the concept of the beneficiary according to what ⁽³⁾ indicates is the extent of the adequacy and the adaptation of the product (educational service) in this study to the use and the needs. The educational institution cannot free itself from the differences and deviations between the established standards and the performances obtained, insofar as it achieves a better level of quality in its educational services ⁽⁴⁾.

b. Quality assurance: this means creating a system in the establishment to guarantee that the academic standards are known and reached, in accordance with the declared message, and that they comply with national and international standards, and meet the expectations of beneficiaries of services. A quality assurance process is a tribal process that takes place before production or service delivery ⁽⁵⁾.

c. Higher education: higher education is defined as all formal education. Formal education takes place in schools, institutes, colleges, universities and the learners of these educational institutions are relatively young and most of them have never entered the labor market ⁽⁶⁾.

d. University education: This is the specialized study in universities, linked to specialization and related subjects, unlike the studies in general education which precede university education.

e. Self-assessment: continuous process of collecting and analyzing information using periodically designed tools and periodically statistical and mathematical methods based on quality and accreditation standards⁽⁷⁾.

f. Self-evaluation of higher education establishments: the process consists of measuring the results resulting from the different activities of higher education establishments, in the field of research and training or student life. It is determined and implemented by the employees of

the institution to be used in the preparation and submission of a report necessary for evaluation by an external body which will be taken up during the accreditation phase.

The self-assessment process is led by an ad hoc committee created for this purpose by the Foundation, and the president and members of the Committee are appointed by decision of the president of the Foundation ⁽⁸⁾.

I.2. The objectives of the self-assessment process are ⁽⁹⁾:

- assesses the information available (evidence or indicators);
- It measures the difference between the current (current) and ideal (higher) status to be achieved;

Explain the reasons for this discrepancy, which is the essence of the assessment process;

Self-assessment is an essential step in the continuous development process;

- It is permissible to assess the adequacy of the references then to improve the national reference for quality assurance.

I.3. The stages of incorporating the quality assurance system into Algerian higher education:

Among the most important steps undertaken by the Ministry of Higher Education and Scientific Research in order to materialize the quality assurance system, we mention:

In order to support and spread the culture of quality in the university environment and among all parties benefiting from higher education, the Ministry of Higher Education organized an international conference on quality assurance in 2008 which was a helping hand to present the new project and its objectives as well as a study of the extent to which it can be embodied in the field thanks to a more important analysis. Obstacles and proposal of appropriate solutions;

The National Evaluation Council (CNE) was created in 2008 and a working group responsible for reflecting on the implementation of the project was created, supported by certain international experts ⁽¹⁰⁾.

On May 31, 2010, the National Committee for the implementation of quality assurance in higher education and scientific research was created as a basic step to make the project a reality.

Establish the National Quality Assurance Authority which will be presented for the first time in 2014, then introduce a set of modifications to be submitted for the second time in 2016.

Organization of the quality assurance unit, which is an organization affiliated with the authority of the president, which includes a group of experts from members of the educational and administrative bodies and its tasks ⁽¹¹⁾:

- The unit oversees the application of quality standards in higher education establishments, in addition to informing its objectives and publishing reports on its internal self-assessment process;
- The unit ensures communication and consistency between its members in order to achieve its objectives;
- Ensures continuous improvement in the quality of training, scientific research and all university activities.
- Request from the Ministry of Higher Education and Scientific Research for all higher education establishments in January 2017 to initiate the self-assessment process in different areas.

I.4. The composition of the national reference for internal quality assurance in Algerian higher education establishments:

The National Committee for the implementation of quality assurance in higher education, with the help of heads of quality assurance units, has created the national directory which includes the norms and standards related to quality assurance, as presented for the first time in 2014, and this reference contains seven fields, each divided into fields ranging from three to seven; Domains and domains are activities that are commonly found in academic

institutions. These areas are: the area of training (23 references and 49 standards); research (17 references and 32 standards); the area of governance (27 references and 53 standards); the field of university life (14 references and 24 standards); basic structures (17) Reference and 19 standards (relationship with the social and economic environment) 14 references and 22 standards (international cooperation) 11 references and 19 standards) This is covered in the National Quality Assurance Reference 2016.

Table n°1: Components of the National Manual for Quality Assurance in Higher Education

Domain	Fields	References	Criteria	Proofs
Formation	7	23	49	108
Scientific research	3	17	32	55
Governance	5	27	53	181
Life at University	4	14	25	71
Infrastructure	5	17	19	38
Relationship with the environment	3	11	19	40
Cooperation	4	14	22	70
Total	31	123	219	563

Source: www.ciaqes-mesrs.dz⁽¹²⁾

The collection of references in the national directory for quality assurance in higher education establishments represents the criteria that can be adopted to determine the operating status of the establishment. As for total proofs or proofs, they represent performance evaluation indicators because they are used to assess the level of achievement of each standard, and this through a self-evaluation process which is an entry into the quality assurance. And improving quality in the university institution.

Through our reading of the composition of the national reference to ensure internal quality in higher education establishments, we note that the field of training is one of the first fields which caught the attention of the voluntary ministry after the area of governance.

II-Study Results: Analysis of the results of the self-assessment in the field of training at the University Center - Mila - (in 2017):

II-1-Presentation of the Abdel-Hafeez Boussouf University Center with a tendency:

The University Center was created by Executive Decree 08-204 of 06 Rajab 1429 corresponding to July 09, 2008, when it opened its doors during the 2008-2009 university season to more than 1,000 students, which made the first university institution to launch the sector of higher education and scientific research in the State, in accordance with decision No. 01/14 of 29 Dhu al-Hijjah, corresponding to October 23, 2014 issued by the Ministry of Mujahideen, which provides in particular for the designation of university institutions. (The centre's official website, 2018).

II-2-The Centre's experience with the self-assessment process:

The university center has a long-term vision because it seeks to reach a leading position at the national and regional level in its educational programs and its research activities in accreditation standards to ensure the quality of its planning and performance. , and to assess its achievements through the self-assessment process, by which it aims to raise the level of university education and to provide the local and regional community with specialized executives and qualified expertise capable of development, creativity and trained and effective leaders, and following technological development to enhance the scientific, research

and knowledge achievements of the university in community service, with the aim of creating a fertile and attractive scientific environment.

The experience of the self-evaluation process at the university center is inclined in all fields, including the field of training, the first experience that the center carries out for evaluation in all educational, scientific and other aspects, and this in response to the will of the Ministry in January 2017 relating to the launch of the self-assessment process. In different Algerian university institutions, ensure the quality of the different activities of the university institution and review the application more effectively quality procedures.

The area of formation is considered to be one of the most important areas that the university should pay attention to the assessment and improvement of its quality, as it forms the basis for ensuring the quality of academic results. The self-assessment process is the most important strategy for monitoring the level of one's various activities.

The self-evaluation process of the various fields of the field aims to determine the training offers provided and to try to develop and diversify them, while ensuring the participation of all beneficiary members (students, professors and members of the administrative body) in the process of selecting appropriate educational programs.

II-3-Results of the evaluation of the center's formation center:

The self-assessment of the formation field is divided into 7 fields:

The first domain revolves around the development and leadership training offers which included 6 references, and the second domain consists in supporting the student in his training which includes 3 references, and the third domain concerns evaluation and review. educational material that included two references, then the fourth domain that dealt with monitoring students' cognitive and scientific performance and the combination of 3 references, then the fifth domain focused on mentoring and professional integration, which included 4 references, while the sixth domain was presented for doctoral training with two references, and finally the seventh domain related to continuing education which included 3 references.

- **Calculate the average of each field:**

a. Calculate the average of the first field:

$$\bar{x} = \frac{1+2+3+2+3+2+2+2+2+2+2+1}{12} = 2$$

b. Calculation of the average of the second field:

$$\bar{x} = \frac{1+3+3+1+1+2+2+1+1+3}{10} = 1,8$$

c. Calculation of the average for the third field:

$$\bar{x} = \frac{1+1+3+3}{04} = 2$$

d. Calculation of the average of the fourth field:

$$\bar{x} = \frac{3+3+3+3+3+2}{06} = 2,83333333$$

e. Fifth field average calculation:

$$\bar{x} = \frac{3+1+1+1+1+2+1+2}{08} = 1,5$$

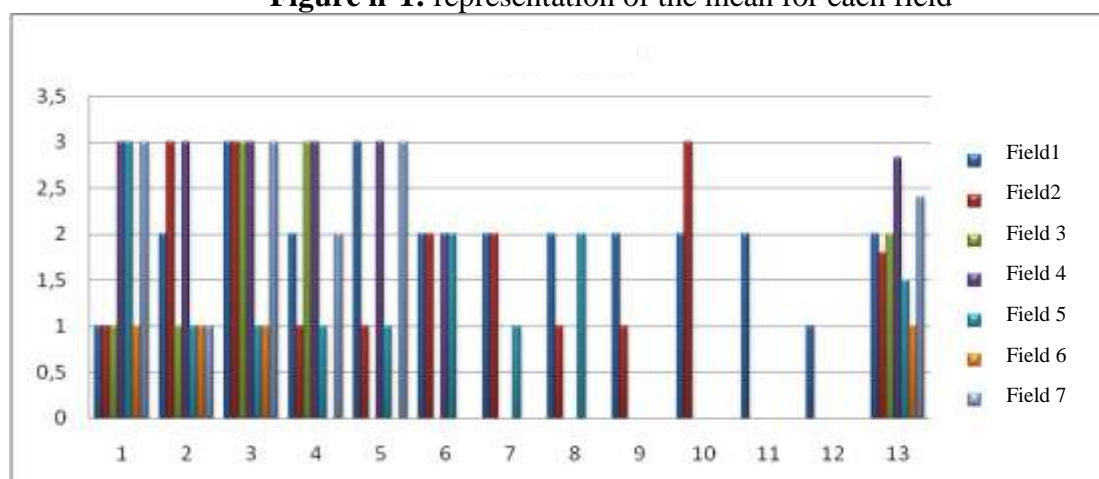
F. Average calculation for the sixth field

$$\bar{x} = \frac{1+1+1}{03} = 1$$

g. Average of the seventh field

$$\bar{x} = \frac{3+1+3+2+3}{05} = 2,4$$

Graphic representation of the training field (fields):

Figure n°1: representation of the mean for each field

Source: Prepared by the researchers on the basis of the report of the Quality assurance unit for the University Center of Melilla

By calculating the arithmetic mean for the various areas of training, we note that the seventh area related to continuing education and the fourth area related to monitoring the cognitive and scientific achievements of students who take the largest percentage (arithmetic mean), and this means that there is an important commitment on the part of the center regarding the improvement of the evaluation schemes of the results of the success followed, its compatibility with the objectives of education as well as its objectivity and credibility, in addition to developing a continuous training policy.

They are followed in the first instance by the setting of training offers and their leadership and the third area related to the evaluation and review of teaching materials with average arithmetic average.

As for the lowest percentage, it was attributed to the sixth area related to doctoral training, and the reason is due to the novelty of doctoral training at the center, where it was for the first time during the academic season 2016/2017, and therefore the exchange of material and human capacities is still limited and no committee has been created for the doctoral thesis, and the center does not encourage the integration of PhD students.

With regard to the second area related to the support of the student in his training and the fifth area related to career guidance and professional integration, ratios were recorded below the average and this indicates that the center does not pay enough attention to the areas since the center is newly created and still needs significant material and human support to achieve its objectives of sovereignty.

As a general conclusion to assess this area, the result was generally average, and there was partial approval of the national benchmark for quality implementation.

II-4- Results of the evaluation of each area according to the National Quality Assurance Authority:

a. Analysis of the field T1: Development and leadership of formation offers

The Mila University Center has prepared and established the main areas of training linked to its skills to be in line with its local environment;

- Training offers prepared by educational organizations and specialized teachers who participate in the preparation of these offers;
- The University Center provides Mila with effective approaches in constructing the training offer, through the use of the skills-based approach.

Teachers use information and communication technologies in education such as data broadcasting and others;

- ease of familiarization of the students with the formation courses, since they are available electronically and on paper and clearly indicate the objectives and the training courses;
The center has a special body to supervise the training of students, in addition to an educational committee represented on the scientific council which includes the skills necessary to approve projects

Distance learning offers are available in the three institutes of the center.

b. Analysis of the field T2: Support the student in its composition

- The university center organizes awareness days on university life through the Mila university center, after the student has obtained the baccalaureate and supervises the rest of the school years;

- The Mila University Center does not offer a digital work field guaranteeing the availability of additional courses via the Internet for the benefit of students;

- The training offer includes approved standards (credits, etc.) and allows the monitoring of academic stages abroad;

C. Analysis of field T3: evaluation and examination of learning materials

- As for the teaching material evaluation unit, each field manager will be responsible for this and no evaluation report is prepared for each evaluation process;

- There is no form to assess the quality of the educational material intended for civil servants;

- The university center publishes on the website a copy of the training offer indicating the number of credits for each subject and teaching unit. A copy of the training offer in Arabic language is published on the website, as well as a copy of the training offer in foreign language for the majors in French language.

- The use of automated multimedia tools in teaching at the university center The teacher also provides advice outside teaching hours and uses the appropriate language, terminology and teaching method.

d. analysis of field T4: Monitoring of students' academic and scientific results

- There is a system for evaluating learning by submitting end of study notes to the teachers' evaluation;

- The institution activates the role of teaching teams and deliberative committees, by preparing exams and approving the results, and the evaluation committee studies and responds to calls;

- The center wishes to set up an evaluation system, the examinations of a subject being prepared by the teachers of this course.

- The University Center provides an electronic system for viewing test results from the center website.

e. Analysis of field T5 orientation and professional integration

The university center has an information and orientation service and organizes information sessions for students. All of its staff also participate in media and orientation policy;

- There is no significant link between the university center and businesses at the local level;

- Sensitive courses are given on socio-economic reality through the courses that the Bureau des Marchés undertakes, in particular for students.

- There are very few agreements concluded and the number of projects developed with the industrial and economic world, no meetings with chambers of commerce. There are also no training offers for the bachelor or professional master.

f. T6 field analysis: Doctoral training

The Mila University Center began its first year in 2016/2017, doctoral training, so that the exchange of human and material capacities at national and international levels is still lacking;

- The university center did not create a committee for the doctoral thesis due to the failure to open doctoral positions only this year due to the newly created center.

- The University Center does not encourage the inclusion of doctoral students for the above reason.

g. Field analysis T7: Continuing education:

- There is no continuing training organization;
- University Center Mila does not issue a diploma outside the initial training system;
- Training offers crowned with a certificate and the organization of the third cycle is only in academic training.

Conclusion:

The self-evaluation of the training field aims to know the training offers made to move forward to diversify in these offers and to involve management, institutions and large companies to build suitable offers the needs of the latter, as well as knowing how to support students in their training to improve them and prepare them to get closer to the world of work and the job market.

According to the results of the self-evaluation process, our study concluded that there is a need to intensify efforts to improve and develop the field of training in the center through:

- Develop training offers that take into account local and international needs and expectations;
- Update educational programs and use modern technologies to renew and evaluate educational materials in order to make training attractive and visible;
- Develop a future clear strategic plan which includes the activation of the self-assessment process for the training area and the other areas of the center;
- Ensure that training offers are adapted to the objectives set and the department's command strategies;
- Encourage the mobility of economic and social partners and the interaction of university students with the economic and social environment.
- Rely on specialized executives to ensure the implementation and supervision of formation programs.

Endnotes:

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