



اللجنة القومية لضمان الجودة والاعتماد



مشروع تطوير التعليم العالي

GuideLines

For Developing National Academic Reference Standards (NARS) For Higher Education In Egypt

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GUIDELINES

FOR DEVELOPING
NATIONAL ACADEMIC
REFERENCE STANDARDS (NARS)
FOR HIGHER EDUCATION In EGYPT

Quality Assurance and Accreditation Project
96 Ahmed Oraby st., Mohandessen , Giza , Egypt
Tel: 3458610
Fax:3458611
www.qaap.net
info@qaap.net

Foreword

Dr. Hany Helal

Minister of Higher Education and State for Scientific Research

In order to realize the President Hosni Mubarak's vision and aspiration for Egypt to become one of the developed countries through attaining excellence in education, the Ministry of Higher Education took the initiative to create a supportive environment suitable for quality of higher education in Egypt and to prepare and build human resource capacity for the knowledge economy.

Therefore, the Ministry of Higher Education developed an overall strategic plan for quality assurance and accreditation to assist Egyptian Higher Education Institutions to improve the quality of their academic programmes and that of their graduates. Moreover, the National Quality Assurance and Accreditation Committee (NQAAC), nominated by the Minister of Higher Education, developed and published the first version of the quality assurance and accreditation handbook for higher education. This handbook offers detailed information of the processes and methods in quality assurance and accreditation in higher education in Egypt.

In continuation of the efforts aimed at achieving quality in Higher Education, the Ministry of Higher Education is pleased to present these guidelines developed by NQAAC. These guidelines contain a comprehensive framework that describes the processes and methods for developing, implementing and revising the National Academic Reference Standards (NARS) of Higher Education in Egypt.

It is with great pleasure to express my thanks and deepest appreciation for the ongoing serious efforts undertaken by NQAAC and Quality Assurance and Accreditation Project (QAAP) to help in the preparation of the institutions for accreditation from the National Quality Assurance and Accreditation Agency (NQAAA). One of these efforts is the development of NARS guidelines.

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Acknowledgement

The National Quality Assurance and Accreditation Committee (NQAAC) is proud to present to all sectors of Supreme Council of Universities, to higher education institutions and to the Egyptian community at large, the first version of “**Guidelines for Developing National Academic Reference Standards (NARS) For Egyptian Higher Education**”.

Special credit goes to **Prof. Dr. Ibrahim Saad Shehatta**, Member of NQAAC and Professor of Chemistry, Faculty of Science, Mansoura University for preparing and writing the first version of these guidelines in Arabic and English languages.

Special credit also goes to **Prof. Dr. Salwa Bayoumi El-Magoly**, chairperson of NQAAC and QAAP director for her successful leadership and management of all the ongoing work of NQAAC and QAAP and for reviewing this document, and for plying an active role throughout the implementation of the QAAP project.

Special credit also goes to: **Prof. Dr. Nadia Badrawi** the former chairperson of NQAAC and former QAAP director for initiating the development of the NARS and for her dedicated work with the different Sector Committees of the Supreme Council of Universities to establish good practices reflected in these guidelines

NQAAC appreciate the great support of **Mr. Arthur Brown and Dr. Robert Scofield** the British consultants for their efforts to review these guidelines and for sharing their experience in organizing the several workshops with the first Seven Sector Committees (Basic Sciences, Pharmacy, Engineering, Agriculture, Nursing, Veterinary Medicine and Home Economic) of the Supreme Council of Universities to develop their NARS.

Preface

In Continuation of the efforts aimed at achieving quality in Higher Education Institutions in Egypt, the NQAAC emphasizing the importance of setting National Academic Reference Standards (NARS). Improvement of educational process and maintaining quality requires a shift from traditional education to standard-based education. This will produce graduates capable of responding to community needs efficiently, addressing challenges with insights, contributing to the ongoing growth and development, and competing regionally and worldwide.

Setting NARS is a sharing responsibility between sectors in Supreme Council for Universities (SCU), QAAP and other stakeholders. Therefore, many workshops were held by QAAP to build the capacity in the sectors to define the NARS. The QAAP is committed to hold a number of workshops for capacity building of sectors committee and higher education institutions for successful developing and implementing NARS. Seven Sectors (Basic Sciences, Pharmacy, Engineering, Agriculture, Nursing, Veterinary Medicine and Home Economic) under the Supreme Council of Universities bear the responsibility to develop their NARS and they are at the last phase to finish this project.

The success of this developmental activities necessitates effective teamwork, involvement, engagement and collaboration of all stakeholders and beneficiaries involved in developing, implementing and reviewing the NARS.

It is important to clarify and emphasize that NQAAC and QAAP appreciated receiving feedbacks, in the light of actual practices, to help us to revise and produce amended and developed version of these guidelines.

Dr. Salwa Bayoumi El-Magoly

Chairperson of National Quality Assurance & Accreditation Committee
Director of Quality Assurance & Accreditation Project
Professor, Faculty of Agriculture Cairo University

INTRODUCTION

Recent developments in science and in other field have resulted in the enhancement of education standards and quality becoming one of the most important challenges facing all nations. Such enhancement enables nations to cope with the consequences of globalization policies. Thus, education has become a matter of national strategic concern for both developing and developed nations. One of the strategic objectives of the MOHE is to provide society with graduates capable of meeting its professional and research needs.

Egyptian higher education quality reform policies have been developed to assure the production of graduates conforming to internationally recognized standards. Implementation of these policies will increase the skills of graduates and enhance their competitive capacity in the national and regional labour market. For these reasons, the Quality Assurance and Accreditation Project (QAAP) was included in the 25 projects agreed upon by the National Higher Education Conference in 2000. The (QAAP) was also chosen as one of the six higher education development projects to be implemented by the end of the year 2002. The (QAAP) is directed to improve the quality, efficiency and relevance of higher education in Egypt in accordance with its mission statement, which is

“Ensure the best quality of education, commit to continuous improvement and efficient performance of Egyptian Higher Education Institutions, and solicit community confidence in their graduate’s caliber which fulfill international recognized standards”

The (QAAP) is governed by a National Committee (NQAAC). NQAAC is composed of members representing state universities, NGOs, private universities, Supreme Council of Universities (SCU) and other experts in quality assurance.

To achieve its mission, QAAP established project-based funding mechanism to support Sector committee of the Supreme Council of Egyptian Universities, the Universities and the faculties in developing their system of quality assurance Four projects were proposed and implemented namely:

1. Development of national academic reference standards (NARS).
2. Development of a University strategic plan for quality assurance.
3. Establishment of sustainable quality assurance center in the Egyptian universities.

4. Establishment of an internal quality assurance system in the faculties.

The NARS projects are aimed to develop a document that defines and articulates the subject threshold standards expected of graduates. For that QAAP has decided to publish a guidelines for developing, implementing and reviewing NARS. The purpose of these guidelines is to assist sectors of the Supreme Council of Universities to develop, and review NARS and to support educational institutions to implement and set up performance indicators. Such guidelines represent a practical basis and a framework for various groups to use them as indicative guide in their work. The guidelines for developing NARS for Egyptian higher education are one of the sets of guidelines produced by QAAP.

These guidelines clarify the purposes, beneficiaries and different characteristics, the process of developing, implementing and review NARS, as well as proposing a template for NARS document and guidelines for writing such template. Moreover, a list of useful websites is proposed to assist sectors and institutions in developing NARS, academic standards and performance indicators.

The NARS template contains certain items including; basic information; general statement of the professional role of the graduates, attributes of the typical graduate, academic standards defined in terms of knowledge, understanding and skills, subject writing group membership, references and glossary.

The published documents of the Quality Assurance Agency for Higher Education in the UK, the CHEA accrediting agency of USA, the ENQA in European Union and the Quality Assurance and Accreditation Handbook for Higher Education in Egypt were consulted when these guidelines were prepared. Each item of these guidelines is accompanied by an explanation of the meaning of the item and its connection with the basic requirements and practices, which have to be put into place to assure the quality of their provision.

There are different types of standards including input, output and outcome standards. Output standards now are widely adopted worldwide as a means of specifying the level of performance in higher education. National Academic standards are primarily output standards and articulate the intended and

achieved levels of performance of the successful students within an educational program.

It is important to highlight that the main aim of NARS document is to articulate the key qualities expected of graduates upon completion of their programs. NARS are not about creating a national curriculum, nor are they about listing knowledge. Therefore, NARS document should avoid a prescription of detailed curriculum in the subject. Details of aims, objectives, ILOs, the design and content of each program will be found in the program specifications and other documentations issued by institutions offering the program.

GLOSSARY OF KEY TERMS

This glossary of key terms defines and briefly describes terms used in these guidelines. It is important to provide such a common vocabulary to enhance our shared understanding of terms regularly employed in quality and standards. Therefore, this glossary will strengthen communication among all stakeholders, maintain consistency in nomenclature and avoid possible ambiguities and confusions.

Academic standards for higher education

Specific output standards decided by the institution, informed by International and /or National reference. It must not be less than the NARS and should fulfill the stated mission of the institution.

Attributes

The set of characteristics expected of a graduate, which draw upon the acquired knowledge, understanding and skills for employment and/or further education and academic research at an appropriate level in the relevant field.

Best practice

Effective, ideal or paradigmatic practice by an institution that others would benefit from adopting or adapting.

Code of practice

It is a documented set of precepts, together with recommended or preferred processes, action or institutional structures to be applied in a given professional or occupational activity drawn from good practice.

Competence

Competence is the acquisition of knowledge skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting

Intended learning outcomes (ILOs)

The ILOs are the knowledge, understanding and skills which the institution intends for its program that are mission-related and reflect the use of external reference standards at appropriate level.

Knowledge

The knowledge is the awareness and understanding of facts, truths or information gained in the form of experience or learning.

National Academic Reference Standards (NARS)

The criteria established by specialized committees with the participation of stakeholders and other beneficiaries in guidance with international standards and in preservation of the cultural particularity of the nation. These represent the threshold of educational programs.

Outcomes-related education

The specification of educational programmes in terms of the intended learning outcomes and the ability of the institution to determine the level of their achievement.

Performance indicators

Qualitative and quantitative measures used to track performance over time to indicate whether agreed performance levels have been met. The indicators are the checkpoints that monitor progress toward the standards.

Skills

The set of abilities to do tasks which will require the application of applied knowledge.

Stakeholders

Those groups which have a legitimate interest in educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. Examples of groups with a legitimate interest include students, alumni, intending students, staff in the institution, the employing community, the

sponsors and other funding organizations and, where appropriate, professional organizations and syndicates.

Standard-based education

It is a recognized process of managing an academic program in which clearly defined National Academic Reference Standards (NARS), performance indicators and standard operating procedures are aligned. A standard-based education spells out what educators, students, institutions, employers, and communities need to know and/or do to ensure achievement of expectations.

Purposes OF NARS

The NARS can be used for a variety of purposes including:

- NARS are a basis for decision-making as well as educational policy development.
- Assist higher education institutions in designing and approving educational programs
- A framework for specifying, articulating and evaluating the intended learning outcomes (ILOs) within the program.
- Provide support to institutions in pursuit of internal quality assurance (ILOs for a program should be reviewed and evaluated against agreed general expectations about standards).
- One of a number of external sources of information for the purposes of academic review and making judgements about threshold standards being met (NARS are objective and reliable tools or criteria for assessment and evaluation).
- Assist external examiners, evaluators and other academic reviewers in verifying and comparing standards.
- Assist professional bodies and other accrediting agencies in their review and recognition of programs relating to professional competence.
- Assist student and employers when seeking information about higher education provision.
- Enable innovative responses and continual improvement of established education programs to the changing nature of programs and labor markets.
- Assist all (leadership, staff, decision-makers) to improve the education system.
- NARS provide transparency and objectivity in judging the performance (academic activity and quality assurance systems), i.e., NARS are utilised consistently and fairly in all cases.

- Assist staff to plan and manage the educational activities inside the classroom and evaluate the results.
- NARS guide institution to:
 - § Develop institution improvement plan (efforts)
 - § Develop curriculum and evaluation methods.
 - § Use new effective teaching, learning and assessment methods.
 - § Adapt and adopt educational activities.
 - § Attain excellence.
- Clarity of standards encourage community participation and in particular the engagement of external stakeholders.
- NARS can act as a template for evaluating coverage and balance in the assessment of students.
- NARS can provide a framework for reporting on student achievement.

Beneficiaries OF NARS

There are many beneficiaries from the development of NARS. The developed NARS can be used by individuals or organisations in different ways, as follows:

- a) **Academic staff:** Staff can use the NARS to develop ILOs, curriculum, instruction and assessment.
- b) **Institution leaders:** In the faculty and department councils leaders can use the NARS to develop and review their curriculum and provide appropriate and related professional development for staff.
- c) **Policy Makers:** NARS can be used to help policy makers to establish clear priorities for resource allocation.
- d) **Parents:** NARS can be used by parents to keep track of what their children are learning.
- e) **Students:** NARS can be used by students to confirm that their educational program is relevant.
- f) **Community members and employers:** NARS can be used by community members and employers to check the institution's work and to be sure that the graduates will meet intended learning outcomes that are suitable for the workforce. Therefore, NARS assist in raising and

maintaining a level of confidence in the academic awards of higher education institutions.

- g) **Accrediting agencies:** NARS can be used for external review as a reference by accrediting agencies and for making judgements about threshold standards being met.

Therefore, the NARS document is useful for those involved in designing, approving, teaching, learning, assessing, examining, reviewing, monitoring, accrediting and validating programs, and to inform continuing improvement. The document also informs the range of external stakeholders including employers, professional bodies, society and community.

CHARACTERISTICS OF NARS

NARS should be characterized by the following axioms and principles:

1. Nationalism

NARS should be based on various circumstances (social and cultural) of the nation, i.e., support and reinforce national identity, social morals and values, and reflect national priorities.

2. Clear and Understandable

Clearly defined expectations should be well written and known and understandable to all readers and users (staff, students, and community). They should be clear, specific and accurate.

3. Flexibility

NARS should be applied by all institutions all over the country independent of different conditions (environmental, cultural, social, geographic, and economic).

4. Acknowledging Diversity, Identity and Encouraging Innovation

NARS acknowledge the difference and diversity of educational programs (an institution is free to design the program) and encourage innovation within an agreed conceptual framework.

5. Objectivity

NARS should be substantive and focus on the essential aspects of education, i.e., general expectations (in terms of attributes and capabilities) of the academic standards for graduates in awards.

6. Comprehensiveness

NARS should reflect the different aspects of the educational and behavioural process. The NARS should reflect relevant professional and vocational practice. NARS contain knowledge and skills together with attitudes, values and ethics.

7. Do-able, Attainable and Achievable

NARS can be implemented and achievable avoiding unrealistic standards.

8. Measurable

NARS should be presented in a way that an institution can measure the level(s) of achievement.

9. Outcome-related

NARS should be outcome-related, i.e., the actual outcomes of education can be compared with the target to ensure quality.

10. Stakeholders Involvement and Engagement

NARS should be developed by involvement of all stakeholders, i.e., interested parties participating in preparing NARS.

11. Community-Based and Driven

NARS should be developed with outcomes that will meet the needs and expectations of the community. They should reflect the contribution that higher education can make to the community's planned development as well.

12. Ensuring Equitable Globalization

NARS should be based on the best practice and must contribute to the international acceptance and recognition of graduate of Egyptian universities.

13. Developed by Consensus

All writing team members in sectors should endorse and agree on all of the standards. In addition all institutions offering related programs should be consulted.

14. Systematic and Sustainable

NARS should be implementable for long periods of time and subject to modifications as a result of experience in their use, i.e., they should lead to changes and adjustments that can be sustained in the future.

METHODOLOGY OF (PROCESS FOR) DEVELOPING NARS

Developing NARS is one of the objectives of QAAP. The aim of NARS is to provide an approach that serves the needs of all stakeholders in a particular subject/discipline. The NARS document will be prepared by a group of specialists (from various higher education institutions and other stakeholders nominated by the related sector in Supreme Council of Universities) by using the following steps:

1. Establish an Advisory committee

An advisory committee from the relevant sector committee should be selected and identified to discuss critical and unique issues for the particular subject/discipline, write a philosophy statement, identifying guiding principles, and coordinate the work of various program teams.

2. Develop a writing committee/team

The sector committee or advisory team has to select the writing team from a group of subject specialists drawn from and acting on behalf of the subject community. The selection should proceed in a way to assure a balance among types of higher education institutions, different universities and regions of the country. It is preferable to include members of the writing team from professional organizations and employers.

3. Develop a database of International Academic Reference Standards

- Collect international **academic reference standards** in the relevant subject.
- Review International standards (advantages, disadvantages, suitable, unsuitable ...etc).
- Conform the NARS with the international standards with preservation of the National culture.

4. Develop a first draft of NARS.

- Discussion and exchange of expertise to set up different alternatives.
- Brainstorming to select the most suitable and reliable set of standards.

- Consultation with colleagues and experts.
- Reaching first draft of NARS to satisfy national needs conforming with international standards.

5. Validity

All stakeholders are invited to review the first draft as an integral and important part of developing and drafting NARS statement.

- **Internal validity** within committees (discussion individually or in groups).
- **External validity**
 - § Distribute first draft to stakeholders
 - § Holding a number of workshops
 - § Focus group meetings.
 - § Field visits to discuss the first draft of NARS with those working in the field of education or other stakeholders.
 - § Surveys to obtain the opinion of all stakeholders to determine the suitability of NARS and clarity of wording.

6. Develop a final draft of NARS

- Receive the comments and the opinions of various stakeholders on the first draft.
- General assembly to finalize the comments.
- Workshops with faculties on NARS.
- Redraft the NARS (make refinements to the document prior to approval and broader disclosure phases).

7. Approval of NARS

- By all institution offering the program.
- By sector committee.
- By Supreme Council of Universities (SCU).
- By other stakeholders as employers and syndicates
- The approved NARS document should be sent to QAAP.

8. Dissemination and public disclosure of the NARS.

The final draft of NARS document should be released in a variety of ways to disseminate and deploy NARS to all stakeholders, society and community. Examples may include: websites, conference, symposia, seminar, meeting, feedback sessions, flairs, brochure, magazine.

IMPLEMENTATION AND REVIEWING NARS

The implementation of NARS is the responsibility of the institution

The successful implementation of NARS and the means of secure their continued relevance requires an action plan, done by the higher education institution, that is understood and used by all stakeholders.

Key elements of the implementation include:

- Raising awareness
 - Training
 - Planning implementation
 - Implementation
 - Monitoring
 - Testing
 - Feedback
 - Reviewing
 - Modifying when required
 - Dissemination
1. Design a training program to academic staff members for successful implementation of NARS in faculties.
 2. Develop a plan for monitoring the implementation of NARS.
 3. Design a training program for academic members for successful alignment of the curriculum as well as successful write of performance indicators.
 4. Hold a conference to evaluate the impact of implementation of NARS and the importance of standard-based education.
 5. Develop a plan for the dissemination and public disclosure of the NARS through media. This is because the media constitutes an important tool for successful transformation to standard-based education and the creation of a supportive culture.
 6. Develop a plan and arrangements for the evaluation and revision of NARS document to reflect developments in subject/discipline and the results of application done by academic staffs and institutions. This means that NARS documents will require developing and refining through application and reflection. Therefore, it is expected that each sector committee will take the responsibility for reviewing and refreshing the NARS on a regular basis.

- There are two possible types for revision, namely:

a) Minor revision

This type may be initiated by the sector committee concerning the structure, content and vocabulary of the document or may be recommended by a subject body concerning accuracy, readability and clarification. The modification can be done by the drafting group nominated by the sector committee.

b) Major revision

This periodic and longer term revision may be in response to feedback from institutions, National Quality assurance for education and accreditation agency and other stakeholders that recommends more substantial review and revision. For that:

- Develop a subject writing group.
- Consult with all stakeholders on the suggested recommendations and redraft version.
- Proceed according to methodology of developing NARS.

ROLES OF SECTOR COMMITTEE AND INSTITUTIONS

The role of the sector committee is to:

1. Develop the graduate attributes.
2. Develop the NARS.
3. Review and modify the NARS when required.

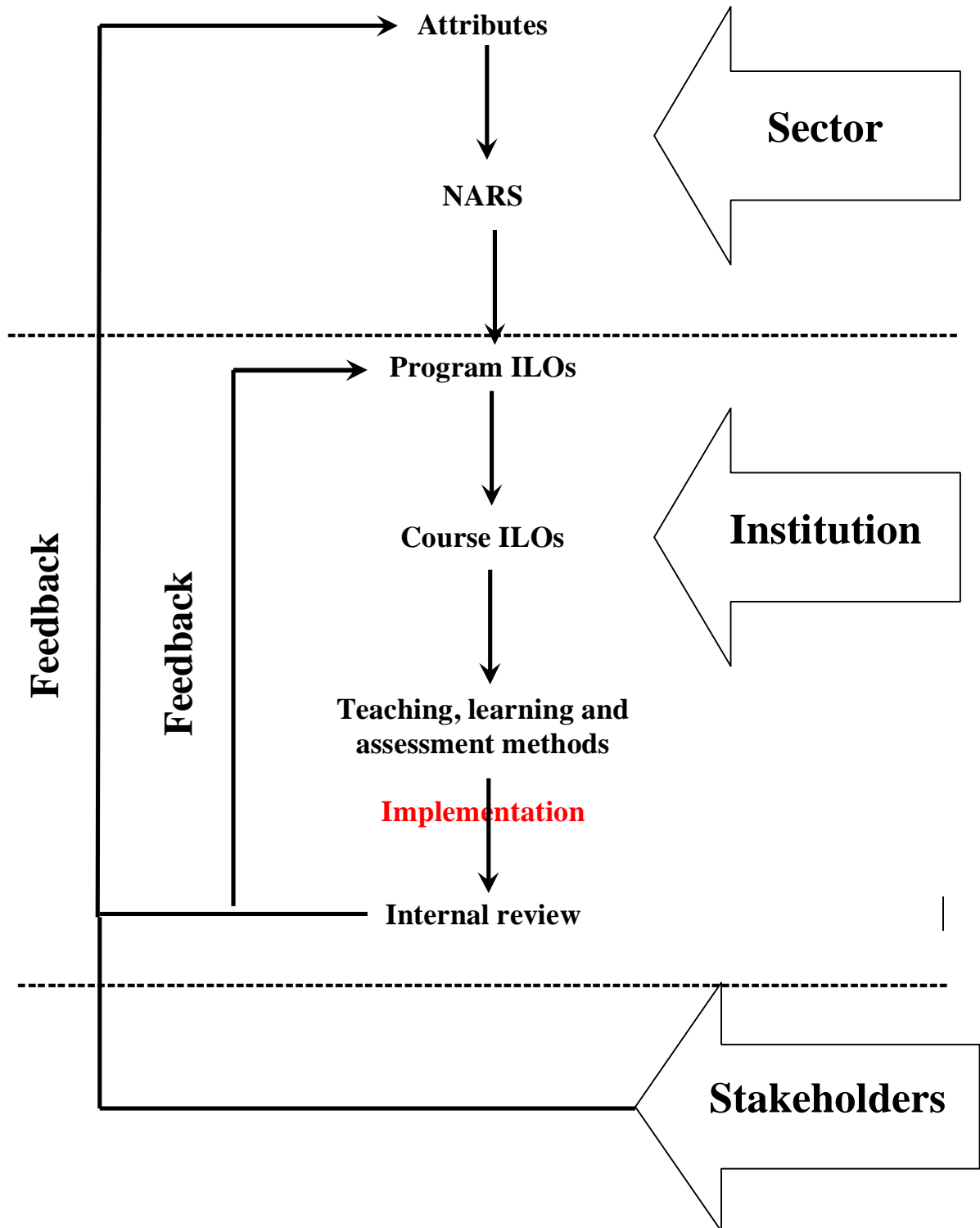
The role of the institution is to:

1. Develop its academic standards and indicators based on its declared mission statement.
2. Determine the program ILOs to achieve the attributes required.
3. Identify the series of courses to achieve the program ILOs.
4. Identify and determine the ILOs for each course so that in total the aggregated course ILOs fully cover the program ILOs.
5. Design and/or modify the course specifications including what is taught, how it is taught and learnt and how it is assessed in order to achieve the ILOs .
6. Compare the designed courses with the existing ones.

7. Using the annual course reports, identify changes that are required and develop an action plan to reform the curriculum and address other identified needs.
8. Identify training needs and provide training for all faculty members and other employees.

Note: If any institution develops program ILOs that are different from NARS, it should be stated in its mission. For example, it may have a distinctive mission or unusual student intake, or it might be using alternative external reference points that are regarded as more relevant to the needs of its graduates and other stakeholders.

The interrelated processes for the transformation to standard-based education can be summarized as follows:



GUIDELINES FOR WRITING NARS DOCUMENT

These guidelines should be read alongside the template that is given below.

I- Basic information

1. Title:

- Write the title of the NARS document.

2. Date:

- Write the date for developing NARS.

3. Sector committee responsible:

- Write the name of the sector committee responsible.

II: Professional information

4. General statement of the professional role of the graduate:

- Write the general statement of the professional role of the graduate.

5. Attributes of the typical graduate:

- Write the attributes expected of the typical graduate.

6. National Academic Reference Standards (NARS):

- Each institution providing educational program has the responsibility for its academic activities, e.g., an institution is free to design the curriculum structure and contents as well as the nature and organization of the program courses or modules, i.e., programs offered by individual will have particular characteristics.
- Respecting an institution for its academic autonomy, the essential components will normally be included in all institutions offering related programs.
- Avoid producing a specification of a detailed curriculum or program and detailed for specific contexts.
- Write down the NARS's knowledge, understanding and skills.

a- Knowledge and understanding:

Write the essential information and understanding the graduate should have gained upon completing the program.

b- Intellectual skills:

Write down the intellectual capabilities gained by the graduate after completing the program such as: the ability to select from different choices – concluding and discussion - analysing– innovation – specifying problems and finding solutions.

c- Professional and practical skills

Write the capability to use academic material in professional applications, which should be gained by the student upon completing the program. Examples of such capabilities include: use of remote sensing maps – laser applications – ability to diagnose an illness – writing a treatment prescription – managing water resources – performing an engineering design – designing a computer program – ability to solve problem.

d- General and transferable skills

Write down the different general or transferable skills that should be gained by the student upon completing the program. These are non-subject specific skills such as: computer skills – self learning – communication skills – management skills – working in a group – problem solving.

7. Subject writing group membership

- Write down the team participating in developing NARS document.

8. References

- Write the references used in developing the NARS document

9. Glossary

- A Special glossary for defining the particular terms concerning the subject program is preferably written and acknowledged.

TEMPLATE FOR NARS DOCUMENT

I: Basic information

- 1. Title:.....
- 2. Date:.....
- 3. Sector committee responsible:.....

II: Professional information

4. General statement of the professional role of the graduate:

- 4.1.....
- 4.2.....
- 4.3.....
- 4.4.....
- Etc.....

5. Attributes of the typical graduate:

- 5.1.....
- 5.2.....
- 5.3.....
- 5.4.....
- Etc.....

6. National Academic Reference Standards (NARS):

a- Knowledge and understanding:

- a1
- a2
- a3
- a4
- Etc.

b- Intellectual skills:

- b1
- b2
- b3
- b4
- Etc.

c- Professional and practical skills:

- c1
- c2
- c3
- c4
- Etc.

d- General and transferable skills:

- d1
- d2
- d3
- d4
- Etc.

7. Subject writing group membership:

Name	Position

8. References

- 8.1
- 8.2
- 8.3
- 8.4
- 8.5
- 8.6
- Etc.

9. Glossary

REFERENCES

1. Quality Assurance Agency for Higher Education, United Kingdom, Web: www.qaa.ac.uk
2. The Quality Assurance and Accreditation Handbook for Higher Education in Egypt, Web: www.qaap.net
3. Middle States Association – Commission on Higher Education, Web: www.msache.org
4. Council for Higher Education Accreditation in USA, Web: www.chea.org
5. American Council on Education, Web: www.ace.net
6. Accreditation Board for Engineering and Technology, Web: www.abet.org
7. European Network for Quality Assurance in Higher Education, Web: www.enqa.net
8. European Education Quality Benchmarking System, Web: http://spica.utv.mh.se/2eqbs/sectionsix_2.lasso
9. Analytic Quality Glossary, International Network for Quality Assurance Agencies in Higher Education, Web: www.qualityresearchinternational.com/glossary/
10. New Zealand Qualifications Authority, Web: www.nzqa.govt.nz/about/glossary/e/index.html
11. Education Criteria for Performance Excellence, Baldrige National Quality Program, USA, 2006, Web: www.baldrige.nist.gov
12. Academic Contents Standards Terminology Definitions, Web: www.ode.state.oh.us/
13. SABES home, Glossary of useful terms, Web: www.sabes.org/assessment/glossary.htm

Recommended Websites

There are many useful links for establishment of database on International Academic Reference Standards. The following is a list of recommended web sites to assist the sectors and higher education institutions to develop National Academic Reference Standards (NARS), benchmarks and performance indicators:

1. International Network for Quality Assurance Agencies in Higher Education, Web: www.inqaah.nl
2. German Accreditation Council, Web: www.akkreditierungstrat.de
3. European Universities Association, Web: www.eua.org
4. National Evaluation Committee in France, Web: www.cne-evaluation.fr
5. Hungarian Accreditation Committee, Web: www.hac.huninet.hu

6. National Assessment and Accreditation Council in India, Web: www.members.tripod.com/naac
7. Ministry of Education, Science and Culture, Division of Evaluation and Supervision in Iceland, Web: www.men.stjr.is
8. Finnish Higher Education Evaluation Council (FINHEEC) in Finland, Web: www.minedu.fi
9. National Council for Educational Awards in Ireland, Web: www.ncea.ie
10. Australian Qualifications Framework, Web: www.aqf.edu.au
11. Australian Universities Quality Agency, Web: www.auqa.edu.au
12. Distance Education and Training Council, USA, Web: www.detc.org
13. Liaison Committee on Medical Education, Web: www.lcme.org
14. National League for Nursing Accreditation Commission, Web: www.nlnac.org