



**Arab Republic of Egypt**  
**Ministry of Higher Education**  
**Project Management Unit (PMU)**

**Program of Continuous Improvement**  
**and Qualifying for Accreditation**

**Applicants' Guidelines for Competitive Projects**  
**Funded by PCIQA**

**Applicants' Guideline Manual**

**April 2009**



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## 1. Fields of Competitive Projects

As a means of supporting the higher educational institutes in developing its working system as well as upgrading its institutional capabilities to comply with the quality assurance standards and accreditation; the Program of Continuous Improvement and Qualifying for Accreditation (PCIQA) will fund competitive projects in the following fields:

1. Developing Academic Programs for Accreditation Project;
2. HEI Labs Certification Project;
3. Development of Students' Assessment Systems Project.

The PCIQA will announce the following three calls:

Cycle	Opening call date	Submission date	Contracting date
1 <sup>st</sup> Cycle	1-4-2009	30-5-2009	15-7-2009
2 <sup>nd</sup> Cycle	15-7-2009	30-8-2009	15-10-2009
3 <sup>rd</sup> Cycle	15-10-2009	30-11-2009	15-1-2010

- Each project should be submitted in a separate proposal template obtainable from PCIQA ;
- Prior to each cycle , PCIQA will determine the total financing budget and the priority thematic fields;
- If the evaluation process yields the disqualification of any of the submitted projects; the allocated budget will be shifted to the following cycle;
- The request form proposals (RFP) will include submission rules, evaluation criteria and future call announcements.

This fund is available for any public higher education institution (university, faculty, department, a group of departments). The submitted proposals should fulfill the submission rules and signed by the highest administrative body in the educational institution; taking into consideration the following aspects:

- There is no maximum number of proposals per institution;



- The authorization of the university/institute to the projects means the commitment of the university/institute to pay an equivalent sum to that of the fund either in cash or through a different form;
- All staff members (full professors, associate professors, assistant professors, assistant lecturers) should be represented in the project implementation team;
- Priority will be given to projects including the highest ratio of junior staff members;
- Members and departments already participating in an existing project funded by the PCIQA cannot participate or apply for another until they hand it successfully. Similarly, members and departments cannot be engaged in two PCIQA projects simultaneously;
- Any department will not be allocated with more than one project in a cycle, unless in few exceptions and with full explanation;
- All projects should be submitted in five hard and soft copies, to the following address:

PCIQA Executive Manager  
Project Management Unit, PMU  
96 Ahmed Oraby St- El Mohandessen 12411 – Giza  
11<sup>th</sup> floor

## 2. Evaluation and Funding Procedures

PCIQA follows the following procedures in evaluating the submitted proposals:

- Classifying the submitted projects from national higher education institutions into groups according to specialty and size;
- Allocating evaluators to check the eligibility of the proposed projects ;
- The evaluators committee will submit a technical report (within three weeks from the submission date);
- analyzing the results and reaching initial indicators based on needs analyses reports and funding (within two weeks of submitting the technical report);
- Signing contracts with the successful projects within four weeks of results announcement.



### 3. Evaluation criteria

The evaluators committee follows the following standards:

- Academic excellence 20%
- Technical quality 20%
- Fulfilling accreditation requirements 20%
- Efficiency 10%
- Sustainability/ participation of the educational institution 10%
- Cooperation 10%
- Creativity 10%

Evaluators will give a score from 1 to 5 for each of the previous criterion (5 the highest score and 1 the lowest). Evaluators are encouraged to submit extra notes and a qualitative report.

- Academic excellence

To what extent will the proposed project contribute to applying higher levels of learning domains (analysis, synthesis, evaluation, and origination) that corresponds with the international level? To what extent is the proposed project located in a suitable place that will upgrade the educational system components? To what degree is the project team qualified to achieve high academic standards? There must be cooperation and high coordination aligned with the institution's vision and mission; if more than one department are participating in the proposed project.

- Technical quality

Is the presentation clear and well formatted? Are the project components suitable? And have been well thought of? Do the resources match with the needs? How accurate has the project scope been identified? Is it wider or narrower than needed? Are the theoretical, practical and research aspects well integrated? Is the final result achievable? To what extent will the final results be beneficial to others?

- Fulfilling accreditation requirements

Did the project address steps and outcomes that would fulfill either current or future accreditation whether on the local or international accreditation level? Will the project produce graduates with developed skills required to develop the Egyptian social and economical aspects to meet the international standards? Will the market/stakeholders



participate in offering training opportunities for the students? Will the project address essential gaps within the educational institution that could lead to future negative educational consequences if left untreated? Will this project lead to closer cooperation with the industrial sector and labor market? Will it provide a wider scope of practical experience for the students? Will it provide the students with the required thinking and practical skills required for the labor market?

- Efficiency

Will the project assist the faculty/ institute to use its resources better? Will any of the equipment or resources be more productive as a result of applying the proposed project? Will any other departments or sections benefit from the new equipment requested for the project (if any)? Will future research contracting yield extra income to the institution?

- Sustainability

What is the nature and extend of resource made available for the project by the faculty/institute? Is the infra structure suitable? Is there a maintenance program for the equipment? To what extend does the project comply with the faculty's/ institute's mission? To what extend will this project help in building the faculty's/ institute's self-development ability (to develop curricula, labs and maintenance)? Will the project benefit other departments/faculties? How will the project be sustained after the termination of the fund?

- Cooperation

Is the project multi disciplinary? If so, is there any cooperation with other institutions? Is there any sort of international cooperation?

- Creativity

Is the project new in its idea or structure or both? Does it add a new developmental dimension to the faculty's/ institute's educational system? Could the project have an effective impact on other faculties/ institutes?

#### 4. Funding notification and contracting

- PCIQA will return the submitted proposals with the evaluators' written report back to the faculties/ institutes to undergo all required modification and come up with the final version;



- PCIQA project will reach a form of a contracting agreement with the cooperation of the PMU after the approval of the PCIQA steering committee;
- The contracting documents will clarify the following aspects:
  - Contracting parties
  - Fund amount and regulations
  - Final version of the approved project
  - The project's implementation action plan;
  - Installments time plan that corresponds with the project's deliverables;
  - Monitoring and evaluation procedures.

## 5. Competitive projects Details

The following is an illustration of the major components of the three projects that will be opened for the educational institutes requesting funds:



## First: Developing Academic Project



## Programs for Accreditation

### (DAPAP)

#### 1. Project's Strategic Objective

Supporting higher education system to develop integrated academic programs based on national accreditation standards that complies with international accreditation standards as an effective system ensuring quality met educational and research outcomes. The program should be adopted and applied in other academic programs within the institution.

#### 2. Project's Specific Objectives

1. Improving existing programs or developing new interdisciplinary with specific academic standards fulfilling with the accreditation requirements, future developmental needs for these fields;
2. Developing the traditional teaching methods with modern and international methods that suits modern teaching strategies;
3. Achieving specific and suitable efficiency for the practical, applied and social aspect of academic program;
4. Upgrading the research capabilities through uniting the developed academic programs with other programs and other specialties in one unified system; to achieve quality educational and research outcome.



### 3. Allocated funding

Nearly 100 million Egyptian pounds will be allocated to these type of projects, with a minimum contribution of 40% of the total budget shall be provided by the public higher education institutions.

### 4. Project's implementation time frame

The project will be implemented within the five-year plan 2007- 2012, through which 3 cycles of funding projects will be put into action. The institution can submit to any of these cycles with projects of maximum 2 years implementation duration.

### 5. Participating bodies in implementing

- Governmental higher education institutions
- Scientific sectors committee
- Productive and serviceable civil institutions

### 6. Project's logical framework matrix

Objective	Activities/ outcomes/ impact
1. Improving existing programs or developing new interdisciplinary with specific academic standards fulfilling with the accreditation requirements, future developmental needs for these fields;	2. Introducing achievement assessment, quality assurance system and academic programs accreditation 3. Complying with the international development in many specialties and widening the scope of the interdisciplinary implementation in many applied fields 4. Formation of repeatable models in the higher education institutes capable of improving its status to qualify for accreditation.
2. Developing the traditional teaching methods with modern and international methods that suits modern teaching strategies;	1. Adopting the credit hour system or the ECTS European system. 2. Using modern learning styles based on self and free learning. 3. Making use and maximizing the role of the electronic learning centers in the universities to contribute in the production of electronic curricula. 4. Introducing new academic degrees( technical masters) in areas needed by the labor market; after careful study and investigations.



<p>3. Achieving specific and suitable efficiency for the practical, applied and social aspect of academic program;</p>	<ol style="list-style-type: none"> <li>1. Achieve partnership with international academic programs and implementing joint degrees.</li> <li>2. Adopting and implementing the National Academic Reference Standards (NARS) or other internationally certified standards.</li> <li>3. Designing the academic program in a way that achieves the Intended learning Outcomes (ILOs) and suits labor market requirements, national and international development, and the institution's mission.</li> <li>4. Designing policies and implementing procedures that deals with current educational problems.</li> <li>5. Shift the concept of learning to that of student centered learning.</li> <li>6. Adding a new dimension to the role of the staff member; from just an information transmitter to a generator and creator of information.</li> </ol>
<p>4. Upgrading the research capabilities through uniting the developed academic programs with other programs and other specialties in one unified system; to achieve quality educational and research outcome.</p>	<ol style="list-style-type: none"> <li>1. Setting a plan to cooperate other parties that will benefit from the academic and research outcomes.</li> <li>2. Designing the institution's policies in a way to attract new and overseas students.</li> <li>3. Designing strategic and implementation plans to improve the performance efficiency of staff members, administrative and technical staff.</li> <li>4. Linking the scientific research to the academic studies and using it to develop and resolve social and environmental issues.</li> </ol>

### 7. Project components

The project aims to develop 100-120 integrated academic programs in higher educational institutes across all governmental universities in all specialties to achieve educational effectiveness. The funding will be based on competitiveness among higher educational institutes to qualify these programs for accreditation according to the following criteria:

1. Students and graduates	
1.1	students' admission and transfer policies
1.2	Academic support
1.3	Students' activities
1.4	Services for graduates
1.5	Measuring students' satisfaction
2. Academic standards	
2.1	Achieve partnership with international academic programs and preferably



	to implement joint degrees.
2.2	Adopting and implementing the National Academic Reference Standards (NARS) or other internationally certified standards.
2.3	Practical application for the academic standards
2.4	Adopting the benchmark criteria that will sustain its competitive abilities
<b>3. Academic courses</b>	
3.1	Matching the academic program with the social and environmental needs
3.1.1	Matching the programs and its courses with modern developments
3.1.2	The ability to attract new and overseas students
3.1.3	Introducing new specialties/courses needed by the labor market among the optional courses
3.1.4	The existence of non-academic partners
3.2	Developing the academic program
3.2.1	Achieving the intended learning outcomes (ILOs)
3.2.2	Achieving national and international requirements in the field of speciality
3.3	Revising and improving academic courses and programs
3.3.1	Scientific and technological development in the specialty and teaching methods
3.3.2	Reports of external reviewers and external evaluators
3.3.3	Programs' and courses' annual reports
3.3.4	Students' evaluation of the courses
<b>4. Teaching, learning and Financial Support</b>	
4.1	Teaching and learning strategies
4.2	Actual application of self learning
4.3	The institute's academic problem-solving policy
4.3.1	Students' attendance criteria
4.3.2	Students' overcrowded classes
4.3.3	Avoiding private tuition
4.3.4	Providing suitable resources
4.3.5	Shifting from traditional teaching to self learning and electronic learning
4.4	Students' practical training
4.5	Students' assessment system
4.5.1	New means of assessment
4.5.2	New methods of setting and marking exams, evaluation and exam management feedback
4.6	Learning and teaching Resources and facilities
4.6.1	Teaching and learning support
4.6.2	Lecture classes and labs
4.6.3	Library (hard –digital)
4.6.4	Text books
4.6.4.1	Monitoring and supervising textbooks criteria
4.6.4.2	Adopting international reference books



4.6.4.3	Presence of the textbooks and information sources in an electronic format
4.6.4.4	Variation of resources for each course (textbook- international references- electronic national or international references)
4.7	Measuring the students' satisfaction level
<b>5. Staff members</b>	
5.1	Improving staff's effectiveness and efficiency to achieve the ILOs
5.1.1	Complying with the quality standards in regard to the ratio of the staff members to that of the students
5.1.2	The appropriateness of the academic hierarchy of departments
5.1.3	Making use of senior staff experience
5.1.4	Appropriateness of the members' specialty to the courses they teach
5.1.5	Plans to deal with the excess/shortage of staff members
5.2	Improving and developing staff members' and their assistances' skills
5.2.1	The suitability of the staff development programs
5.2.2	Participation of staff members in national and international conferences and variation of means of their academic development
5.2.3	Making use and cooperating with international experts
5.3	Evaluating staff's and assistant staff performance
5.4	Staff's and assistant staff job satisfaction level
<b>6. Correspondence of program with the scientific research plan and scientific activities</b>	
6.1	Correspondence with the department/ faculty/ university's scientific research plan
6.2	Correspondence with the research effectiveness
6.3	The extent to which scientific research serves the educational process
<b>7. Continuous evaluation of the effectiveness of the educational process</b>	
7.1	Comprehensiveness and continuity of evaluation
7.2	Internal quality management system
7.3	Questioning system

and accordance with any recognized national or international academic programs accreditation standards

It is expected that improving the integrated academic programs will achieve excellence in the higher educational system through the following:

- Improving all components of curricula and courses in both under and post graduate stages.
- Improving teaching means and making use of modern presentation technology
- Setting standards for the programs in accordance with national and international criteria
- Developing new learning and teaching methods and strategies



- Developing new students' assessment system to include all educational domains(cognitive- psychomotor- affective)
- Upgrading staff skills through attending short course, training programs, conferences
- inviting international experts to train staff members or monitor project outcomes' quality(regulations, curricula, educational resources, planning)
- partnership agreements with international educational institutes as well as Egyptian universities and institutions
  - Evaluating the academic programs and the educational institutes.
  - Implementing interdisciplinary programs that would encourage other educational institutions to cooperate, that will lead to developing and upgrading of intellectual and implementation structure of the program
  - Cooperation between the universities and non academic partners in the following applied fields:
    - Providing technical support services through cooperation protocols in consultant and training.
    - Interdisciplinary researches in required and needed fields that will lead to the improvement of quality performance of research and development units.
    - Cooperation with the industrial sector to improve training through working, study courses and technical services
    - Scholarships for training programs (designing and evaluation)
    - Offering continuous and life-long learning for graduates and employers.



## Second: HEI Labs Certification Project (HLCP)

### 1. Project's Strategic Objective

Supporting higher education institutes to get international accreditation of labs in the applied fields required by industrial and service sectors; as a means of improving the performance level in accordance with the international standards, as well as linking the three dimensions of knowledge triangle (higher education- research- creativity).

### 2. Project's Specific Objectives

1. Dissemination of the culture of labs' quality in the applied fields, as a prerequisite component for qualifying for academic and institutional accreditation; as well as upgrading its performance level according to international standards to comply with the competitive and continuous improvement process.
2. Upgrading the institutional capabilities and strengthen its educational infrastructure through the accreditation of the labs.
3. Improving the labs' management system, improving the technicians' skills and establishing a sustainable self financing mechanism.
4. Strengthening the relation between the educational institute and the productive sector in the society.



5. Empowering the concept of linking the dimensions of the knowledge triangle (higher education- research- creativity) and excellence within higher education institutes.

**3. Allocated funding**

Nearly 60 million Egyptian pounds will be allocated to these type of projects, with a minimum contribution of 40% of the total budget shall be provided by the public higher education institutions.

**4. Project’s implementation timeframe**

The project will be implemented within the five-year plan 2007- 2012, through which 3 cycles of funding projects will be put into action. The institution can submit to any of these cycles with projects of maximum 18 months implementation duration.

**5. Participating bodies in implementing**

- Governmental higher education institutions;
- Industrial modernization center;
- Social productive civil institutions.

**6. Project’s general matrix**

Objective	Activities/ outcomes/ impact
1. Dissemination of the culture of labs’ quality in the applied fields, as a prerequisite component for qualifying for academic and institutional accreditation; as well as upgrading its performance level according to international standards to comply with the competitive and continuous improvement process.	<ol style="list-style-type: none"> <li>1. Understanding the concepts of quality and the accreditation of the labs in the higher education institutes.</li> <li>2. Creating means of cooperation and integration between various labs in the educational institutions. Either on university or specialized sector levels.</li> <li>3. Setting priorities and needs required for achieving labs’ accreditation; and making use of it academically, socially and in research.</li> </ol>
2. Upgrading the institutional capabilities and strengthen its educational infrastructure through the accreditation of the labs.	<ol style="list-style-type: none"> <li>1. Achieving a unique identity for the institutions in the light of their mission. In which the labs play a practical and specialized role in the national fields of priority.</li> <li>2. Establishing an infrastructure (location- furnishing- means of industrial safety- information and communication systems), providing the labs with the latest equipment and technology complying with a respectable international university. The</li> </ol>



	<p>labs should also contribute in the educational process of both the under and post graduate levels; as well as research and social services.</p> <ol style="list-style-type: none"><li>3. continuous documentation for the following:<ol style="list-style-type: none"><li>a. Educational and academic activities</li><li>b. Research activities</li><li>c. Service and training activities</li></ol>The documentation should include the technical, administrative and financial aspects certified from a specialized external body. Documentation should be done through an electronic data system.</li><li>4. Establish an electronic link for the labs within the institutional website in both the Arabic and English languages.</li><li>5. Making available the latest and most important references, measuring standards, experiments guide books according to national and international codes. As well as, providing means for research</li></ol>
<p>3. Improving the labs' management system, improving the technicians' skills and establishing a sustainable self financing mechanism.</p>	<ol style="list-style-type: none"><li>1. Utilizing an effective administrative and governance framework according to the nature of the lab. A job description of the technicians, certified from the faculty administrative council should be made available. Each of the department council, faculty council, representatives of the social services and production sectors should be included in this administrative council.</li><li>2. Qualifying and training the responsible personnel (staff members- assistant staff members- technicians- administrative- workers) on the required technical and administrative skills. Providing an encouraging working environment for personnel that would guarantee their jobs for at least three years.</li><li>3. Adopting a suitable business model that suits the nature of the specialty and the service beneficiaries. this should be preceded by a needs analysis study for the surrounding society and the users of the lab(students, researchers, civil society)</li><li>4. Establishing a sustainable self financing system for the labs to cover continuous development costs, maintenance costs, operational costs and</li></ol>



<p>4. Strengthening the relation between the educational institute and the productive sector in the society</p>	<p>sustainable costs.</p> <ol style="list-style-type: none"> <li>1. Conducting effective partnership with local productive institutes. The services provided by the lab should help in solving existing problems or improving a working system.</li> <li>2. Applying for joint projects and getting research scholarships from local, national, regional and international financing bodies.</li> <li>3. Research Cooperation and forming a partnership with at least two Egyptian and Arab higher education institutions and a third foreign institute in the field of specialty.</li> <li>4. Providing technical training services, and supplying the training material in an electronic format.</li> </ol>
<p>5. Empowering the concept of linking the dimensions of the triangle of knowledge (higher education- research-creativity) and excellence within higher education institutes.</p>	<ol style="list-style-type: none"> <li>1. International publishing of the research done in the lab in high impact factor. This impact factor would be decided by the educational institutes according to the specialty field of the researches and thesis done in the labs.</li> <li>2. Encouraging applying for a patent according to the regulations.</li> <li>3. Submitting ideas and proposals for developing the lab and transferring it into a house of expert.</li> </ol>

### 7. Project components

The project aims to gain accreditation for 80-100 labs from international institutions approved by the project management. The funding will be based on competitiveness among higher educational institutes according to the following criteria:

1. The lab should be of a specialized practical nature serving the national priority fields, in a way that would lead the institution to be unique and serve its mission.
2. Utilizing an effective administrative and governance framework according to the nature of the lab. A job description of the technicians, certified from the faculty administrative council should be made available. Each of the department council, faculty council, representatives of the social services and production sectors should be included in this administrative council.
3. Qualifying and training the responsible personnel (staff members- assistant staff members- technicians- administrative- workers) on the required technical and administrative skills. Providing an encouraging working environment for personnel that would guarantee their jobs for at least three years.



4. Adopting a suitable business model that suits the nature of the specialty and the service beneficiaries. this should be preceded by a needs analysis study for the surrounding society and the users of the lab(students, researchers, civil society)
5. The self financing rate of the lab by the end of the project should establish a sustainable self financing system for the labs to cover continuous development costs, maintenance costs, operational costs and sustainable costs.
6. Establishing an infrastructure (location- furnishing- means of industrial safety- information and communication systems), providing the labs with the latest equipment and technology complying with a respectable international university. The labs should also contribute in the educational process of both the under and post graduate levels; as well as research and social services.
7. continuous documentation for the following:
  - Educational and academic activities
  - Research activities
  - Service and training activitiesThe documentation should include the technical, administrative and financial aspects certified from a specialized external body. Documentation should be done through an electronic data system.
8. Establish an electronic website for the labs within the institutional website in both Arabic and English languages.
9. Making available the latest and most important references, measuring standards, experiments guide books according to national and international codes. As well as, providing means for research
10. Conducting effective partnership with local productive institutes. The services provided by the lab should help in solving existing problems or improving a working system.
11. Applying for joint projects and getting research scholarships from local, national, regional and international financing bodies.
12. Research Cooperation and forming a training partnership with at least two Egyptian and Arab higher education institutions and a third foreign institute in the field of specialty.
13. Providing technical training services for at least 300 persons per year, and supplying the training material in an electronic format.
14. International publishing of the research done in the lab in high impact factor. This impact factor would be decided by the educational institutes according to the specialty field of the researches and thesis done in the labs.
15. Encouraging applying for a patent according to the regulations.



16. Submitting ideas and proposals for developing the lab and transferring it into a house of expert.

### 8. Selection criteria among proposals

1. Establishing a unique identity for the institution.
2. The ability to link the activities with the productive and service sectors of the specialty in the society, as well as the extent of help and support offered to the specialized social sectors.
3. The ability to support a large number of scientists, technicians, researchers and creators in the field of science and technology and applied specialties on both regional and international levels.
4. Establishing upgradable administrative systems with clear mechanisms and decision making system.
5. Contributing in the human resources development through widening the knowledge of science comprehensively or producing specific products within the national or international economical framework.
6. Providing sustainable operational and financing conditions within a limited period.
7. Performing a clear organizational activity through adaptation and affecting the external conditions. As well as the lab's ability to upgrade and change itself under extreme conditions.
8. Reaching a clear institutional system indicated by the ability of external communication through networks and the ability to establish partnerships with other institutes.
9. Complying the mission, programs and the results of the lab with the aims of the continuous development.
10. Achieving international standards and comparative standards with international labs of similar nature.
11. The requested fund from the project management unit, self finance and the required duration for achieving accreditation as well as the body granting the accreditation.
12. The number of labs which the educational institute will internationally accredit through adopting this model from the project management unit.
13. The service level provided by the lab to the educational institute and the university.
14. Establishing executive programs (productive, training and research) , and deciding performance indicators and implementation time plan according to the following criteria:



1. Scientific outcomes;
  - Number of publications reviewed by the peer reviewers
  - Number of national and international patents
  - The percentage of projects dedicated for fulfilling the aims of the continuous development e.g. protecting environment, improving drinking water and saving energy.
  - The scientific excellence level as indicated by an external evaluator expert based on the peer reviewers' report.
  - The link between the building capacity of the lab and the numbers of PhD holders.
2. Building capacity indicators:
  - a) Human resources development:
    - The percentage of candidate who received advanced level of training.
    - The percentage of candidates training to achieve higher levels.
    - Evaluation process of the candidates who received training.
  - b) Networks:
    - Number of institutes cooperating actively with the lab nationally and internationally (exchanging staff, exchanging information, joint activities)
    - Number of scientific occasions attended nationally and internationally
    - The percentage of finance allocated for the lab's national and international cooperation
  - c) Relation with the government and financing agencies:
    - Evaluating of the relations according based on the evaluation of an external expert.
    - Establishing a powerful network capable of effectively resolving conflicts or participating in solving certain problems, achieving high measurable levels of standardized scientific production. The current models should also be improved and undergoing directed activities for building capacities to include:
      1. Improving the human resources quality which is the base of producing outstanding scientific products.
      2. Widening the possibility of reaching information through networking internationally with scientific bodies.
3. Contacting financing bodies that could support the development.



### Third: Development of Students' Assessment Systems Project

#### (DSASP)

#### 1. Project's Strategic Objective

Improving students' assessment systems in the higher education institutes to achieve the intended learning outcomes (ILOs) of the academic programs; complying with the academic standards as an accreditation prerequisite.

#### 2. Project's Specific Objectives

1. Dissemination of culture of developing assessment systems as a means of improving the educational system and ensuring its quality.
2. Establish students' assessment standards and criteria in the various academic programs, and providing the required guides based on the academic standards adopted.
3. Supporting the educational institutes to establish an infrastructure capable of performing modern means of managing the assessment process within the educational institutes, to ensure accuracy, speed and transparency as well as undergoing continuous evaluation for the assessment methods applied.
4. Forming questions' banks for the various specialties and uploading it among the database of the educational institute.
5. Adopting electronic assessment system in the different specialties within the higher education institutes, this serves as an indicator of the institutions' mission and the standard of its students.
6. Encouraging universities and final year students to participate in the international University Achievement Exams (UAE) as a means of ensuring the quality of the institution outcomes and their ability to compete internationally.



**3. Suggested funding**

- 4. Nearly 30 million Egyptian pounds will be allocated to these type of projects, with a minimum contribution of 40% of the total budget shall be provided by the public higher education institutions.

**5. Project’s implementation timeframe**

The project will be implemented within the five-year plan 2007- 2012, through which 3 cycles of funding projects will be put into action. The institution can submit to any of these cycles with projects of maximum 24 months implementation duration.

**6. Participating bodies in implementing**

- Governmental higher education institutions
- Scientific sectors committees
- Technical syndicates and labor market organizations.

**7. Project’s general matrix**

Objective	Activities/ outcomes/ impact
<p>1. Establish students’ assessment standards and criteria in the various academic programs, and providing the required guides based on the academic standards adopted.</p>	<p>1. Understanding the assessment criteria and its relation to measuring the desirable educational outcomes. These criteria would involve the concepts, knowledge, skills, and attitudes related to the professional performance as one of the major quality factors.</p> <p>2. Supporting the universities to prepare specialized students’ assessment guides, that serves as internal regime applied by the staff members and their assistances.</p> <p>3. Continuous improvement, understanding and training on implementing assessment strategies prepared by the educational institutions in cooperation with the scientific sector committees, technical syndicates and the labor market.</p>
<p>2. Supporting the educational institutes to establish an infrastructure capable of performing modern means of managing the assessment process within the educational institutes, to ensure accuracy, speed and transparency as well as undergoing continuous evaluation for the assessment methods applied.</p>	<p>1. Encouraging educational institutes to adopt the partial or fully automated marking systems for the theoretical subjects as well as recording, reviewing and announcing results; especially in faculties with large number of students.</p> <p>2. Establishing criteria, standards and job specification for the universities’ units for continuous evaluation of the applied assessment methods within the educational institutes.</p> <p>3. Encouraging the universities to establish independent units for the terms’ regular evaluation of</p>



	<p>the procedures and assessment means applied.</p> <ol style="list-style-type: none"> <li>4. Training the staff members on the various assessment methods and its appropriateness to the intended learning outcomes (ILOs).</li> <li>5. Continuous evaluation and improvement for the assessment process which will lead to the cut down of the private tuition rate due to the continuous update in the assessment methods.</li> <li>6. Adopting a students' assessment model from one of the international universities in regard to the oral, written, practical exams; term's projects, years' participation marks as well as on-line exams in order to comply with the changes on an international level.</li> <li>7. Training staff members on forming different students' assessment means that measures various learning domains as well as different thinking levels.</li> </ol>
<p>3. Forming questions' banks for the various specialties and uploading it among the database of the educational institute.</p>	<ol style="list-style-type: none"> <li>1. Helping the educational institutes in building databases capable of supporting various types of questions measuring different thinking levels and means of assessment.</li> <li>2. Activating the role of the electronic learning centers through merging the question banks in the electronic curricula managing system.</li> <li>3. Encouraging and activating the partnership and cooperation among the educational institutes in different universities through exchanging experience and virtual experiences' components whether for the formative or the summative exams.</li> </ol>
<p>4. Adopting the admission exams system in the higher education institutes, this serves as an indicator of the institutions 'mission.</p>	<ol style="list-style-type: none"> <li>1. Cooperating with the scientific sector committees through the educational institutes and technical syndicates to establish the bases and assessment criteria; as well as the coordination among concerned parties.</li> <li>2. Supporting the universities in establishing specialized units for implementing the assessment process, marking and recording equipped with the latest technology in this field.</li> <li>3. Providing the technical support for the universities and the educational institutes through the understanding, managing, implementation, quality control, monitoring and continuous development.</li> </ol>



5. Encouraging universities and final year students to participate in the international University Achievement Exams (UAE) as a means of ensuring the quality of the institution outcomes and their ability to compete internationally.

1. Providing competitive scholarships for the universities in the various specialties to submit for the international exams.
2. Matching the desirable educational outcomes of the institutions with the international systems to comply with continuous development in the various fields.
3. Encouraging the competitive environment among students and the educational institutions in a way that it would become a part of the organizational structure in the future.

### 7. Project components

The projects aims to develop the assessment system for all academic programs in 40-60 faculties according to the following criteria:

1. The suggested system of improving the assessment methods will benefit the greatest number of students.
2. The impact of the suggested assessment system on the institution's application of the academic standards.
3. Setting and declaring of the assessment process criteria, procedures and means of implementation by the educational institute to ensure its clarity, effectiveness and transparency.
4. Applying means of assessment that supports cooperative learning and which supports effective and active as well as ensuring that the language of teaching matches that of assessment.
5. Adoption of effective clear policies for allocating members of the evaluators committees, monitoring committees, as well as monitoring the assessment process, the responsibilities of the committees' members and means of evaluating their performance.
6. Ensuring that the relative weight of tests and its timing will lead to true indicators of whether the students have achieved the intended learning outcomes.
7. Setting regulations to ensure the implementation of the assessment process accurately, objectively, and confidentially.
8. Developing a new automated marking system to achieve quicker and fair marking, reviewing and recording.
9. Declaring and applying clear criteria for being upgraded from one stage to the next as well as offering marks.
10. Cooperation with the technical syndicates and scientific organizations in setting clear and announced criteria for means of assessment.



11. Regular monitoring and filtering of the new applied assessment method via the educational institutions to question any rule breaking as well as to improve the system to be always in terms with the latest development in the field.
12. Adopting modern mechanisms in managing the assessment system within the institutions to ensure speed, accuracy and transparency.
13. Forming questions' banks in the various fields and including it in the institutions' database.
14. Adopting the admission exams system in the higher education institutes, this serves as an indicator of the institutions 'mission.
15. Encouraging universities and final year students to participate in the international University Achievement Exams (UAE) as a means of ensuring the quality of the institution outcomes and their ability to compete internationally.
16. Reinforcing the students' feedback mechanism of their performance in the assessment process that would lead to the improvement of the educational process.
17. Ensuring that every member who has got a role in the assessment process is aware and understands his duties and responsibilities.

## 6. Monitoring and Evaluation of Funded Projects

The project management team has set a monitoring and evaluation system for the funded projects to ensure the application of the projects according to the agreed upon rules as well as to meet quality standards. This monitoring system is set to continuous updating based on the task needs and the progression of the projects. All information regarding the monitoring system is made available on the website for all concerned bodies. The monitoring team tasks are implemented on the following levels:

- On the project level
- On the university/ institution level
- On PCIQA level

These procedures could be summarized as follows:

### 1. On the Project Level

The following are the main criteria:



- The whole project management team- not just the project manager- is regarded as responsible for the project. A joint signed responsibility form should be handed in prior to the implementation of the project.
- No change or adjustments in the project management team should be made after signing the contract, except in exceptional cases after the approval of the university administration.
- Implementation is decentralized, where the procurement unit within each institution is responsible for purchasing and financial issues of its projects.
- There are disbursement items, which require prior approval from PCIQA.
- All correspondence should be made directly from the project manager in the institution to PCIQA executive director. A copy could be sent to the university's project management director if needed.
- All project managers should submit a copy of the monitoring reports to the director of the Quality Assurance Unit the department/faculty management within the institution

Each project manager should submit a regular report expressing the progress achieved, based on the forms specifically designed for this purpose. The report should include both qualitative and quantitative data as follows:

A) Quantitative Section:

- Number of programs and courses related to the project
- Beneficiaries of the project
- Number of total students included in the project
- Quantitative success rates related to the project
- New equipments and its usage

B) Qualitative Section: The qualitative section of the report should contain a narrative description of the project's success in implementation, in achieving its stated objectives, and in having an impact in its area or field.

The project management unit adapts a clear monitoring policy based on the specific performance indicators agreed upon in the signed proposed project after any needed corrections or modifications. This policy could be summarized as follows:

- Activities performance indicators:
  - Finishing performance indicators
  - Success performance indicators
- Outcome and impact performance indicators
  - Finishing performance indicators



- Success performance indicators

- Impact performance indicator for each outcome

The following criteria should be fulfilled in the performance indicators:

1. to measure the outcome to the greatest extent
2. to be accurate to enable measuring the aim
3. to summarize and collect the data in an economically and practical way
4. to be affected by the changes in the outcomes and less affected by any other changes.
5. to be detailed to help in using it in the feedback report

The monitoring and evaluation criteria will be taken into consideration during the acceptance of the projects. Prior to the start of the implementation of the projects it must be confirmed that the objectives are set in an accurate and clear terms meeting the following conditions:

Specific, Measurable, Achievable, Relevant and Tangible (SMART)

Evaluation of the performance of each individual project will be undertaken based on the following criteria:

- ☒ Progress of the project directly towards the targeted objectives outlined in the project proposal.
- ☒ Getting the anticipated deliverables according to the time schedule of the project with the required quality.
- ☒ Measuring the impact of the project on each of the student and staff member.
- ☒ Efficiency in execution of activities in terms of methodology, preparation, implementation technique, cost, time and quality.
- ☒ Technical follow-up within the project to monitor the quality and fulfilling the performance indicators for completion, success and impact besides the application on the beneficiaries of the enhancement process.
- ☒ Risk management along with the provisions and measures that have been considered to avoid any delays.
- ☒ Financial control process on the expenditures, taking into consideration both the cost benefit analysis and the cost effectiveness.
- ☒ Effectiveness of dissemination and adequacy of announcement/awareness about the project activities, outputs and outcomes. Dissemination is expected to be carried out for all the stakeholders of the project.
- ☒ Quality control themes to ensure the quality of the final product of each deliverable. This includes both internal and external auditing as well as peer reviews.



- ☒ Procedures guaranteed and applied to ascertain the sustainability of the project.
- ☒ Appropriateness of the assigned location for the project.
- ☒ Suitability, function ability, productivity and utilization of the equipment purchased through the project implementation.
- ☒ The amount and sufficiency of the co-financing offered by the university or by the external partners.
- ☒ Efficiency in the management system and procedures within the management team besides participation of all related and qualified members in his specialty and the appropriate documentation of the project phases.

## 2. On University /institutional level

Each university/institution would submit a report to the PCIQA management team specifying the trends and areas that have benefitted and been affected by the funded projects. The report should make reference to areas such as managerial development of the university/ institution, development of staff qualifying, efficiency and unity of the whole system. By this the PCIQA management team could detect the total impact of the project.

At the beginning of each cycle, the PCIQA coordinates with the project management unit and the quality assurance center within each university/institution to be representative of the institution.

## 3. On PCIQA level

PCIQA has set a system for monitoring the funded projects to ensure the quality of fulfilled activities and achieving its outcomes according to the criteria and set standards. . This monitoring system is set to continuous updating based on the task needs and the progression of the projects. All information regarding the monitoring system is made available on the website for all concerned bodies. Careful planning has been made for this monitoring system, as follows:

1. Preparing the monitoring and evaluation guide and the guides for implementation steps.
2. Preparing the regular reports templates, that have been modified and shortened according to the project managers' feedback.
3. Establishing a well formulated monitoring system to manage the monitoring system with clear managerial structure.



The monitoring and evaluation system is implemented through the following mechanisms:

- Monitoring and following the regular, annual and final reports.
- Meeting with projects' implementation teams and the concerned bodies to overcome any problems during the implementation period.
- Continuous contact with the project managers.
- Site visits to the institutions in the presence of the institution monitoring representative, project monitoring team, and a specialist in the project field assigned by PCIQA.
- Planning meetings with all project implementation teams to exchange experiences and enhance cooperation.
- Implementing specialized workshops in specific areas to develop skills and competencies as well as maximizing the benefits from the projects' outcomes.
- Attending workshops, national and international conferences. As well as, following what is published by some project managers.

In addition to what has been mentioned earlier, impact assessment and tracer studies are regarded part of the comprehensive evaluation. The PMU contracts with certain external bodies to implement follow-up studies to specify the recruitment styles of the projects', university/institution graduates. As well as, implementing studies on a sample of students and staff to determine the impact factor of these projects.