Accreditation & Quality Assurance Commission for Higher Education Institutions

Guide for Quality Assurance Criteria for

The Dentistry Program

2021

Preface

This Guide for quality assurance criteria and procedures for the Dentistry program presents guidelines for the Jordanian Dentistry faculties which apply for the Quality Assurance Certificate issued by the Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions. AQACHEIs encompasses the approved set of quality assurance criteria for the Dentistry program and guidelines issued by AQACHEIs in this respect. This will help the Jordanian Dentistry faculties conduct the self-evaluation study, which is an important component of the procedures for obtaining the Jordanian Quality Assurance Certificate.

In addition, the Jordanian Dentistry faculties can get further information about quality assurance by participating in workshops periodically conducted by AQACHEIs for those in charge of the self-study, or through communicating with its Quality Assurance Directorate.

It is our hope that those in charge of the self evaluation-study at the Jordanian Dentistry faculties will provide the Commission with their comments and suggestions on the content of this Guide to enable it to modify and update it in future editions.

His Majesty King Abdullah II Bin Al Hussein

His Royal Highness Prince Hussein Bin Abdullah II

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Quality Assurance Criteria for the Dentistry Program

1. Criterion One: Strategic Planning

A Dentistry faculty shall have a clear, approved and declared message that reflects its educational vision that is consistent with the University's vision and mission. The faculty shall translate its message into achievable objectives, and shall use them in planning activities and operations and in identifying implementation mechanisms and priorities with a view to achieving the Faculty's vision, mission and objectives within a clear time frame.

1-1. Sub-criterion One: Vision, Mission, Objectives and Values

1.1.1 Elements of Sub-criterion One:

- Vision
- Mission
- Objectives

1-1-2 Indicators of Sub-criterion One:

1. **Accuracy and clarity of formulation**: The Faculty's vision and mission shall specify the scientific and teaching goals that are conducive to preparing graduates with high scientific and training proficiency, and shall include learning and teaching, scientific research and partnership with the local community.
2. **Methodology of preparation:** A large group of concerned people, such as the Faculty's Dean, teaching staff members, faculty councils, students, representatives of the local community and concerned health institutions shall take part in the preparation and formulation of the vision, mission, and objectives.
3. **Compatibility and harmony:** The Faculty's goals shall be compatible with its vision and mission, and shall be based on its human, physical and financial resources.
4. **Means of raising awareness and publicity:** The Faculty's vision, mission and objectives shall be clear, declared and well known to all those concerned.
5. **Means and tools of review and evaluation:** The Faculty shall document its procedures for preparing and reviewing the vision, mission, and objectives.

1-1-3 Evidence and Documents Required for Sub-criterion One:

√ Minutes of meetings, decisions, recommendations and surveys related to formulating the Faculty's vision, mission and objectives;

√ The committees, forms and mechanisms followed in preparing the Faculty's vision, mission and objectives;

√ Consistency of the vision, mission and objectives;

√ Publicizing the Faculty's vision and mission through all means available;

√ Meetings, surveys and tools followed for the purpose of the review and evaluation, including:

- Documents on following up enrolled students

- Documents of following up graduates

- Documents showing the level of satisfaction of the Faculty's students, graduates and staff

- Documents showing the level of employer satisfaction with the graduates

1-2 Sub-criterion Two: The Strategic Plan

1-2-1 Elements of Sub-criterion Two

1. Analysis of the internal and external environment
2. Domains of the strategic plan
3. Strategic goals
4. Implementation plan (plan of action)
5. Risk management plan
6. Performance indicators
7. Benchmarking

1-2-2 Indicators of Sub-criterion Two

1. Consistency of strategic analysis, and the relationship of its results with the University's strategic goals, domains and objectives;
2. Coverage of the University's objectives in the strategic goals;
3. Benchmarking at the local, Arab and global levels
4. Accuracy, clarity and measurability of objectives;
5. Completeness of the implementation plan's elements;
6. Availability of a risk management plan;
7. Adherence to the review and evaluation mechanisms and tools;

1-2-3 Evidence and Documents Required for Sub-criterion Two:

√ The mechanism for identifying the internal and external elements of the environment

√ Evidence of staff participation in preparing the implementation plan

√ Minutes of the meetings, mechanisms and means related to the follow-up of the strategic plan

√ Improvement plans on the basis of review, benchmarking and evaluation

2- Criterion Two: Governance

Governance represents the general framework of any educational organization or faculty, as it represents the laws, by-laws and decisions that help in making decisions and taking actions and in identifying clear and specific roles of the staff within any organization to a high level of transparency and monitoring, aiming at achieving quality and excellence in the performance of any institution. It also involves three basic criteria we will discuss separately in terms of each item's elements, indicators, evidence and documents necessary for achieving it.

2-1 Sub-criterion One: Legislation(s)

2-1-1 Elements of Sub-criterion One

1. Policies
2. By-laws
3. Regulations
4. Principles, procedures and criteria

2-1-2 Indicators of Sub-criterion One:

1. Issuing by-laws provided for by-laws

2. Issuing regulations provided for by-laws

3. Availability of declared policies on aspects of the University's business

4. Compatibility of principles, procedures and criteria with by-laws and regulations

2-1-3 Evidence of Sub-criterion One:

√ Legislation manuals

√ Files and minutes of meetings on the implementation and development of legislation(s)

√ Evidence of publishing the University's legislations

2-2 Sub-criterion Two: Leadership and Academic Management

2-2-1 Elements of Sub-criterion Two

1. The organizational structure
2. The governance Council
3. Tasks and responsibilities
4. Job descriptions
5. Performance evaluation and accountability

2-2-2 Indicators of Sub-criterion Two

1. Availability of organizational charts covering academic and educational areas
2. Mechanism for preparing and documenting tasks, responsibilities and job descriptions
3. Procedures for performance evaluation and accountability, and documentation of their results

2-2-3 Evidence and Documents Required for Sub-criterion Two

√ The organizational configuration of the institution and its structures

√ Files (minutes of meetings) of the governance councils

√ Job description files

√ Performance and accountability files

2-3 Sub-criterion Three: Integrity

2-3-1 Elements of Sub-criterion Three

1. Transparency
2. Fairness
3. Incentives and disciplinary sanctions/ penalties

2-3-2 Indicators of Sub-criterion Three

1. Application of transparency in the implementation of all governance criteria
2. Measures for attaining fairness and equal opportunities
3. Principles and procedures for providing incentives and issuing disciplinary sanctions
4. Grievance procedures and their follow-up

2-3-3 Evidence and Documents Required for Sub-criterion Three

√ Files of appointment, promotion and termination of services of administrative and technical staff

√ Evidence of follow-up on the cases of grievances

√ Sabbatical leave files

√ Files on scholarships and training courses

3. Criterion Three: Academic Programs

The academic programs criterion is one of the important criteria for ensuring getting university accreditation, which cannot be achieved by any educational institution unless it has clear goals and regulations that are consistent with its educational mission, and ensure its ability to continue attaining its educational mission and desired objectives. These goals and regulations also help in coping with the requirements of this century, and with gaining the satisfaction or the local and global communities with the University's outcomes, which would determine sustainability or unsustaiability of the institution. This criterion involves three sub-criteria we will discuss separately in terms of the elements, indicators, evidence and documents necessary for achieving each one of them.

3-1 Sub-criterion One: Teaching and learning policies

3.1.1. Elements of Sub-criterion One

1. Introduction and development of academic programs
2. Admission, equivalence and transfer policies
3. Teaching and learning methods
4. Number of students

3.1.2. Indicators of Sub-criterion One

1. Policies on introducing, developing and terminating academic programs through the study plan committee, which is authorized to design curricula and study plans compatible with the Faculty's vision, mission and goals

2. Admission and graduation policies and procedures

3. Policies and procedures on transfer of students and equivalence of courses

4. On-going improvement of learning and teaching methods

5. Integrated relationship between teaching staff members and staff working at the library and databases

6. The role of boards/ councils and their responsibility for implementing teaching and learning policies and following them up.

7. Publicizing the intended learning outcomes of the academic programs offered by the Faculty.

8. Taking into account the intake capacity of the Faculty while deciding the number of students the Faculty intends to admit The ratio of students to teaching staff members shall not surpass (8:1) in the case of clinical training and (25:1) in the case of theoretical subjects at the undergraduate cycle. At the Doctoral, Master's and Higher Diploma cycles, this ratio shall not surpass (15:1). Furthermore, the maximum number of students of all advanced education programs (Higher Diploma, Master's and Doctoral) shall be commensurate with the number and ranks of teaching staff members, so that compatibility of clinical and practical training with global standards is guaranteed.

3-1-3 Evidence and documents required for sub-criterion One

√ Procedures and evidence used for the introducing, developing and terminating academic programs

√ A guidance plan that provides students with the necessary information when needed

√ Forms and files of student admission, graduation, transfer, and equivalence of subjects

√ Studies and surveys of program effectiveness

√ Minutes of meetings of committees and councils

√ Correlation matrix of goals and learning outcomes

√ Evidence of disseminating learning outcomes

3-2 Sub-criterion Two: Study plans

3-2-1 Elements of Sub-criterion Two:

The study plans shall include two key elements:

• A Bachelor's program

• A Graduate program

Following is a discussion of the indicators, evidence and documents required for the study plans criterion of each individual program:

3-2-2 Indicators of Sub- criterion Two

3-2-2-1 Indicators in respect of the Bachelor's Program:

1. Clarity and integration of the study plans of offered programs: The Faculty shall prepare the bachelor's program study plan so that it provides students with the basic knowledge, skills and competencies required for the Dentistry specialization, in addition to providing them with general cognitive knowledge horizons. The minimum credit hours required for getting a Bachelor's degree in Dentistry shall be (190) credit hours covering all university and faculty requirements, requirements of support sciences of basic and medical science, and the compulsory and elective specialization requirements in accordance with the following table, distributed over five years of study, at least two of which must be for clinical training:

Requirements	Percentages as a Minimum
University Requirements	As per the Higher Education Council decisions, not included in the percentage formula
Basic Sciences Requirements	10%
Basic Medical Sciences Requirements	25%
Basic Dentistry Sciences Requirements	15%
Clinical Dentistry Sciences Requirements	35%
Clinical Medical Sciences Requirements	2%
Grand total of credit hours on the basis of which percentages have been calculated	(163) as a minimum

   ● Each theoretical teaching hour shall be equal to one time hour of fifty minutes

   ● Each practical lab training class shall not be less than two time hours

   ● Each practical clinical training class shall not be less than two time hours

2. The Faculty shall design the program in a manner that ensures clear and practical consistency between the theoretical and practical subjects in accordance with national and global standards; the practical applications of the theoretical subjects shall reflect all fields of knowledge of dentistry sciences. There shall also be conformity between offered programs and the university's vision, mission and objectives.
3. The basic medical sciences and the basic dentistry sciences shall constitute a major part of the Faculty's study plan.
4. In preparing its study plan, the Faculty shall take into consideration the necessity to keep up with clinical developments in dentistry and scientific technologies in addition to the community's health needs in order to

introduce and apply the concept of scientific knowledge and modern means/ methods.

5. The study plan shall include subjects from the social, human, behavioural, moral and legal fields.

6. The study plan shall cover communication skills, critical thinking, technology culture and the skills of research, and production of knowledge in such a way that leads to graduating a dentist specialized and well – qualified to perform his/ her role in an effective manner.

7. The study plan shall include courses for training dentistry students in the pre-clinical stage.. These courses shall include up-to-date technical concepts, provision of practical training utilizing Phantom Heads, and shall provide laboratories well equipped for training students in practical skills before training them on patients.

8. The Program's actual clinical contact hours shall not be less than 800 hours in total (not less than 12 clinical training hours per week during the clinical years) through practical lessons for clinical and laboratory training with a duration of no less than two 60-minute hours for each lesson. The practical training locations shall be commensurate with the number of students quantitatively and qualitatively.

9. The clinical science courses included in the study plan shall equip the student with the skills of comprehensive oral examination, diagnosis, treatment, dental medical care, education, oral and dental health protection and taking care of the patient. Furthermore, the following points shall be taken into consideration: the general health condition of the patient, working together with the medical team, exchange of consultancy skills, integration between the various medical specializations and dentistry, leadership, management and supervision, taking responsibility, making decisions and working under pressure.

10. The study plans shall encourage students to do voluntary work and community service.

11. Policies and procedures on evaluation of study plans and their periodic development.

12. Student academic guidance and counselling programs

13. Extent of consistency of the qualifications of teaching staff members with the fields of specializations

14. Provision of the necessary educational resources for the academic programs

15. Policies and procedures for following up the quality assurance of inputs, processes and outcomes of offered programs

16. Programs of student exchange with other universities

3-2-2-2 Graduate Program Indicators

1. The graduate programs level and nature shall be consistent with the Faculty's vision, mission and goals.

2. The graduate programs offered by the Faculty shall be based on appropriate and clear objectives, and shall be of a level much different from that of the undergraduate programs as they require more depth and a higher degree of mental and creative capacities on the part of both teaching staff members and students.

3. The doctoral programs shall be of a level much higher than that of the academic programs of the first and second university degrees. Various necessary resources for these programs shall be provided in an outstanding manner and shall be of a quality different from that provided for the first and second university degrees, including human (teaching staff members including professors and associate and assistant professors who are distinguished in their teaching, research and scientific performance and who have made clear contributions in advancing, developing and expanding knowledge), physical, spatial, resources in addition to tools, equipment, laboratories and both paper and electronic libraries and educational resources. The minimum number of credit hours for getting the doctoral degree shall be (54) (credit hours).

4. The Faculty shall design the study plan of the two Master's programs in accordance with the following:

   First: Basic Dentistry Sciences Master's Program, with a duration of a minimum of two years. The minimum number of study hours required for getting a Master's degree shall be (32) credit hours for the two tracks (Comprehensive exam, and thesis/ research program).

   Second: Clinical Dentistry Sciences Master's Program, with a duration of a minimum of three years. The minimum number of study hours required for getting the Master's degree shall be (42) credit hours for the two tracks of the Master's program (Comprehensive exam and thesis research program).

5. The Faculty's graduate studies committee shall propose the study plan and the conditions for granting the degree in the graduate studies program in clinical Dentistry Sciences (the Higher Specialization in Clinical Sciences and the Master's degree in Clinical Dentistry Sciences) and submit them to the university's competent authorities for approval in accordance with the university's principles and regulations in effect. The clinical Department where students are to be trained shall be part of an educational hospital that is accredited by the Jordan Medical Council.

6. Writing scientific theses and Dissertations: Supervision and discussion of Master's and Doctoral theses shall be restricted to those teaching staff members holding academic ranks of full, and associate Professors. An Assistant Professor may take part in the supervision or discussion of Master's theses, providing that he/ she has a minimum of two papers published, or

approved for publishing, in refereed and acknowledged journals after getting a Doctoral or equivalent degree. These two papers shall not be derived from the Master's or Doctoral theses.

3-2-3 Evidence and Documents Required for Sub-criterion Two

3-2-3-1 Evidence and Documents Required for the Bachelor's Program

√ Samples of the study plans and their objectives

√ The tools and procedures used in developing study plans

√ Student guides

√ Minutes of meetings of committees and councils

√ Statistics on the number of the teaching staff members, their academic ranks and specializations

√Regulation and procedures of tests and their grading

√ Forms used in student academic guidance

√ Evidence of follow-up on the quality assurance of offered programs

√ Statistics on the number of students benefiting from programs of student exchange with other universities

3-2-3-2 Evidence and Documents Required for the Graduate Program

In addition to the aforementioned evidence related to the undergraduate program, the following indicators are needed:

√ Guides for preparing dissertations and theses

√ Regulations and procedures for testing and grading in respect of graduate studies

√ Evidence and procedures for conducting the qualifying exam (prelims) and the comprehensive examination, samples thereof and documentation of their results

√ Statistics on the number of students benefiting from grants and scholarships offered to post-graduate students

3-3 Sub-criterion Three: Evaluation of Learning Outputs

3-3-1 Elements of Sub-criterion Three

1. Student performance Evaluation

2. Evaluation of the teaching staff members' performance

3. Graduates and the labour market

3-3-2 Indicators of Sub-criterion Three

1. Policies and procedures of the student performance evaluation process

2. Policies and procedures of the process of teaching staff members evaluation

3. Compatibility and consistency between teaching outcomes and the labour market requirements

4. Cooperation agreements on the training of students

5. The Faculty shall invite each year teaching staff members from other universities as external examiners to take part in examinations and in program monitoring, evaluation and updating.

3-3-3 Evidence and Documents Required for Sub-criterion Three

√ Survey of the faculty's students' opinions concerning educational outcomes

√ Survey of the Faculty's teaching staff members' opinions concerning teaching outcomes

√ Studies of the labour market and satisfaction of graduates and employers

√ Plans for on-going improvement

√ Samples of agreements and partnerships

√ Reports of external examiners

4. Criterion Four: Scientific Research, Scholarship(s) and Innovation(s)

This criterion represents a fundamental dimension in the development and excellent performance of the Faculty and in integrating the relationship between teaching staff members and students. Theoretical and applied scientific research, is the driving engine and activity for building or modifying theories and using them in

the transfer of knowledge and technology, and for meeting the community's preventive and remedial needs related to oral and dental health.

As for sending students on scholarships, and academic missions it contributes to qualifying and developing teaching staff members, and providing them with new knowledge and skills that enhance educational and research outcomes and safeguard the sustainability and investment of the Faculty. An outstanding faculty of Dentistry provides a suitable environment that encourages scientific and research innovations and patents. There are three sub-criteria for this criterion. The elements, indicators, evidence and documents required for achieving this criterion are as described below.

4-1. Sub-criterion One: Scientific Research

4-1-1 Elements of Sub-criterion One

1. Scientific research projects

2. Conferences, seminars and scientific workshops

3. Publication of research work and books

4. Incentives, rewards and prizes

4-1-2 Indicators of Sub-criterion One

1. Policies, by-laws, regulations and procedures related to the support and publication of scientific research

2. Specifying research priorities and concerns on the basis of the needs of the Faculty and the community, in addition to taking into consideration the interests of teaching staff members and the fields of cooperation with the various local and global institutions and organizations, providing that those priorities shall be in consistency with the Faculty's vision, mission and objectives.
3. Plan of following up and evaluating scientific research
4. Cooperation with faculties and research centres inside and outside Jordan
5. Providing required financial, physical and information support for conducting research, and writing books and publishing them
6. Research papers published in refereed and specialized journals and conferences
7. Regulations and procedures on granting incentives and merit awards.
8. The role and responsibility of committees and councils concerned with scientific research

9. The benefits obtained by graduate students from supported scientific research projects

10. The benefits obtained by the local community from supported scientific research projects

4-1-3 Evidence and documents required for Sub-criterion One

√ Criteria and forms used in supporting scientific research projects and following up their implementation

√ Criteria and forms of supporting the publication of scientific research work and the authoring of books

√ Annual statistics of supported research projects and the amount of their expenditure

√ Annual statistics of the number, nature and areas of research published in refereed and specialized journals and conferences

√ Annual statistics of published research papers derived from higher education dissertations

√ Scientific research projects that meet the oral and dental health needs of the community

√ Statistics on the number of conferences, seminars and scientific workshops held annually by the university

√ The agreements concluded with universities and research centres inside and outside Jordan

√ Minutes of meetings of the concerned committees and councils

√ Samples of teaching staff members' research papers and books published or accepted for publication, together with the mechanisms for documenting them within the Faculty

√ The annual expenditure on the individual elements of scientific research

√ The annual expenditure on prizes and merit incentives

4-2 Sub-criterion Two: Scholarships

4-2-1 Elements of Sub-criterion Two

1. Scholarships for Master's and Doctoral degrees

2. Research and development training courses

4-2-2 Indicators of Sub-criterion Two
1. There shall be a declared policy and an integrated plan on scholarships
2. By-laws and regulations on scholarship
3. Transparency and fairness in selecting people for research scholarships
4. Following up academic studies of students on scholarships
5. Regulations and procedures for conducting and participating in training courses
6. Degree of consistency of training courses with the educational and research needs of teaching staff members
7. The role of concerned committees and councils
8. Expenditure on scholarship and training courses

4-2-3 Evidence and Documents Required for Sub-criterion Two

√ A scholarship Annual Plan

√ The criteria and forms used in the process of sending people on scholarships

√ Mechanisms of following up those sent on scholarship and evaluating their performance

√ Annual statistics on the numbers of those sent on scholarships, their exact specializations and the universities they are attending

√ Annual expenditure on scholarships

√ Agreements concluded with universities and other institutions for getting scholarships

√ Annual statistics of the number of persons participating in training courses inside or outside the university

√ Annual expenditure on training courses

4-3 Sub-criterion Three: Innovations

4-3-1 Elements of Sub-criterion Three

1. Patents
2. Scientific prizes and outstanding achievements
3. Pilot academic and scientific websites

4-3-2 Indicators of Sub-criterion Three

    1. Procedures for registering patents and protecting intellectual property

    2. Procedures for applying for local, regional and global scientific prizes

    3. Expenditure on innovations of all types

    4. The role of committees and councils concerned with innovation(s)

4-3-3 Evidence and Documents Required for Sub-criterion Three

    √ Criteria and forms used to document patents

    √ Statistics of patents registered annually at the local and global levels

    √ Annual statistics of scientific prizes

    √ Statistics on the pilot academic and scientific sites

    √ Mechanisms for following up the implementation and evaluation of innovations of all types

    √ Minutes of meetings of the Faculty's committees and councils

    √ Samples of patent certificates and prizes

5. Criterion Five: Financial, physical and Human Resources

The importance of this criterion stems from the fact that it constitutes the environment hosting all activities and tasks undertaken by the academic institution such as teaching, learning, scientific research and community service. It also acts as a sponsor for human resources that make up the university population including students, academicians, researchers, administrators and service staff. Therefore, the sound and high quality of this environment are one of the foundations which the university must develop efficient plans for ensuring their continued assurance, monitoring, and improvement, and for implementing measures that ensure carrying out these plans and monitoring them periodically.

Perhaps one of the main elements for ensuring a sound and high quality university environment is to make sure its required financial resources are available, in addition to good management in terms of sound financial planning and drawing up clear budgets for the institution's activities and tasks which shall be in conformity with its vision and mission. The institution shall also develop plans for securing these financial resources from academic or non-academic sources, and must also lay down plans for managing potential risks. It shall also ensure accountable and transparent financial management that follows established financial procedures.

When considering financial and human resources provided by the institution, it is not enough to look for the adequacy of these resources in terms of number and availability, but focus must be on efficiency and expertise, which shall be utilized in achieving the tasks undertaken by the university, whether they are academic, research or community service. Emphasis shall also be on plans laid down by the institution to monitor the performance and utilization of these resources to assure their quality and on procedures followed by the institution for on-going improvement, both in terms of on-going modernization of physical resources, and developing human resources through programs for developing their skills and effectiveness.

There are three sub-criteria that fall under this criterion. Each criterion focuses on one aspect of these resources. We will discuss each criterion separately in terms of the elements, indicators, evidence and documents necessary for achieving it.

5-1 Sub-criterion One: Financial Resources

5.1.1. Elements of Sub-criterion One

- Financial Planning and Budgeting

- Financial Management and Budgeting

5.1.2. Indicators of Sub-criterion One

1. Financial planning policies and procedures

2. Budget preparation policies and procedures

5-1-3 Evidence and Documents Required for Sub-criterion One

√ Financial planning and budgeting records

√ Proofs of financial allocation for budget items

5-2 Sub-criterion Two: physical Resources

5-2-1 Elements of Sub-criterion Two

1. Academic elements

2. Research elements

3. Administrative elements

4. Public services

5. Sources of information

5-2-2 Indicators of Sub-criterion Two

1. Availability, accessibility and efficient use

A. Laboratories:
- √ The faculty shall make available all laboratories and educational training units required by the academic programs and their study plans, as explained in Annex No. (1), in addition to a computer lab furnished with modern PCs equipped with modern programmes and connected to the internet in order to enhance online learning.
- √ The minimum floor area of the computer lab shall not be less than 60 square meters, and the ratio of students to instructors of lab courses / sessions shall not exceed (20:1)
- √ The computer lab shall be supervised by qualified staff. The teaching load of the lab supervisor shall not exceed (36) contact hours per week, and he/she shall hold a B.Sc. degree in his/ her specialization, as a minimum.
- √ The laboratories shall have all necessary tools and equipment, and shall be furnished in a manner appropriate for their requirements, and the requirements of the academic courses included in the study plans, and shall also meet the needs of scientific research that can be done by the students, teaching staff members and faculty staff. Annex No. (1) shows the Dentistry faculty's laboratories and their equipment.
- √ There shall be plans and mechanisms for periodic maintenance of laboratories to ensure sustainability and reliability of the equipment as well as its continued quality and safe use in the best possible manner in the jobs for which they are designed.
- √ The lab materials shall be used, stored and written off in accordance with special specific instructions.

B. Clinical training resources:

- √ The Faculty shall make available special places for clinical training quantitatively and qualitatively commensurate with the number of students enrolled for clinical training, which would achieve the teaching process outcomes.
- √ Students shall be trained at the places of clinical training that are compatible with the clinical Departments criteria (part of an educational hospital or an annex of the Faculty), as mentioned in Annex No. 1.
- √ The number of dental units shall not be less than one unit for each three students during the clinical stage.
- √ The Faculty shall provide medical tools and equipment as required for clinical training and in quantities adequate for meeting the training requirements for the number of students joining the program offered by the Faculty.

√ The clinical training capabilities shall suit the needs of local community of the geographic area surrounding the Faculty.

√ The Faculty shall make available an adequate number of qualified trainers and supervisors who are competent and able to follow up students during the clinical years.

√ The teaching staff members in charge of teaching the theoretical material of applied courses shall supervise students' practical training, in addition to two qualified clinical trainers from the Faculty. The faculty may also utilize qualified clinical trainers as needed from the health institutions where the students are receiving training.

C. Information Technology and Educational Resources

√ Teaching staff members and students shall be able to use information and communications technology means for self-education. They shall also be able to deal with both patients and work within the health care system.

√ The Faculty's holdings, including tools and equipment of information technology and information resources, shall be adequate and effective in terms of quality, quantity, variety, and modernity. They shall also meet the requirements of the Faculty's academic programs and plans.

√ The technological tools and equipment shall be easily accessible to students, teaching staff members and technical and administrative staff so that the teaching and learning process's needs are met.

√ There shall be staff qualified in the field of information technology to provide assistance to the teaching staff members and students if and when needed.

√ The Faculty shall make available on the university's intranet a website covering all academic, educational and administrative information related to the Faculty and its departments.

D. Books, Periodicals, Dictionaries, Encyclopedias and Other Resources

1. The Faculty shall make available various recently published books for each of course included in the study plan covering the specialization's various fields of knowledge.

√ The Faculty shall make available both paper and electronic periodicals in the field of each specialization covered by the Department. In the case of electronic subscription, the Faculty shall provide, within its resources, printing services to the students.

√ The Faculty's library shall have adequate holdings, tools and means.

√ The Faculty shall make available adequate numbers of technically and professionally qualified human resources to provide services for

facilitating the use of the library. These workers shall be provided with opportunities for professional development.

2. Quality and appropriateness
3. Safety and security policies and procedures: The Faculty shall strive to make available all general safety procedures.
4. Appropriateness of facilities for persons with special needs: Facilities shall be designed in a manner that allows easy access to them (by persons with special needs).
5. Improvement and development plans and procedures: The students' learning environment shall be periodically developed and updated to keep pace with developments in the educational process.
6. Management of facilities, quality, and services, and monitoring and improving them: The management, operation and maintenance of educational facilities shall ensure sustainability of their quality and safe use in order to support the educational programs and teaching services carried out.
7. Maintenance procedures and their effectiveness: A periodic maintenance file for the equipment shall be prepared to clearly show their functional use for the jobs for which they were designed in the best possible way. The equipment shall be replaced; updated or developed whenever need arises. Materials shall be used, stored and written off in accordance with the Faculty's relevant regulations.
8. Employer satisfaction with the facilities
9. Diversity of learning sources, such as books, databases and periodicals

5-2-3 Evidence and Documents Required for Sub-criterion Two:

√ Files of physical / facility resources

√ Follow-up and supervision records

√ Safety and security regulations and guidelines

√ Guides for persons with special needs

√ Annual statistics and surveys on satisfaction with facilities and services, and their follow-up and improvement

√ Internet subscription contracts

√ Subscription contracts concerning electronic global libraries and journals

√ Annual statistics of the use of the library and information resources and media

√ Annual statistics on the use of the internet and electronic portals

√ Specialized research laboratories, clinics and equipment

√ Maintenance request forms and records

5-3 Sub-criterion Three: Human Resources

5-3-1 Elements of Sub-criterion Three

1. Academic staff
2. Research staff
3. Administrative staff
4. General services staff
5. Information resources staff

5.3.2: Indicators of Sub-criterion Three

Consideration shall be given to actions performed by each group of the institution's human resources, including:

1. Attraction, appointment and employment policies and procedures
   A. Teaching staff members:
   ● The Faculty shall appoint an adequate number of professionally competent, qualified and full-time teaching staff members to cover all fields and programs it offers. Their specializations shall also be commensurate with the fields of knowledge, and courses of study plans and their levels. (At least one teaching staff member for each of the basic fields of the specialization must be provided by the Faculty; however, in special cases overlapping between a maximum of two fields may be taken into consideration.)

   ●. The percentage of part-time teaching staff members shall not exceed 20% of teaching staff members holding the ph.D or its equivalent. The percentage of full-time teaching staff members holding Master's degrees shall not exceed 20% of the number of the full-time teaching staff members holding Ph.D degrees or equivalent qualifications.

   ●Teaching staff members shall take part in academic planning, program development and review, student academic guidance and local community service.

   ● The Faculty shall adopt a policy based on balance between the teaching staff members' abilities in teaching, training and guidance and community service, and shall provide them with opportunities to show their abilities and creativity. They shall also be provided with adequate time and needed support for their professional development and on-going learning.

- The teaching load of teaching staff members shall be compatible with the Faculty's mission and objectives. The weekly teaching load of full-time teaching staff members and lecturers may not exceed 9 credit hours for a Professor, 12 for Associate and Assistant Professors, 15 credit hours for instructors holding the Masters degree, teaching assistants, practising teachers and full-time lecturers, 6 credit hours for part-time lecturers, and 18 credit hours for lab supervisors.

- Part-time teaching staff members employed by the Faculty shall be of the same standards like the full-time teaching staff members with respect to qualifications and experience in the field of specialization that would enable them to carry out teaching functions assigned to them and to bear responsibility as provided for in the University's by-laws and regulations in compliance with the Faculty's vision, mission and objectives.

- Teaching staff members salaries and incentives shall be appropriate for attracting and keeping them in compliance with the Faculty's vision, mission and objectives. Procedures for granting these salaries and incentives shall be clear and announced, and shall be implemented in complete fairness and integrity. The necessary equipment shall be made available to serve teaching staff members.

- The Faculty shall carry out an official and regular performance evaluation of its teaching staff members to ensure the effectiveness of the teaching process and the commitment of the teaching staff to their teaching and other responsibilities. Legislations, policies and regulations governing the Faculty shall very clearly specify the procedures for this evaluation.

- The Faculty shall provide specific criteria for promotion and sabbatical leaves for teaching staff members. Its regulations shall specify retirement age and procedures, and the policies for benefiting from retired teaching staff members. The regulations, by- laws and policies concerning teaching staff members shall be published and readily available.

- The Faculty shall provide opportunities for in-service training and learning for teaching staff members, and for upgrading their performance in respect of university teaching, learning and evaluation, scientific research skills and clinical training and supervision, and it shall provide them with opportunities for attending local, regional and global workshops, seminars, lectures and conferences.

- The Program shall provide concert and symbolic financial incentives to motivate teaching staff members to seek professional development, upgrade their academic and research performance, and to practice on-going self-learning.

- The Faculty shall make available for its teaching staff members all scientific and information resources (both paper and electronic) to help them keep themselves informed of new developments in their fields of specialization.

- The Faculty shall provide academic freedom to its teaching staff members to conduct studies and scientific research. It shall also fully support these studies and research as per university regulations

- .The Faculty shall constantly and periodically review its policies on benefiting from services of part-time teaching staff members/lecturers in light of the its vision, mission and objectives.

B. Technical and Administrative Staff:

- The Faculty shall have clear, specific, declared and periodically reviewed policies for selecting, evaluating, promoting and terminating technical and administrative staff.
- The Faculty shall provide an adequate number of qualified technical and administrative staff to support the implementation of the educational program and other activities and to ensure sound management and optimal utilization of resources.
- The responsibilities, duties and behavioral and moral practices entrusted to the technical and administrative staff shall be well identified and shall contribute to achieving cooperation between the various departments and units.
- The Faculty shall have a unit or a committee for quality control and management and development of teaching staff members and employees, and an office for following up graduates.

- There shall be a system or criteria for accountability applied at the academic and administrative units of the Faculty, and the faculty shall carry out an official and regular evaluation of its technical and administrative staff.
- The Faculty shall provide opportunities for training and professional development and growth of its technical and administrative staff.
- The salaries and incentives offered by the Faculty to its technical and administrative staff shall be appropriate for attracting and keeping them at the University.

2. Tenure and promotion policies and procedures
3. Policies and procedures on sabbatical and research leaves
4. Professional and career development of human resources
5. Care and services provided to human resources
6. Maternity benefits
7. Human resources satisfaction with offered services: (appointment, training, rehabilitation, services and privileges)

5-3-3 Evidence and Documents Required for Sub-criterion Three

√ Documents showing recruitment policies and procedures at the educational institution

√ Training workshops and staff development records: (statistics on holding workshops, attendance, and participant feedback questionnaires)

√ Service and support committee files and statistics of the number of their beneficiaries

√ Questionnaires measuring staff satisfaction and follow-up

√ Records of offered benefits (housing, savings ...) and statistics about them and their beneficiaries

√ Leave forms

Criterion Six: Student Services

Student services are considered the Faculty's benchmark criterion through which students interact with all staff of the Faculty with a view to developing them academically, professionally, socially and culturally in quest of achieving academic and personal integration of students. Student guidance and counselling, communication with the graduates, and support services help students, professionally, psychologically and socially, engage in academic life, and broaden their horizons and knowledge, enhance their personalities and prepare them for the labour market through a variety of programs, facilities and services, all of which contribute to promoting students development and academic progress.

There are three sub-criteria that fall under this criterion. Below is a description of the elements of these criteria and the indicators, evidence and documents necessary for achieving them.

6-1 Sub-criterion One: Student Guidance and Counselling

6-1-1 Elements of Sub-criterion One

1. Raising student awareness
2. Psychological counselling
3. Guidance and vocational training

6-1-2 Indicators of Sub-criterion One

1. Policies and procedures on raising student awareness
2. Policies on the rights and responsibilities of students

3. Psychological counselling procedures
4. Professional guidance procedures
5. Training courses directed toward students
6. The role of committees and councils in student guidance and counselling
7. Plans for developing and following up all aspects of student guidance and counselling

6-1-3 Evidence and documents required for Sub-criterion One

√ The University shall have organizational units or offices concerned with student guidance and counselling

√ Evidence of student guidance and counselling activities

√ Regulations related to student guidance and counselling

√ Minutes of meetings of committees and councils concerned with student guidance and counselling

√ Annual statistics of the number of those benefiting from:

- Raising student awareness

- Psychological counselling

- Guidance and vocational training

√ Student evaluation of student guidance and counselling activities

√ Annual reports on student guidance and counselling and the extent of benefiting from them

6-2 Sub-criterion Two: Support Services

6.2.1. Elements of Sub-criterion Two

1. Student elections
2. Financial support
3. Sports services
4. Health Services
5. Facilities for Students
6. Extra-curricular activities

6-2-2 Indicators of Sub-criterion Two

1. Regulation of student elections and procedures
2. Regulations of, and procedures for, student grants and loans
3. Regulations and procedures followed in the provision of support services
4. The University's policy followed for extra-curricular activities

5. The role of student clubs in supporting support services
6. Follow up and development of support services

6-2-3 Evidence and documents required for Sub-criterion Two

√ Evidence of conducting student elections
√ Number of student clubs and their objectives and quality
√ Annual statistics of the number of those benefiting from student grants and loans
√ Surveys of student views toward services (sports, health, restaurants, banks and bookshop, etc.)
√ Annual statistics of extra-curricular activities and number of participants.
√ Minutes of meetings of committees and councils concerned with support services
√ Mechanisms for looking into student complaints and how they are benefited from

6-3 Sub-criterion Three: Communication with Graduates

6.3.1. Elements of Sub-criterion Three

1. Graduate data
2. Representation on governance councils
3. Means of communication with the graduates

6-3-2 Indicators of Sub-criterion Three

1. Procedures for strengthening the institution's relationship with the graduates
2. Graduates' representation on governance boards/ councils
3. Coordination and cooperation with employers and employing parties

6-3-3 Evidence and documents required for Sub-criterion Three

√ Minutes of meetings of concerned committees and councils
√ Annual statistics of the participation of graduates in university activities
√ Evidence of student representation on governance councils
√ Opinion polls oriented toward graduates and employers
√ Annual statistics of alumni activities and the number of their participants

7. Criterion Seven: Community Service and External Relations

The importance of this criterion stems out of the fact that it is the main factor that governs the relationship between the Faculty and the community at the local, national or global levels. It involves organizating the relationship between the Faculty and the various bodies such as institutions, communities,

individuals, etc within an institutional framework that promotes the exchange and sharing of knowledge in the sciences and the humanities.

With the faculty being an integral part of the local community, local community development, improving the health standards of its members, having local community members represented on its governance councils within the decision-making system, providing the local community with efficient graduates are considered one of the direct contributions to the development of local communities.

Cooperation at the regional and international levels, especially with donors, research centres and universities, is a major contributor to: the development of the University's performance and its achieving advanced scientific levels, improvement of the outcomes of higher education through necessary agreements, joint projects, and participation in varied conferences and courses that enrich the exchange of knowledge and transfer of technology and best practices in all fields. At the national level, the University is an integral part of the higher education system of the state. Teamwork in harmony between the universities and the various higher education institutions is required for the prosperity and elevation of the nation, development of the community, and providing the local market with dentists and specialists who are capable of carrying out their the mission, and performing their duties in the best possible manner.

There are two sub-criteria that fall under this criterion, each of which includes two elements and a number of indicators, as well as many examples, evidence and documents that support its evaluation. The criterion focuses on two major criteria: community service and external relations at the national and global levels. Below, we will discuss each criterion separately with respect to the elements, indicators, evidence and documents required for achieving it.

7-1. Sub-criterion One: Community Service

7.1.1. Elements of Sub-criterion One

1. Areas of local community development
2. Representation on governance councils

7.1.2. Indicators of Sub-criterion One

1. Policies and plans in respect of the nature of the relationship with the society
2. Studies and research related to sustainable health
3. Training courses and development and awareness-raising lectures
4. Joint initiatives and health projects

5. Health services and medical days
6. Financial and physical support for meeting the health needs of the local community
7. Selection and representation of the local community on governance councils
8. Contributions made by teaching staff members and students to the local community service and development

7.1.3. Evidence and documents required for Sub-criterion One

√ Documents indicating policies, plans and procedures related to the local community

√ Annual statistics on the numbers of studies, projects and research related to the local community and the extent of benefit obtained from them

√ Annual statistics of joint initiatives and health projects and the extent of benefit obtained from them

√ Statistics of the actual annual expenditure on all activities of community service

√ Statistics of the number of teaching staff members/ administrative staff / students who participated in local community service activities

√ Statistics of the approximate number of local community members annually benefiting from health services and medical days, and the extent of benefit obtained from them

√ Mechanisms and decisions on the selection of local community members for governance councils

√ Statistics of awareness-raising lectures and training courses related to community service

7-2. Sub-criterion Two: External Relations

7.2.1. Elements of Sub-criterion Two

1. Relations at the national level
2. Relations at the regional and international levels

7.2.2. Indicators of Sub-criterion Two

1. The policies governing establishing relationships at all levels
2. Procedures and mechanisms of cooperation at local, regional and international levels
3. Grants and assistance offered by national, regional and international institutions and organizations
4. Joint projects and studies
5. Joint courses, conferences and workshops

7.2.3. Evidence and documents required for Sub-criterion Two

√ Documents indicating the procedures associated with cooperation at the national, regional and global levels

√ Samples of memoranda of understanding, and concluded agreements and the mechanisms for approving and signing them

√ Statistics of grants and assistance provided to the Faculty from inside and outside Jordan

√ Statistics on the joint projects, studies, training courses, conferences and workshops

8. Criterion Eight: Quality Assurance

Quality assurance management is one of the basic foundations of the successful management model in the academic field of education, as the quality assurance management process aims at applying advanced methods for quality assurance, on-going improvement and development, and achievement of the highest possible standards in the practices, processes and outcomes of higher education institutions. Institutions also help in setting up an appropriate management system that is achieved through processes which the institution initiates to improve its performance.

There are four sub-criteria that fall under this criterion. Following is a description of the elements of these criteria and the indicators, evidence and documents which are required for achieving them.

8-1 Sub-criterion One: Institutional commitment to improving quality

8.1.1. Elements of Sub-criterion One

1. Leadership
2. Resources
3. Institutional participation

8.1.2 Indicators of Sub-criterion One

1. Support and follow-up by the Faculty's Leadership
2. Availability of physical, human and financial resources
3. Getting all staff in the Faculty involved (in its work)
4. Commitment to the areas of improvement
5. Benefiting from feedback in the improvement processes

8.1.3. Evidence and documents required for Sub-criterion One

√ Level of responsibility and representation

√ Quality assurance management improvement plans

√ Periodic reports on the performance of the Faculty
√ Reports on the effectiveness of the academic and administrative development programs
√ Training programs related to improving the of level of quality

8-2 Sub-criterion Two: Scope of Quality Assurance

8.2.1 Elements of Sub-criterion Two

1. On-going periodic evaluation
2. Quality assurance shall cover inputs, processes and outcomes

8.2.2. Indicators of Sub-criterion Two

1. Applying and following up quality assurance management at the Faculty
2. Evaluating inputs, processes and outcomes
3. Quality control improvement and dissemination of its results

8-2-3 Evidence and documents required for Sub-criterion Two

√ The committees concerned with quality assurance and minutes of their meetings
√ Reports on on-going periodic evaluation
√ Evidence procedures followed in quality assurance management

8-3 Sub-criterion Three: Indicators, standards and benchmarking

8.3.1. Elements of Sub-criterion Three

1. Performance indicators
2. Benchmarking standards for the quality of the institution's performance
3. Feedback
4. Verification and validation of learning outcomes

8.3.2. Indicators of Sub-criterion Three

1. Comprehensiveness of performance indicators

2. Verification of achieved student learning outcomes and comparing them to the requirements and needs of the labour market

3. The Faculty's self-assessment processes shall be utilized for verifying the quality of performance and executing a comprehensive strategic plan informed by needs assessment and SWOT analysis.

8-3-3 Evidence and documents required for Sub-criterion Three

√ Periodic and on-going reports on performance indicators

√ Studies or reports related to benchmarking the Faculty's performance quality including all its academic and administrative units

8-4 Sub-criterion Four: Independent verification of assessment

8-4-1 Elements of Sub-criterion Four:

1. Multiple sources of evidence and proofs

2. Feedback obtained through polls and surveys

3. Verification of learning outcomes

8-4-2 Indicators of Sub-criterion Four:

1. Validation of the findings based on interpretations of the evidence and proofs of quality by getting independent advice from competent specialists with relevant experience and expertise (as objective mechanisms are used for eliminating discrepancies between different views).

2. Validation of student learning outcomes in comparison with the national qualification requirements and standards achieved by similar educational institutions

8-4-3 Evidence and documents required for Sub-criterion Four:

√ Comparisons between the institution's learning outcomes and those of other similar institutions

√ Polls of views of students, teaching staff members, graduates and employers and improvement plans related to them

√ A verification matrix of the teaching and learning outcomes (compatibility between outcomes and content) and the degree of relevance of the Institution's vision and mission to the labour market

√ The self-assessment study and graduates' views

√ Plans for improvement of quality assurance processes

Annex No. 1

Accreditation and Quality Assurance Commission for Higher Education Institutions

Clinical Department Accreditation Criteria (part of a teaching hospital or attached to a faculty)

In view of the close relationship between the dental profession and the medical sciences in all specialties, the Faculty shall have a comprehensive clinical department to treat patients and train students of the Faculty of Dentistry in accordance with the following conditions:

First: The mission of the clinical department (part of a teaching hospital or attached to the faculty)

The clinical department shall have a clear mission and objectives that reflect its commitment to teaching and research.

Second: The clinical department (part of an educational institution or attached to the college) shall comprise:

1. An operations Suite:

√ specialist dentists shall have a major surgery room for oral and maxillofacial surgery which the Faculty will rely on/ use in treating patients and in teaching clinical dentistry.

√ There shall be a fully-equipped operating room within the approved clinical department for minor surgeries, dental treatment and therapeutic interventions under general or partial anaesthesia (daily-care unit).

√ The operating room shall have a recovery room attached to it that can accommodate a number of beds commensurate with the number of daily procedures and operations. These beds shall be provided with all recovery means usually available in hospital recovery rooms. This suite shall be supervised by an anaesthesia and recovery specialist and a registered nurse with experience in recovery and patient monitoring assisted by other nurses.

2. Clinical Units:

√ " The tern dental units" means an integrated dental clinic, including:

● Dental units: (patient's chair, dental device, lighting unit)

● Cabinets for storing tools and materials

● The floor area of these units shall not be less than (2x2 square meters), and shall be separated by partitions.

√ For the purpose of training students in the various clinical specialties of Dentistry, the number of units shall be at the ratio of one unit for each three students during the clinical stage.

√ There shall be screening units available for examining patients before distributing them according to needs to the various clinical specialties for treatment.

3. Dental Technology Laboratories and Workshops:

The Dentistry Faculty needs dental labs for producing dental prostheses. These laboratories shall be furnished with modern and advanced equipment and designed in compliance with globally approved health standards to safeguard the student's health and posture in terms of dimensions, heights and floor spaces allocated to each set. General safety requirements shall be met and the laboratories shall be provided with guidance boards showing how to behave at times of emergency or accidents. Laboratories shall include:

A. Conservative Treatment and Dental Replacement Laboratories for Training Clinical Students. These shall contain:

√ Phantom Head Units. One complete unit for every three students, with each unit consisting of:

● A head that moves in all directions and equipped with two jaws (upper and lower).

● High speed dental drill and slow speed dental drill

● Compressed air

√ The main tools and equipment needed to complete laboratory work for fixed dental replacements as shown in Table (5).

Table (5) Equipment needed for a fixed prosthodontics laboratory

Main Equipment
Vacuum mixer
Vibrator
Model Trimmer
Porcelain furnace
Casting machine
Micro motor (hand piece)

B. Mobile Dental Replacement Laboratories, containing:

√ A dental Technical Work Place for Students. One unit shall be available for every 3 students. A unit consists of:

● A seat and a table fitted with gas and compressed air connections

● Dental Motor for Prosthetic Work

● Dust Aspirator

√ The devices and equipment required to complete the laboratory work of dental prostheses as shown in Table (6)

Table (6) Equipment needed for the removable prostheses Laboratory

Name of Equipment
Vacuum mixer
Vibrator
Model Trimmer
Flasks + Clamp
Hydraulic press
Polymerizing unit
De-waxer
Micro motor (hand piece)
Polishing unit
Surveyor
Duplicating machine (agar – agar)
Oven for bees wax
Heating furnace
Casting machine

C. Orthodontic laboratories, containing:

√ Working place. One working place shall be available for every three students. The working place shall consist of:

● A seat and a table fitted with gas and compressed air connections

● Dust Aspirator

√ Dental orthodontic devices and equipment as in Table (7).

Table (7) Equipment needed for the Orthodontic Laboratory

Name of Equipment
Vacuum mixer
Vibrator
Model Trimmer
Pressure pot
De-waxer
Welding machine
Vacuum press
Micro motor (hand piece)
Polishing unit

4. Sterilization:

√ The sterilization suite shall be designed according to international standards and in a well studied way to accommodate the needs of the entire department. It shall be equipped with the latest sterilization devices. Focus shall be made on availability of sterilization devices for all materials used in dentistry as indicated in Table (8).

√The sterilization suite shall be supervised by qualified and experienced technicians in this field.

Table (8) Equipment needed for the Sterilization unit

Main Equipment
Central Autoclaving Machine
Distiller
Ultrasonic cleaner
Sealing machine
Mini Autoclaving Machine
Lubricating and Cleaning Machine

5. Radiation Suite

X-ray radiography is one of the basic requirements in the diagnosis of oral and dental diseases. The practice of the dental profession, and, consequently, the Faculty of Dentistry, must have a Radiation Suite equipped with modern and advanced equipment for radiography that is safe to the health of student's patients and the radiography technician and even to the environment in accordance with the Ministry of Energy's requirements.

√ The following equipment must be available:

- Intraoral X-Ray Dental Units: The number of these devices shall be one device for every twenty five students in the clinical stage and in compliance with the semester training program.

- There shall be at least two Panoramic X-Ray Dental Units (O.P.G.) available or one O.P.G. device and one Cone beam CT device, or a tomography device CT.

- Cephatometric X-Ray Dental Unit

- At least two modern X-ray film processing and developing devices shall be made available

√ The Radiation Suite shall be equipped with all means of protection and insulation, and the equipment shall be periodically inspected by specialists in this field.

√ Radiology equipment must include digital X-ray equipment.

√ All types of X-ray reading equipment (viewers) shall be available in the suite in adequate numbers. These devices shall also be made available in all clinical units so that each unit has its own X-ray viewer.

√ The X-ray equipment shall be calibrated periodically to ensure that it works well and in conformity with modern global standards.

√ The Radiation Suite shall be supervised by a number of experienced radiologists.

6. Maintenance Workshop:

√ To ensure the safety of its equipment and its proper functioning, The Department must have a maintenance workshop equipped with the tools and devices necessary for repairing damage and carrying out routine maintenance work.

√ Maintenance work technicians with expertise and experience in this area.

Notes:

√ All laboratories and clinics shall be equipped with modern ventilation equipment to safeguard the health of students, teaching staff members and employees.

√ A water treatment unit shall be made available.

7. Warehouses:

√ The Faculty shall have warehouses with space for storing materials, equipment and other items needed and used by students and the Faculty. These warehouses shall be part of the faculty's administrative department.

8. Standing Committees:

√ The following committees shall be formed by the Faculty:

- Medical Records Committee

- Infection control committee

- Public Safety Committee

√ These committees shall have a general framework, and terms of reference.

- These committees shall meet periodically; their minutes shall be documented

9. Quality:

The Faculty and the clinical department must get at least one (local or global) quality assurance certificate within (5) years.

10. Medical Waste:

The faculty must have the following:

√ A clear plan and policy on medical waste

√ Optimal handling of medical waste with respect to collection, transport, incineration or disposal in an appropriate manner

√ Handling of chemical waste in accordance with the prevailing legal and ethical requirements.