

**Accreditation & Quality Assurance Commission for Higher  
Education Institutions**

**Guide for Quality Assurance Criteria for the  
Faculties of Foreign Languages**

**2021**

## **Preface**

This Guide for quality assurance criteria and procedures for the faculties of foreign languages presents guidelines for the Jordanian faculties of languages at Jordanian universities that apply for the Quality Assurance Certificate issued by the Jordanian Accreditation & Quality Assurance Commission for Higher Education Institutes. It encompasses the approved set of quality assurance criteria for the foreign languages program and the guidelines issued by the Commission in this respect. This will help the Jordanian faculties of languages conduct the self-assessment, which is an important part of the procedures for obtaining the Jordanian Quality Assurance Certificate.

Jordanian faculties of foreign languages can get further information about quality assurance by participating in workshops that are periodically held by the Commission for those in charge of the self-assessment, or through communicating with the Commission's Quality Assurance Directorate.

It is our hope that those in charge of the self-assessment at the Jordanian faculties of foreign languages will provide the Commission with their comments and suggestions on the content of this Guide to enable the Commission 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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## **1- Criterion One: Strategic Planning**

Strategic planning is the most important requirement for the success of institutions in general and institutions of higher education in particular, with respect to: linking the academic and professional programs to the needs of the community, the quality of these programs, the challenges that they may face, securing an appropriate teaching and learning environment, and taking into account the principles and bases of self-assessment and on-going development within a clear framework of quality and quality control.

Strategic planning takes into account the national system of higher education, the needs of the country, the aspirations of parents and their guardians, employees of higher education institutions including academics and administrators, and the needs of students and providing them with knowledge and science.

There are two sub-criteria that fall under this criterion. These two sub-criteria must be achieved as shown here below:

### **1-1 Sub-criterion One: The Mission, Vision, Objectives, Goals and Values**

#### **1-1-1 Elements of Sub-criterion One:**

1. Vision
2. Mission
3. Objectives
4. Goals
5. Values

#### **1-1-2 Indicators of Achieving Sub-criterion One:**

1. Consistency of the Faculty's strategic plan in respect of the mission, vision and implementation plans with the strategic plan of the University
2. The degree of clarity of the scientific, academic and financial objectives and their realization.
3. The extent of reviewing the goals and objectives and their correlation with the procedures for carrying out studies of community needs
4. The extent of the participation of teaching staff members in achieving the academic goals and objectives
5. The extent to which principles of justice are applied in respect of the Faculty's human resources.
6. The extent of the Faculty's commitment to transparency in declaring and applying the principles and values it adopts

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

- √ Minutes of meetings of committees formed to develop the Faculty's strategy that includes the mission, vision and implementation procedures in respect of the Faculty and its departments.
- √ Decisions of the University Council of Deans concerning recommendations submitted to it by the Faculty council on the basis of recommendations submitted to it by departmental councils
- √ Faculty reports on the implementation and evaluation of decisions
- √ Workshops organized by the Faculty and academic departments aiming at training and development of teaching and administrative staff members in respect of the requirements and procedures of strategic planning
- √ Annual plans of the Faculty and its departments
- √ The implementation procedures for the annual plans and the extent of complying with them
- √ Evaluation procedures for programs and academic courses
- √ Examination committees and their role in the development of teaching courses

## **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. Strategic plan domains
3. Strategic objectives
4. Implementation plan
5. Opportunity and risk management plan
6. Performance indicators
7. Benchmarking

### **1-2-2 Indicators of Sub-criterion Two:**

1. Conducting surveys of the need for the outcomes of this specialization
2. Conducting SWOT analysis to identify strengths to enhance them, weaknesses to address them, opportunities to seize them and risks to deal with them.
3. Conducting self-assessment studies and modifying or developing curricula, teaching and evaluation programs.

4. Plans to attract students and secure an educational environment appropriate for them.
5. Plans and programs to improve the performance and competencies of teaching staff members.
6. The Faculty's areas of excellence

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

- √ Mechanism for determining the elements of the internal and external environment
- √ Evidence of the participation of stakeholders in preparing the implementation plan
- √ Minutes of meetings, mechanisms and means to follow-up the implementation of the strategic plan
- √ The Faculty's strategic plan for five years
- √ The self-assessment study of the Faculty and its departments
- √ The report on the study of the elements of the educational environment within and outside the Faculty and the University.
- √ Reports and minutes of the Faculty's meetings showing the participation of all those concerned in preparing the annual study plans, following up their implementation and taking action for amending them in the future, with a focus on the role of students in this area.
- √ Minutes of meetings of the various councils related to the strategic plans of curricula, courses of study and methods of evaluation and improvement of the internal environment of the Faculty and the University regarding the basic and support academic programs, learning resources, and using paper and electronic libraries
- √ Signs and indicators of the visibility of the Faculty on the map of corresponding faculties in Jordan, the region and the world

### **2- Criterion Two: Governance**

Governance represents the general framework of any organization, as it represents the laws, by-laws, and regulations that help in taking decisions and actions and in identifying clear and specific roles of staff within any organization to a high level of transparency and oversight, aiming at achieving quality and excellence in its performance. It involves three basic criteria that we will discuss below



regarding the elements, indicators, evidence and documents necessary for achieving them.

## **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 standards

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

1. Issuing the by-laws provided for by the law.
2. Availability of stated policies covering all aspects of the university business
3. Compatibility of the principles, procedures, and standards approved by the Faculty with the by-laws and regulations.
4. Circulating copies of the laws, by-laws and regulations to all concerned parties at the Faculty (teaching staff members, administrative staff and students) both in paper and on the Faculty's website.
5. Applying laws, by-laws and regulations in force at the university on all matters related to the teaching, learning, and administrative processes at the Faculty
6. Enhancing the participation of teaching staff members and students in the Faculty and university councils

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

- √ Manuals and websites on legislation
- √ Files and minutes of meetings on the implementation and development of legislations
- √ Proofs of disseminating the educational institution's legislations
- √ Minutes of meetings of faculty and department councils with respect to the areas related to the above mentioned indicators
- √ Minutes of meetings of the Faculty's various committees.

- √ Samples of surveys of faculty staff satisfaction
- √ Samples of student complaints, and actions taken to address them
- √ Copies of allocating courses of study to teaching staff members
- √ Copies, samples and performance evaluation reports in respect of teaching staff members
- √ Applying quality control systems and procedures.
- √ Studying and reviewing the organizational structure of the Faculty
- √ Issuing written and electronic statements including laws, by-laws, regulations and decisions governing the work of teaching staff members and students
- √ Adherence to fairness and transparency in the procedures for appointing teaching staff members and their promotions ... etc.

## **2-2 Sub-criterion Two: Leadership and Management**

### **2-2-1 Elements of Sub-criterion Two:**

1. The Faculty's organizational structures.
2. The faculty and departmental councils
3. Forming of councils and committees and the responsibility of each of them
4. The job descriptions of the Faculty's teaching and administrative staff members
5. The Faculty's principles for preparing performance evaluation reports, and accountability procedures.
6. The Faculty's procedures for evaluating its teaching staff members.

### **2-2-2 Indicators of Sub-criterion Two:**

1. The Faculty's macro and micro organizational structures covering its internal academic and administrative fields within its relationship with the University
2. A mechanism for building, approving and reviewing organizational structures
3. A mechanism for the preparing, documenting and reviewing tasks, responsibilities and job descriptions

4. Procedures for performance evaluation and accountability, and documenting their results
5. Specification of the duties of the Dean, the Vice or Assistant Dean and teaching staff members.
6. Laying down regulations identifying the responsibilities and powers of the Faculty's committees
7. Making regulations identifying the procedures for forming committees and councils
8. The trends and practices of the Faculty's administration concerning teamwork, encouraging initiatives and innovations of the Faculty's staff and students

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

√ Evidence of the University administration commitment to organizational structures (charts) and administrative lines of authority.

Files (minutes of meetings) of governance councils

√ Job description files (tasks, responsibilities and powers of departments, department chairs, and staff)

√ Performance and Accountability files (records of actual cases at the institution).

√ The Faculty's organizational structure (administrative lines of authority, councils and academic and administrative committees)

### **2-3 Sub-criterion Three: Institutional 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. Applying transparency in implementing all governance criteria
2. Measures for attaining justice and equal opportunities
3. Principles of procedures for granting incentives and issuing disciplinary sanctions
4. Grievance Procedures and their follow-up

### **2-3-3 Evidence and Documents Required for Sub-criterion Three:**

- √ Files on appointment, promotion, upgrading, and termination of services of academicians and administrative and technical staff
- √ Proofs of follow-up of grievance cases
- √ Files on scientific leaves
- √ Files on missions, scholarships and training courses
- √ Files on prizes and allowances
- √ Files on conferences and symposia

### **3. Criterion Three: Academic Programs**

The academic programs criterion is considered one of the most important criteria for accreditation of educational institutions, as it is the main foundation for several other criteria. Therefore, the faculty of languages shall offer academic programs that ensure achievement of the mission and objectives set by the Faculty, and the quality of the outcomes of education, in line with modern developments, work requirements and professional standards. These academic programs shall have specific outcomes, and shall be subject to updating and development and to the criteria of their achievement through the strategies of teaching, design, development and national, regional and global accreditation.

#### **3-1 Sub-criterion One: Teaching and Learning Policies**

##### **3.1.1. Elements of Sub-criterion One:**

1. Introducing and developing academic programs at the Faculty
2. The Faculty's policies on admission, equivalence, and transfer
3. The Faculty's Teaching and learning methods.

##### **3.1.2. Indicators of Sub-criterion One:**

1. Policies of introducing, developing, and terminating academic programs at the Faculty
2. The Faculty's academic programs policies and procedures related to admission and graduation
3. Policies on and procedures for the transfer of students to the Faculty from other faculties, and equalizing of courses

4. Policies aiming at on-going improvement of the Faculty's learning and teaching methods and linking theoretical and applied aspects.
5. Integrated relationship between teaching staff members and staff working at the library and databases
6. The role of councils and their responsibility for implementing teaching and learning policies and following them up.
7. Disseminating all intended learning outcomes of all academic programs offered at the Faculty
8. Compatibility of the academic programs with the changes taking place in the labour market
9. Taking into account the unique nature of teaching languages regarding the number of students in the classroom (20-25) as a maximum and regarding emphasis on aspects of linguistic communication and proficiency in all language skills.
10. Availability of teaching and learning programs that ensure intensive training in the use of languages, using audio-visual recordings within the framework of electronic and hybrid education.

### **3-1-3 Evidence and Documents Required for Sub-criterion One**

- √ Procedures and proofs used for introducing, developing, and terminating academic programs
- √ Forms and files of admission, graduation and the transfer of students to the Faculty, and equalizing their courses
- √ Studies and questionnaires on the effectiveness of programs from the point of view of students, graduates and the institutions where they work.
- √ Minutes of the meetings of committees and councils related to the Faculty's programs
- √ Correlation matrix between the objectives and the learning outcomes of the Faculty's various programs
- √ Evidence of disseminating the learning outcomes of the Faculty's Bachelor's and graduate programs.
- √ Evidence of conducting unified/ uniform examinations.
- √ Evidence of using language laboratories.
- √ Evidence of course syllabi.

- √ Evidence of amendment and development as a result of student performance on final examinations
- √ Evidence of focusing on and evaluating verbal communication skills.
- √ Evidence of evaluating the skills of listening to lectures and comprehending their content
- √ Samples of the Faculty's annual plan, and the annual plans of the teaching staff members.
- √ Procedures and evidence of compatibility of the academic programs with the labour market needs
- √ Evidence of implementation of the Faculty's annual plans

### **3-2 Sub-criterion Two: Study Plans**

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

The study plans include two key programs, namely:

1. A Bachelor's program
2. A Graduate program

#### **3-2-2 Indicators of Sub- Criterion Two:**

##### **3-2-2-1 Indicators in Respect of the Bachelor's Program/Programs**

1. A clear study plan that is consistent with global standards and plans, and with the national needs informed by the University's strategy. This plan shall take into account the views and needs of all those concerned, including parents, students, teaching staff members, administrative staff and labour institutions.
2. Teaching staff members who are qualified academically, professionally and educationally
3. Periodic policies and procedures for on-going modification and development of the study plans
4. The Faculty's study plan committee shall designs curricula and study plans in cooperation with department and faculty councils, taking into account the feedback received from teaching staff members, students, graduates, the local community, employers and

the parties concerned with the field, to benefit from them in amending and improving the curriculum.

5. The courses included in the study plan shall be properly sequenced and comprehensive; each course shall have a comprehensive syllabus describing its contents, objectives, teaching and learning strategies and their sources, evaluation methods for their outcomes and the reference books required for the course in the specialization's language.
6. The study plan and teaching methods shall include techniques that enable the student to be fully responsible for his/ her learning and to prepare him/ her for life-long learning through continued self-learning, keeping in mind graduating students who are fluent in using the relevant language in respect of speaking, reading, comprehension and writing as per international standards and international proficiency examinations.
7. The Faculty shall adhere to the national and global educational standards and to the professional and organizational practice requirements when carrying out program planning and design, through making available educational, human, physical and financial resources and effective technology tools for program implementation and for facilitating the student's task of attaining the required teaching and learning outcomes.
8. Availability of policies and procedures for periodic evaluation and development of the study plans
9. Counseling programs that provide students with the necessary information when needed. These programs shall be implemented and supervised by specialized members of the teaching staff in a manner that ensures providing consultancy and academic guidance in a highly professional manner.
10. Availability of field training opportunities in a progressive and balanced manner in the fields of proper language use in relevant foreign language programs in cooperation with relevant institutions.
11. There shall be a clear and practical linkage between the basic educational program offered by the Faculty and the subsequent stage of training and practice before and after graduation.
12. There shall be a complete file for each course of study the Faculty's departments offer within their programs' study plans.
13. Adhering to the accreditation regulations and criteria of foreign language programs and modifications made to them provided they are approved by

the competent Higher Education, and Accreditation Commission authorities.

14. Consistency of the programs offered with the methodologies of teaching and learning modern languages and the use of modern technical and technological means which ensure effective functional language use in communication in relevant topics.
15. Concluding agreements under which students study a semester or a year at a university in a country that speaks the relevant language to enhance their linguistic abilities on the one hand and to get familiarized with the culture and civilization of the other country on the other.

### **3.2.2.2 - Indicators in Respect of the Graduate Program/Programs**

(In addition to indicators related to the undergraduate program)

1. Well-defined policies and procedures for admission into the graduate programs that shall ensure a high degree of competitiveness according to criteria of merit and competition.
2. Acquisition of linguistic competencies in various skills, as prerequisites for in-depth studies and scientific research, in all graduate programs at the faculty and at the Masters and Doctoral levels.
3. Evidence of enhancing the skills and principles of conducting scientific research, and linking them to intellectual and enlightened communication with the countries that speak these languages.
4. Programs for translation from and into these languages
5. Program courses offered by the Faculty shall be comprehensive, up-to-date and informed by depth of knowledge and logical sequence.
6. There shall be well-defined policies and requirements for graduation in respect of the higher diploma, Master's and Doctoral programs such as the qualifying examinations prelims for the Doctoral programs, the comprehensive examination for the Master's programs and any other requirements
7. Regulation, procedures and guides for preparing dissertations and theses.
8. There shall be an adequate number of qualified full-time teaching staff members commensurate with the number of students enrolled in the programs offered and with the levels of those programs.
9. Adherence to the time limits allocated for offered programs.



10. Provision of subsidies, grants and training opportunities for the graduate students, especially those who are academically outstanding.
11. The Faculty's programs and study plans shall be continuously reviewed so that they keep up with scientific developments in the fields of Linguistics, translation and teaching methodologies.
12. The Faculty programs shall be evaluated in all their components, with the participation of teaching staff members, students, stakeholders, the institutions that the graduates are expected to work for and all concerned parties. The Faculty shall utilize the outcomes of evaluation and feedback in developing and improving the programs.

### **3.2.3 Evidence and Documents Required for Sub-criterion Two:**

#### **3-2-3-1 Evidence and Documents Required for the Bachelor's Program/Programs**

- √ The study plans of each of the Faculty's programs, and its objectives and outcomes, and a specification of courses of study that shall include modern scientific reference books in the language of the specialization
- √ Statistics on the number and modernity of reference books available for the different specializations and in the languages of the specialization (written, visual and audio)
- √ Tools and procedures used in developing the Faculty's study programs
- √ Student guides, By-laws and regulations relevant to all academic and professional issues related to students and teaching staff members.
- √ Minutes of meetings of committees and councils concerned with study plans
- √ Statistics of the number of teaching staff members, their academic ranks and specializations, the number of students and the ratio of students to teaching staff members.
- √ Regulations on, and procedures for, conducting examinations, samples of tests, distribution and review of grades, evidence of coordination between professors teaching multi-sections, taking into account the evaluation of verbal performance (conversation, reading and comprehension)
- √ Forms used in student academic counseling
- √ Evidence of follow-up of the quality assurance of the offered programs, and the results of self-assessment.

- √ Files of courses of study including description of courses, their teaching syllabi and methods of evaluation and improvement
- √ Compatibility of the components of the academic program with methodologies of teaching and learning modern languages
- √ Forms and results of student evaluation of courses and teaching staff members
- √ Copies of cooperation agreements of and exchange with students and teaching staff members with relevant global universities
- √ Copies of agreements of joint programs with international universities in countries speaking the relevant language

### **3-2-3-2 Evidence and Documents Required in Respect of the Graduate Program/Programs**

(In addition to the evidence related to the undergraduate program mentioned above)

- √ Evidence related to the graduate programs
- √ Guides for the preparation of dissertations and theses
- √ Regulations on and procedures for tests and the distribution of grades in respect of the graduate studies
- √ Evidence of and procedures for conducting proficiency and comprehensive examinations, samples thereof and documenting their results
- √ Statistics of the number of students benefiting from grants and scholarships offered to postgraduate students
- √ Policies on admission into the Master's and Doctoral programs
- √ A list of the scientific research published by students individually or jointly (with teaching staff member)
- √ Statistics on the number of the students who withdrew from the program and the reasons for that
- √ The number of teaching staff members, their scientific degrees, the universities they graduated from and their scientific achievements
- √ Components of the academic programs and plans and the extent to which they keep up with scientific developments

### **3-3 Sub-criterion Three: Evaluation of Learning Outcomes**

#### **3-3-1 Elements of Sub-criterion Three:**

1. Evaluation of the Faculty's student performance.
2. Evaluation of the faculty's teaching staff members' performance
3. The Faculty's graduates and the labour market

#### **3-3-2 Indicators of Sub-criterion Three:**

1. There shall be student assessment methods and procedures regarding daily tests, mid-term and final examinations, methods of preparing tests, their relevance to the objectives and outcomes of courses, and the main role of language laboratories in evaluating these two programs performance, especially the Bachelor's program performance.
2. Evidence of final examinations student performance evaluation aimed at developing courses of study
3. Evaluation Policies on, and procedures for, evaluating teaching staff members
4. Compatibility and consistency between educational outcomes and labor market requirements
5. Quality assurance of the learning outcomes of courses of study and academic programs
6. Number of students compared to the number of teaching staff members
7. Cooperation agreements for training students and enhancing their linguistic abilities.

#### **3-3-3 Evidence and Documents Required for Sub-criterion Three:**

- √ Documents showing consistency of the student assessment process with the learning objectives and outcomes of courses of study
- √ Labour market studies, and satisfaction of graduates and employers.
- √ Plans for on-going improvement
- √ Samples of agreements and partnerships
- √ Documents on the evaluation of academic programs outcomes.

- √ Data on employment of graduates and their places of work
- √ Forms, data and details of student evaluation of courses of study, and teaching staff members.
- √ Results of teaching staff members' evaluation of achieving course outcomes through examinations, and consequent action

#### **4. Criterion Four: Scientific Research, Missions, and Innovations**

Scientific research contributes to the Faculty's development and excellence, and significantly affects the level of performance of teaching staff members in teaching and supervision of postgraduate students. The Faculty shall provide an environment conducive to innovation and entrepreneurship projects, and shall encourage teaching staff members to conduct and publish research in indexed journals with a high impact factor. This research shall directly address and enrich the process of learning and teaching languages and translation, and shall promote international understanding between cultures and civilizations

##### **4-1. Sub-criterion One: Scientific Research**

###### **4-1-1 Elements of Sub-criterion One:**

1. Scientific research projects
2. Scientific conferences, seminars, and workshops
3. Publication of research and books
4. Incentives, rewards, and prizes

###### **4-1-2 Indicators of Sub-criteria One:**

1. Policies, by-laws, regulations, procedures, and instructions related to the support and publication of scientific research
2. The Faculty's support for teaching staff members to conduct scientific studies and research in a manner that serves the Faculty's vision, mission and objectives, and positively reflects on planning, development and improvement of its programs by reducing the teaching load on the one hand and providing the researchers with the required information and requirements on the other.
3. Annual plan for conducting, following-up and evaluating scientific research

4. Identifying research priorities and interests in light of the specializations available to the Faculty
5. Cooperating with other faculties at the university, the Ministry of Education and research centres inside and outside Jordan.
6. Provision of financial, physical and information support as needed for conducting research and translating and writing books and publishing them.
7. Supporting and encouraging teaching staff members to publish books and research papers in scientific, refereed and specialized periodicals and conferences and indexed journals
8. Availability of regulations and procedures related to granting merit incentives and prizes.
9. Identifying the roles and responsibilities of the committees and councils concerned with scientific research
10. Graduate students' benefit from supported scientific research projects.
11. Teaching staff members researchers contributions to local community service and its needs in the field of teaching and learning languages, and translation.
12. Number of research teams in the various specialties.
13. Participation of faculty teaching staff members in scientific committees of global journals or conferences.
14. Participation of faculty teaching staff members in editorial teams of specialized linguistic journals

#### **4-1-3 Evidence in Respect of Sub-criterion One**

- √ Criteria and forms used in supporting scientific research projects and following up their implementation
- √ Criteria and forms used in supporting the publication of scientific research and authoring of written, translated and edited books and other manuscripts
- √ Annual statistics of supported scientific research projects conducted by Faculty teaching staff members and the amount of their expenditure.

- √ Annual statistics of the number, nature, and areas of research papers prepared by teaching staff members and published in refereed and specialized journals and conferences
- √ Annual statistics of published research projects derived from graduate dissertations
- √ Scientific research projects that meet the developmental needs of the local community
- √ Statistics on the number of scientific conferences, seminars, and workshops in which faculty teaching staff members took part
- √ Minutes of meetings of committees and councils concerned with scientific journals and at the Faculty's venues of publication.
- √ Statistics of the number of conferences, seminars, and workshops held by the Faculty
- √ Proceedings of conferences, seminars and workshops held by the Faculty inside the Kingdom and/or in which teaching staff members took part or attended outside the Kingdom.
- √ Samples of research papers and books prepared by teaching staff members and published, or approved for publication, together with the mechanisms for documenting them within the Faculty.
- √ Annual expenditure on scientific research, prizes and merit incentives
- √ Statistics of the number of research teams in the various specialties
- √ Statistics of the number of teaching staff members participating in scientific committees of global journals or conferences
- √ Data on student and teaching staff members' performance in scientific research
- √ Statements on faculty achievements (success stories and promoting them and/or failure cases and learning from them)

## **4-2 Sub-criterion Two: Missions**

### **4-2-1 Elements of Sub-criterion Two:**

1. Missions for getting Masters and Doctoral degrees
2. Research and development training courses

#### **4-2-2 Indicators of Sub-criterion Two:**

1. The Faculty shall have clear policies and well-defined procedures for scholarships and missions, together with the Faculty's commitment to applying them.
2. The Faculty's policy shall have clear provisions for supporting scholarship, missions, and educational exchange.
3. The Faculty's teaching staff members shall take part in professional development programs through obtaining higher scientific degrees and development of their research capabilities.
4. Availability of bylaws and regulations for missions
5. Transparency and fairness in the selecting persons for missions.
6. Follow-up of persons on missions with respect to their academic studies
7. Regulations and procedures for holding and participating in training courses
8. Consistency of the training courses with the teaching and research requirements of teaching staff members.
9. The role of the committees and councils concerned with missions and training

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

- √ Annual plan for missions
- √ Criteria and forms used in the mission process
- √ Mechanisms for following up persons on missions, and evaluating their performance
- √ Annual statistics of the number of persons on missions, their exact specializations, the universities they are attending and their academic progress
- √ Annual expenditure on Missions and training courses
- √ Agreements concluded with other universities and institutions for getting scholarships
- √ Annual expenditure on persons participating in training courses inside and outside the University.

### **4-3 Sub-criterion Three: Innovations**

#### **4-3-1 Elements of Sub-criterion Three:**

1. Educational innovations in education and technology of education
2. Pilot research projects in teaching and learning modern languages and utilizing technological developments and modern electronic and hybrid/bended teaching and learning models

#### **4-3-2 Indicators of Sub-criterion Three:**

1. Instructions and procedures related to the support of linguistic innovations and mechanisms for their implementation and publication.
2. Policies on, and procedures for, promoting innovations
3. Teaching staff members getting local, regional or global prizes in appreciation of their innovations
4. Faculty teaching staff members shall have patents registered to their names in the fields of modern technological methods and equipment related to speech ( production and analysis).
5. Availability of policies and procedures for entrepreneurship research projects
6. The role of the committees and councils concerned with innovation.

#### **4-3-3 Evidence and Documents Required for Sub-criterion Three:**

- √ Criteria and forms used in documenting linguistic innovations
- √ Annual statistics of documented or published linguistic innovations
- √ Annual statistics of linguistic innovations and participation in national, regional or global competitions and prizes
- √ Samples of faculty teaching staff members' innovations
- √ Mechanisms for the follow-up, implementation and evaluation of linguistic innovations of all types
- √ Minutes of meetings of the Faculty's committees and councils concerned with innovations.
- √ Data on the teaching and learning models devised and/or developed and modified by teaching staff members



- √ Data on conducting studies and experiments on modern models of language teaching and learning

## **5. Criterion Five: Financial, Physical and Human Resources**

The importance of this criterion is due to the fact that it constitutes an environment hosting all activities and tasks undertaken by the academic institution such as teaching, learning, scientific research and community services. It also constitutes a sponsoring environment for human resources that make up the University family including students, academics, researchers, administrators and service staff. Therefore, the sound condition, and the good quality of this environment are one of the foundations for which the university must develop efficient plans for ensuring their continued assurance, monitoring, and improvement. The University shall implement all procedures that ensure applying and monitoring these plans on a regular basis.

Perhaps one of the main themes for ensuring a sound and high quality university environment is to ensure availability of financial resources required for this environment, in addition to good management in terms of sound financial planning, drafting clear budgets for the activities of the institution and its tasks in consistency with its vision and mission, to develop plans that can secure that, whether from academic or non-academic sources, and to lay down plans for managing potential risks. The institution shall also ensure accountable and transparent financial management that follows established financial procedures.

When considering the 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 made on efficiency and expertise which shall be utilized in achieving the tasks undertaken by the educational institution, whether they are academic, research or related to community service. Focus shall also be on the plans laid down by the institution to monitor the performance of these resources and to assure their quality and the procedures followed by the institution for on-going improvement, both in terms of the on-going modernization of physical resources and upgrading and development of human resources through programs for the development of their skills and competence.

There are three sub-criteria that fall under this criterion, each of which focuses on one aspect of these resources. Below 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**

1. Financial Planning and Budgeting
2. Financial Management and Budgeting

### **5.1.2. Indicators of Sub-criterion One**

1. Financial planning policies and procedures, and relating them to the Faculty's requirements such as facilities, programs and human resources
2. Budget preparation policies and procedures taking into consideration the actual needs of Faculty and its departments.
3. Financial allocation policies, procedures, and priorities, and dealing with the University's general budget
4. Policies and procedures on revenues and expenditure (and investments if any), laying down plans to develop the Faculty's financial resources, and preparing bulletins and guides about the use and revamping of financial resources

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

- √ The Faculty's financial planning and budgeting records.
- √ Evidence of financial allocation for budget items in light of the Faculty's requirements
- √ Financial forms (in financial planning and budget accounts)
- √ The Faculty's educational budget for many previous years
- √ External financial audit reports for many previous years

## **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. General services
5. Sources of information

### **5.2.2. Indicators of Sub-criterion Two:**

1. Laying down safety and security policies and procedures
2. Taking the requirements of persons with special needs into consideration
3. Laying down plans for improvement and development, and identifying their requirements
4. Facility and service quality management, control and improvement
5. Following-up maintenance procedures and their effectiveness
6. Conducting surveys to learn about employer satisfaction with the facilities (All staff and students)
7. Providing an educational and research environment that motivates the students, academic faculty and administrative staff members
8. Supporting and developing the Internet and campus intranet to support the teaching process and keep abreast of technological developments in learning.
9. Providing the Faculty's teaching staff members with computers and technical equipment needed for teaching and learning.
10. Ensuring availability of a sufficient number of modern language laboratories and related software.
11. Enhancing the Faculty's website, including the teaching staff members' websites and e-courses they offer to enhance or enrich face-to-face learning.
12. Establishing a research portal for the Faculty
13. Enriching the University's public library holdings with sources, reference books, compact discs, and audio-visual programs for teaching languages
14. Reinforcing coordination and cooperation between the Faculty's administrative and academic staff.
15. Providing educational and cultural services within the Faculty and University
16. Subscription by the Faculty to major databases and sources of information
17. Participation in conferences and seminars inside and outside the University.

18. Laying down regular mechanisms and programs for cooperation with the community.

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

- √ Files of financial resources
- √ Follow-up and supervision files
- √ Safety and security regulations and guidelines
- √ Evidence of care for persons with special needs
- √ Annual statistics and questionnaires 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 on the use of the library and information resources and media
- √ Annual statistics on the use of the internet and electronic portals.
- √ Specialized research laboratories 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 what each group of the institution's staff does as regards:

1. Policies on and procedures for attraction, recruitment and appointment: The focus in this area shall be on fairness, integrity and objectivity in attracting

and appointing a sufficient number of academically and professionally qualified teaching staff members to cover the Faculty's needs. These principles, including the procedures for preference in selection, shall be declared to all.

2. Policies on, and procedures for, tenure and promotion: The by-laws and regulations for appointment and promotion shall be applied in full objectivity and transparency, and those concerned shall be given access to their promotion referees reports.
3. Policies on and procedures for, scientific and research leaves: Laying down regulations to encourage scientific research (reducing the teaching load and allocating prizes for excelling persons).
4. Professional and career staff development: Laying down a mechanism to attract outstanding persons in this area, and developing plans and programs to train them, upgrade their performance and reward them.
5. Care and services provided to staff: Creating a set of incentives to keep the teaching staff distinguished and efficient, and developing orientation and initiation programs for new teaching staff members and technical and administrative staff.
6. Developing a mechanism for sharing teaching staff members experiences, and a plan for their on-going in- service training.
7. Allocating prizes and incentives for those excelling in teaching and research
8. Developing savings and end-of-service programs and by-laws and implementing them in a fair and transparent manner to all faculty staff.
9. Providing health care inside and outside the University.
10. Applying all laws, by-laws and regulations in force in the Kingdom in respect of maternity benefits, and establishing a nursery at the level of the Faculty or University.
11. Conducting a study on staff satisfaction with the services provided: (appointment, in-service training, services and benefits).

### **5-3-3 Evidence and Documents Required for Sub-criterion Three:**

- √ Documents showing the Faculty's appointment policies and procedures.
- √ Training workshops and staff development records: (statistics on the workshops held, attendance, and participant feedback forms)

- √ Services and care support committee files, and statistics of the number of their beneficiaries.
- √ Surveys measuring staff satisfaction and its follow-up.
- √ Records of the benefits offered (housing, savings, provident funds ...) and their statistics and beneficiaries.
- √ Details and credentials of teaching staff members: their qualifications, research, academic ranks, technical services distinguishing each one of them, promotions, evaluations and the universities where they graduated.
- √ Data on the training courses, conferences and workshops held by the Faculty
- √ Data on the administrative staff leaves, especially in relation to maternity
- √ Samples and outcomes of performance evaluation procedures and their consequent measures.

## **6. Criterion Six: Student Services**

Student Services are the major pivot of the educational institution through which students interact with all its staff with a view to developing them academically, skills-wise, professionally, socially and culturally in quest of achieving academic and personal integration (of personality) of students. Student guidance and counseling, communication with the graduates and support services help students professionally, psychologically and socially in academic life, broaden their horizons and knowledge, enhance their personalities and prepare them for the labour market through a collection of varied programs, facilities and services, All of which contribute to promoting their personal 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 which are necessary to achieve them.

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

#### **6-1-1 Elements of Sub-criterion One:**

1. Raising student awareness
2. Psychological and social counseling
3. Counseling and professional training

### **6-1-2 Indicators of Sub-criterion One:**

1. Policies and procedures of raising student awareness (setting awareness-raising meetings for new students at the department and faculty levels, developing a faculty student guide and familiarising students with the campus and University in coordination with the deanship of student affairs)
2. Policies on the rights and responsibilities of students (holding meetings with the Faculty's students to acquaint them with their academic and social rights and duties and their compliance with laws, by-laws, and regulations).
3. Procedures for psychological and social counseling (Availability of a psychological counseling office at the university managed by specialists, and providing services to all faculties of the University).
4. Professional counseling procedures (Developing regulations that indicate the sequence of actions and proceedings and take into account the opinion of the student's advisor, the department chair and the Faculty's Dean)
5. Student training courses (Developing a list of these courses focusing on teamwork, community service, recruitment procedures, preparation of C.V.'s and informing students about the value, and exercise of citizenship)
6. The role of committees and councils in student guidance and counseling
7. Plans for developing and following up student guidance and counseling in all of its elements

### **6-1-3 Evidence and Documents Required for Sub-criterion One:**

- √ Availability of organizational units or offices concerned with student guidance and counseling
- √ Evidence of student counseling and guidance activities
- √ Student guidance and counseling regulations.
- √ Minutes of meetings of committees and councils concerned with student guidance and counseling
- √ Annual statistics of those benefiting from:
  - Raising student awareness
  - Psychological and social counseling
  - Counseling and professional training

- √ The forms used in student guidance and counseling
- √ Student evaluation of student guidance and counseling activities
- √ Annual reports on student guidance and counseling and the degree of their utilization

## **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. Student Facilities
6. Extra-curricular activities

### **6-2-2 Indicators of Sub-criterion Two**

1. Student elections regulations of and procedures
2. Regulations of and procedures for grants and loans offered to students
3. Regulations of and procedures for providing support services
4. The educational institution's policy in respect of extra-curricular activities
5. The role of student clubs in upholding support services
6. Follow-up and development of the performance of support services.
7. student employment regulations.
8. Mechanisms for student participation in sports, artistic and cultural festivals
9. Enhancing e-communication among the Faculty's graduates.
10. Procedures for the development of transport services to and from the University as well as health and nutrition 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, bookshops ...etc.)
- √ Annual statistics of extra-curricular activities and the number of their participants
- √ Minutes of meetings of committees and councils concerned with support services
- √ Mechanisms for looking into and benefiting from student complaints.

### **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 graduates

#### **6-3-2 Indicators of Sub-criterion Three:**

1. Procedures for strengthening the institution's relationship with graduates through electronic communication and holding meetings for the Faculty's graduates and staff working at various institutions
2. Utilizing feedback from employed graduates in developing and promoting the Faculty's programs
3. representing graduates on department and faculty councils
4. Coordination and cooperation with employers and recruitment agencies
5. Honouring outstanding graduates working inside and outside Jordan.

#### **6-3-3 Evidence and Documents Required for Sub-criterion Three:**

- √ Minutes of meetings of concerned committees and councils
- √ Annual statistics on the participation of graduates in the Faculty's activities
- √ Evidence of graduates' representation on governance councils
- √ Opinion polls directed toward graduates and employers
- √ Annual statistics on alumni clubs activities and the number of their participants.

## **7. Criterion Seven: Community Service and External Relations**

This criterion is the cornerstone of the relationship between the Faculty and the outside community at the local, national and global levels. The Faculty of Foreign languages shall establish relationships and partnerships with the local and national communities, and shall contribute to improving foreign language teaching, and translation through knowledge sharing and support, as well as providing the community with competent graduates.

As for regional and international cooperation, it is a primary factor in developing the performance of foreign language faculties through agreements, joint projects and scholarship granted by international institutions, universities and embassies.

### **7-1. Sub-criterion One: Community Service**

#### **7.1.1. Elements of Sub-criterion One:**

1. Areas of local community development.
2. Local community's representation on governance councils.
3. Representation of the teaching staff on official, voluntary and international community service institutions' relevant bodies.

#### **7.1.2. Indicators of Sub-criterion One**

1. The Faculty's policies and plans in respect of the nature of its relationship with the community and its needs in the field of languages, and in developing, implementing and evaluating plans, as well as allocating funds in the budget.
2. Studies and research on the impact of languages on the community's sustainable development.
3. Training courses and development and awareness-raising lectures
4. Collaborative initiatives and development projects at the national, regional and global levels.
5. Financial and physical support to meet the development needs of the local community.

6. The local community's representation on governance councils (department and faculty councils)
7. Contributions made by teaching staff members and students to the local community's service and development
8. Contributions made by teaching staff members to national and international official and private institutions in service of the community.
9. Contributions made by teaching staff members to reinforcing teaching and learning foreign languages, and the translation process with all its types including simultaneous and consecutive interpreting.
10. Contributions made by teaching staff members in preparing and developing foreign language curricula through cooperation with the Ministry of education, and the Ministry of higher education and scientific research
11. Joint extra-curricular activities organized in cooperation with foreign embassies whose countries' languages are taught at the Faculty

### **7.1.3. Evidence and Documents Required for Sub-criterion One:**

- √ Documents showing the policies, plans and procedures related to the local community
- √ Documents of the budget allocated for dealing with the activities of local community service, and the mechanisms for their control and evaluation
- √ Annual statistics of the actual annual expenditure on all activities of local community service
- √ Annual statistics of the number of studies, projects, and research related to the local community and the extent of their utilization.
- √ Annual statistics on collaborative initiatives and development projects and the extent of utilizing them.
- √ Statistics on the teaching and administrative staff members and students who participated in local community service activities
- √ Mechanisms and decisions on the selection of local community representatives to governance councils.

- √ Annual statistics of the number and percentage of local community students benefiting from grants and student loans.
- √ Statistics of awareness-raising lectures and training courses related to community service.
- √ Establishing partnerships with local educational institutions and translation centres and institutes.
- √ Coordination and cooperation with the Ministry of Education and the Ministry Higher Education and scientific research.
- √ A list or report of embassy activities (films, plays, cultural weeks) organized by the Faculty.

## **7-2. Sub-criterion Two: External Relations**

### **7.2.1. Elements of Sub-criterion Two:**

1. Relations at the national level
2. Regional relations
3. International relations

### **7.2.2. Indicators of Sub-criterion Two:**

1. The policies and plans governing establishing relationships at the national, regional and global levels.
2. Procedures and mechanisms for cooperation at the local, regional and global levels.
3. Grants and assistance provided by national, regional and global institutions and organizations.
4. Expertise and consultations provided by the Faculty to national, regional and global institutions and organizations.
5. Joint projects and studies held by the Faculty with regional, national and global sectors.
6. Joint courses, conferences and workshops held in cooperation with the Faculty and national, regional and global institutions and organizations.
7. Faculty representation in respect of activities related to its specialization at national, regional and global institutions and organizations.

8. Procedures for assisting graduating students in finding suitable jobs.
9. Mechanisms and activities related to attracting students.

### **7.2.3. Evidence and Documents Required for Sub-criterion Two:**

- √ Documents showing the policies, plans, procedures, and budget associated with cooperation at the national, regional and global levels
- √ Availability of a representative or committee at the Faculty concerned with cooperation at the national, regional and global levels
- √ Samples of signed memoranda of understanding and agreements, and their mechanisms for approval and signing.
- √ Mechanisms for following up, evaluating and implementing memoranda of understanding and agreements.
- √ Annual statistics of the grants and assistance provided to the faculty from inside and outside Jordan.
- √ Annual statistics of the number of the Faculty's students, staff, or teaching staff members benefiting from the activities related to national, regional or global institutions and organizations concerned with cultural and linguistic cooperation and exchange.
- √ Annual statistics of joint projects, studies, training courses, conferences and workshops
- √ Annual statistics of the number of days related to employment fairs (Career days).
- √ Evidence of attracting students from inside and outside Jordan.
- √ Number of faculty teaching staff members involved with activities related to national, regional and global institutions and organizations.

## **8. Criterion Eight: Quality Assurance**

Quality assurance management is considered the basic foundation of the effective management model in academic education as it aims at applying advanced methods of quality assurance, on-going improvement and development, and achieving the highest possible standards of practices and processes that lead to realizing the outcomes of the higher education institution's academic programs. This is done through a number of specific procedures the most important of which are; the self-assessment studies of the teaching and learning inputs and processes of the academic programs

regarding description of courses, methods of teaching, and also procedures for evaluation, modification and development, development of programs and support courses, and validation of outcomes of this evaluation by seeking information from the community, including parents and private and governmental recruitment firms.

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

## **8-1 Sub-criterion One: Faculty Commitment to Improving Quality**

### **8.1.1. Elements of Sub-criterion One:**

1. Leadership
2. Resources
3. Institutional partnership

### **8.1.2. Indicators of Sub-criterion One:**

1. Leadership support and follow-up.
2. Availability of the necessary physical, human and financial resources
3. Dissemination of the culture of quality assurance.
4. The Faculty's administration practice of quality assurance procedures.
5. Training in quality assurance at the Faculty.
6. Implementing improvement processes in light of outcomes of the quality assurance processes.
7. Utilization of feedback in the improvement processes.
8. The Faculty's quality assurance processes shall cover all educational programs, teaching and administrative staff members and students with respect to on-going evaluation and development.
9. Carrying out the Faculty's self-evaluation study.
10. Improving the performance of teaching staff members in terms of teaching methods and having in-depth knowledge of new theories, concepts, and facts related to the subjects of their specialties.
11. Developing key performance indicators for the performance of teaching staff members.

### **8.1.3. Evidence and Documents Required for Sub-criterion One:**

- √ Plans for improving quality assurance management.
- √ The Faculty's quality assurance committee.
- √ Representation of the Faculty's various departments on its quality assurance committees.
- √ Evidence of dissemination and practice of the culture of quality assurance.
- √ Periodic reports on the performance of the Faculty's various departments and units.
- √ Reports on the effectiveness of the academic and administrative development programs
- √ Integration and inclusiveness of the quality assurance reports and documents and their consistency with the University's general framework.
- √ Training programs related to improving the level of quality.
- √ The Faculty's self-evaluation reports or the results of self- evaluation reports received by the Faculty or its department during previous years.
- √ Performance indicators used by the Faculty and their measurement results.
- √ Statistics of the team in charge of quality assurance at the Faculty, their exact specializations, and their job descriptions
- √ Data on courses and workshops held by the Faculty to acquaint teaching staff members and administrative staff with the procedures and requirements of national and international accreditation of the Faculty's language programs offered.

### **8-2 Sub-criterion Two: Scope of Work of Quality Assurance**

#### **8. 2. 1 Elements of Sub-criterion Two:**

1. On-going periodic evaluation
2. Quality assurance coverage of inputs, processes, and outcomes.

### **8.2.2. Indicators of Sub-criterion Two:**

1. Practising and following-up quality assurance management at the various departments and administrative and technical units of the Faculty.
2. Evaluation of inputs, processes, and outcomes
3. Quality control and improvement, and dissemination of its relevant results
4. Getting the Faculty's staff involved in the quality control committees
5. On-going meetings of the Faculty's quality assurance committees.
6. Representing students on curriculum and program development committees as well as in their evaluation and development procedures.

### **8-2-3 Evidence and Documents Required for Sub-criterion Two:**

- √ Forming committees concerned with quality assurance, and keeping minutes of their meetings
- √ Reports on on-going periodic evaluation
- √ The Faculty's procedures in effect for quality assurance management.
- √ Data on courses of study in terms of their provision, updating textbooks, materials, and audio- visual recordings
- √ Data on studies concerned with the interrelationship between examinations and major and secondary objectives of courses of study.
- √ Data on program modification and development in light of the analysis of courses final examinations.

## **8-3 Sub-criterion Three: Indicators, Standards, and Benchmarks**

### **8.3.1. Elements of Sub-criterion Three**

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



### **8.3.2. Indicators of Sub-criterion Three**

1. Key performance indicators shall be comprehensive, well integrated, and objectively measurable for all educational sectors of the Faculty.
2. The Faculty shall select secondary performance indicators for following up the performance of its various academic departments and administrative units in a manner consistent with its special character
3. Determining benchmarking standards for the Faculty's performance quality.
4. Verifying the learning outcomes achieved by the students and comparing them to the labour market requirements and needs
5. The self-assessment processes of performance quality shall be based on multiple sources of relevant evidence and proofs whenever possible. This includes feedback through surveys of user and beneficiary views (stakeholders), such as students, teaching staff members, employees, graduates, and employers (of the Faculty's graduates)
6. The Faculty shall review the assessment and evaluation criteria for teaching staff members.
7. The Faculty shall periodically review its students' performance evaluation criteria.
8. The Faculty shall review the regulations and policies followed in addressing the teaching and learning processes on the basis of evaluation outcomes.
9. The program management shall take clear measures for utilizing its outcomes evaluation results.

### **8-3-3 Evidence and Documents Required for Sub-criterion Three**

- √ Periodic on-going reports on the key and secondary performance indicators and the areas of their application
- √ Studies or reports related to benchmarking the Faculty's performance quality as well as that of its academic and administrative units

- √ Results of reviewing of the evaluation forms of teaching staff members and students.
- √ Documents on surveying stakeholders views of the Faculty's educational process.
- √ Data on the comprehensive self-assessment of programs offered by the Faculty's departments.
- √ Data on the satisfaction of students, parents and employers of the industrial, commercial and educational sectors ... etc.
- √ Data on improving courses of study in light of feedback from the field.
- √ Data on reviewing courses of study in light of reviewing of the results of the final examinations.
- √ Data on the participation of the various department committees and councils and the faculty council in the decision-making process.
- √ Data on the contributions of student committees and the student council at the faculty or at University level in improving and developing the teaching-learning process.

#### **8-4 Sub-criterion Four: Independent Verification of Evaluation**

The University and the Faculty shall apply a mechanism for independent external evaluation of the Faculty's quality assurance indicators, criteria and outcomes.

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

1. Multiple sources of evidence and proofs.
2. Feedback obtained through polls.
3. Verification and validation of learning outcomes.

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

1. Validation of findings based on interpretations of evidence and proofs of quality assurance by getting independent advice from external parties experienced and knowledgeable in the work of faculties of languages

2. Validation of learning outcomes achieved by students in comparison with the requirements of national qualifications and the levels achieved by similar faculties
3. External evaluation report
4. Procedures for implementing external evaluation recommendations

**8-4-3 Evidence and Documents Required for Sub-criterion Four:**

- √ Comparisons between the Faculty's learning outcomes and those of other similar faculties
- √ Polls of the views of students, teaching staff members, graduates and employers, and improvement plans related to them.
- √ Verification matrix of the teaching and learning outcomes (compatibility between outcomes and content)
- √ The correlation of the Faculty's vision and mission with the labour market
- √ The self-assessment study, the graduates' views and the feedback they provide on the Faculty's programs
- √ Plans for improving the Faculty's quality processes.
- √ Decisions and measures taken to implement the recommendations contained in the external evaluation report