

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

**Guide for Quality Assurance Criteria for the  
Faculty of Allied Medical Sciences**

**2021**

## **Preface**

This Guide for quality assurance criteria and procedures for the faculties of Allied Medical Sciences presents guidelines for the Jordanian faculties of Allied Medical Sciences which apply for the Quality Assurance Certificate issued by the Jordanian Accreditation & Quality Assurance Commission for Higher Education Institutions. It encompasses the approved set of quality assurance criteria for the Allied Medical Sciences faculty and its programs and the guidelines issued by the Commission in this respect. This will help the Jordanian Faculties of Allied Medical Sciences conduct the self-assessment study, which is an important part of the procedures for obtaining the Jordanian Quality Assurance Certificate.

In addition to this Guide, Jordanian Faculties of Allied Medical Sciences 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 study, or through communicating with the Commission's Quality Assurance Directorate.

It is our hope that those in charge of the self-assessment study at the Jordanian Faculties of Allied Medical Sciences 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 first step initiated by successful management, and it represents the future guiding map for decision makers and those working in accordance with a unified organizational structure to achieve specific goals and visions within a clear time frame.

By adopting this definition, The Faculty of Allied Medical Sciences must have a clear, adopted and publicized mission that reflects its educational vision, which is consistent with the vision and mission of the University. The Faculty's mission shall be translated into achievable strategic objectives. It shall also be used for planning activities, and processes, and for identifying mechanisms and priorities of implementation for achieving the Faculty's vision, mission and objectives within a specific time frame.

### **1-1 Sub-criterion One: The faculty's Vision, Mission, Objectives and Values**

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

- Vision
- Mission
- Objectives
- Values

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

- **Precision and clarity of formulation:** The Faculty's vision and mission shall be precise and clear, and shall include the major elements, such as qualifying competent graduates, and developing and interacting with the local community.
- **Methodology of preparation:** The vision, mission, goals and objectives of the Faculty must be informed by social intelligence with the participation of all administrative, academic and technical staff and representatives of students, the local community and concerned representatives of professional Associations and other parties.
- **Compatibility and harmony:** The Faculty's vision, mission, objectives, goals and values shall be compatible with the University's vision, mission and objectives.
- **Means of raising awareness and publicity:** The Faculty's vision, mission, goals and values shall be declared and well known to all.

- **Means and tools of review and evaluation:** The Faculty shall document the procedures for preparing and reviewing the vision, mission, goals and values.

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

- Minutes of meetings, decisions, recommendations and surveys related to the formulation of the educational vision, mission and goals of the Faculty of Allied Medical Sciences;
- Committees formed, forms used and mechanisms followed in preparing the Faculty's vision, mission and goals;
- Consistency of the vision, mission and goals;
- Workshops, training courses and seminars;
- Dissemination of the Faculty's educational vision and mission through all means available;
- Meetings, surveys, and tools that were followed for the purpose of review and evaluation;

## **1-2 Sub-criterion Two: The Strategic Plan**

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

- Analysis of the internal and external environment: The analysis of the internal environment includes identification of strengths and weaknesses; the external environment includes identification of the threats and available opportunities.
- The domains of the Faculty's strategic plan: The most important of these domains are the learning/teaching domain, the scientific research domain, the university environment domain and the local community service domain.
- The strategic objectives
- The Faculty's implementation plan (plan of action) within a specific time frame
- The risk management plan
- Performance indicators: to provide administrative staff with an overview of the course of the administrative process in general
- Benchmarking: It is a general measure of the organizational structure. In the case of the Faculty of Allied Medical Sciences, the following questions must be answered:

- How do we compare with International Faculties of Allied Medical Sciences?
- Which is the best faculty at the local and global levels?

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

- Consistency of strategic analysis and how its results relate to the Faculty's educational goals, domains and objectives
- The Faculty's strategic goals coverage of the objectives of the Faculty of Allied Medical Sciences;
- Benchmarking at the local, Arab and global levels
- Precision, clarity and measurability of objectives;
- A Comprehensive implementation plan
- Availability of a risk management plan;
- Adherence to the review and evaluation mechanisms and means;

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

- A mechanism for identifying the elements of the internal and external environment
- Evidence of faculty staff participation in preparing the implementation plan.
- Minutes of meetings, mechanisms and tools related to the follow-up of the strategic plan
- Improvement plans based on review, benchmarking and evaluation
- systematic scientific studies such as studying labour market needs for the various specializations of Allied Medical Sciences and ordering them according to their priority; studying employers' satisfaction with the graduates and studying the social value of the various specializations of Allied Medical Sciences.

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

The governance criterion represents the general framework of the Faculty of Allied Medical Sciences, as it represents the set of laws, by-laws and instructions that help in making decisions and taking actions, and in the identifying clear and

specific roles of the Faculty's staff based on a high level of transparency and monitoring, aiming at achieving high quality and excellent performance. There are three sub-criteria that fall under this criterion. We will discuss below each criterion separately in terms of elements, indicators, evidence and documents necessary for achieving it.

## **2-1 Sub-criterion One: Legislations**

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

- Policies
- By-laws
- Regulations
- Principles, procedures and criteria

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

- Issuing the regulations stipulated in the laws
- Issuing the regulations stipulated in the by-laws
- Issuing principles unanimously agreed by the Governance council in cases of ambiguity of regulations.
- Compatibility of principles, procedures and criteria with the by-laws and regulations
- The Faculty's governance council and members of its teaching staff, students and administrative staff shall carryout the functions and roles assigned to each of them, as specified in the Faculty's laws and by-laws, and shall identify and issue them in cases of lack of clarity.

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

- Legislation manuals
- Files and minutes of meetings on the implementation and development of legislations
- Evidence of publication and dissemination of the educational institutions' legislations

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

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

- Organizational structures
- Governance councils
- Tasks and responsibilities
- Job Descriptions
- Performance evaluation and accountability.

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

- Macro and micro organizational structures covering the academic, administrative and the social fields
- Mechanism for building, adoption and review of organizational structures
- Mechanism for preparing, documenting and reviewing tasks, responsibilities and job descriptions
- Procedures for performance evaluation and accountability and documenting their results. No one may be beyond accountability, including the Faculty's Dean, who shall be held accountable to the governance council.

### **2-2-3 Evidence and documents required for Sub-criterion Two**

- Laws and by-laws of the institution to which the Faculty belongs
- The Faculty's organizational structure and the changes made to it in the last three years
- A job description of all the Faculty's job titles and the responsibilities and duties assigned to them
- Samples of minutes of meetings of the Faculty Council and department councils for each of the three previous years
- Documents on the Faculty's financial and administrative policies and plans
- A directory of the names of those in charge of the Faculty's governance councils and their curricula vitae
- The policies, instructions and procedures concerning affairs of faculty members and administrative staff, and the basis of their appointment

- A description of standing committees at the Faculty, and their functions, tasks and membership
- Samples of governance council members performance evaluation reports.
- Documents relating to the procedures for the appointment of members of the governance councils
- Mechanisms and procedures for following up and implementing the responsibilities and duties assigned to the Faculty's Dean, his deputies, and chair persons of departments

## **2-3 Sub-criterion Three: Integrity**

### **2-3-1 Elements of Sub-criterion Three**

- Transparency
- Fairness
- Incentives and disciplinary sanctions

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

- Files of appointment, promotion and termination of services of administrative and technical staff
- Follow-up evidence on the cases of grievances
- Sabbatical leave files
- Files on scholarships and training courses
- Documents showing the participation of the various councils in approving the Faculty's academic, professional and technical programs, scientific degrees and certificates
- Documents showing the participation of the various councils in the review of all issues relating to accreditation, and quality assurance, and approving their requirements
- Documents showing the participation of the various councils in recruiting highly competent faculty members, and showing the academic backgrounds of each specialization and its basis of appointment

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

The academic program domain of the various specializations of the Faculty of Allied Medical Sciences represents one of the important criteria to ensure achieving university accreditation, which cannot be achieved by any faculty of Allied Medical Sciences unless it has clear goals and by-laws that are consistent with its educational mission, and ensure its ability to continue attaining its educational mission and desired objectives. This helps in coping with the requirements of this century, and in gaining the satisfaction of the local and international communities with the University's outcomes, which will determine sustainability or unsustainability of the institution. This criterion involves three sub-criteria which we will now discuss separately in terms of the elements, indicators, evidence and documents necessary for achieving them.

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

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

- Introducing and developing new academic programs
- Admission, equivalence and transfer policies
- Teaching and learning methods

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

- Policies on the introduction, development and termination of academic programs by a study plan committee fully empowered to design curricula and study plans which are consistent with the Allied Medical Sciences Faculty's vision, mission and goals and in compliance with higher education accreditation criteria.
- Admission and graduation policies and procedures
- Policies and procedures on transfer of students and equivalence of courses
- On-going improvement of the learning and teaching methods
- Integrated relationship between faculty members and the staff working at the library and databases
- The role of councils and their responsibility for the implementation and follow-up of the teaching and learning policies.
- Publishing/ Publicizing all expected outcomes of all academic programs offered in all specializations

- The Faculty's programs and courses of study shall be consistent with the general philosophy of the state, and shall realize its mission and objectives and meet the needs of students and the community.
- A clear and well - defined on-going improvement plan of the learning-teaching process, with a focus on practical learning.
- There shall be policies on student admission in respect of the various faculty specializations.
- The Faculty shall specify the conditions of admission into the various faculty programs.
- The Faculty shall ensure clarity of the different roles and responsibilities of the bodies taking part in the design and review of its programs, including (departments, department councils and sectoral committees).
- Educational media used at the Faculty shall be related to the its objectives and educational content, and shall take into consideration individual differences, shall arouse learners' senses, and shall be practical, uncostly, usable, and obtainable.
- The Faculty shall make available the required manuals and guides that clearly indicate / show the regulations governing educational programs and the admission and withdrawal procedures.
- A comprehensive evaluation shall be made of all proposals on introducing new programs or making significant changes to existing programs. Thereafter, these proposals must be approved by the Higher Academic Committee.
- The Faculty shall have student academic counselors. Academic counseling comprises two parts:
  - General Counselling: Academic counselors shall be appointed for all students in the various years.
  - Special Counselling: Academic counselors shall be appointed for students with cumulative averages lower than 62%. The counselor shall draw a schedule for the student taking into consideration his/ her capability and relevant study plan.
- Faculty quality assurance reports shall be prepared and periodically reviewed (by the Faculty) every three years)
- The Faculty shall take into consideration the degree of compatibility of its programs with community needs, the labour market, and the requirements for the development of knowledge.

- The Faculty shall make sure that the program outcomes are compatible with the local and global criteria of higher education through evaluation of educational outcomes, programs, courses of study and degrees.

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

- Procedures and proofs used for the introduction, development and termination of academic programs
- Forms and files of student admission, graduation, transfers and equivalence of courses
- Studies and surveys of program effectiveness
- Minutes of meetings of committees and councils
- Correlation matrix of goals and learning outcomes
- Proofs of publishing/ announcing the learning outcomes

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

#### **3-2-1 The study plans 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 program:

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

##### **Indicators in respect of the Bachelor's program:**

- Clarity and integration of the study plans of the offered programs. The Faculty of Allied Medical Sciences shall prepare the study plan of the Bachelor's program for all specializations of the Faculty to provide students with basic knowledge, skills and competencies In addition to general knowledge.
- The level of the study plans shall be compatible with the Faculty's vision, mission and goals.
- The study plans shall include analysis, synthesis, reasoning and application skills.

- The study plans shall maintain a balance between specialization subjects and general subjects. The study plans for the various specializations shall include 27 credit hours as University requirements (compulsory and optional) and 15% of compulsory specialization subjects shall be allocated to elective courses as per higher education institutions accreditation criteria.
- There shall be a clear, documented and declared description of study plans and courses of study.
  - Policies and procedures for periodic evaluation and development of study plans
  - Opening communication channels with Arab and foreign universities to exchange experience and expertise in new developments relevant to developing the Faculty.
- The Faculty shall provide an adequate number of well-qualified teaching staff members to implement the study plans in accordance with the following:
  - The Faculty shall provide one teaching staff member for each of the basic fields of specialization. However, in special cases overlapping between a maximum of two fields may be taken into consideration. In this case, or when creating the program, the number of teaching staff members may not be less than four full-time academic staff members holding a PhD degree, one of whom shall hold at least the academic rank of Associate Professor.
- Provision of academic counseling to the students
- The compatibility of study plans with community needs, the labour market and development of knowledge shall be clarified.
- Policies and procedures for following up the quality assurance of inputs, processes and outputs of the programs offered
- The extent of consistency of the qualifications of the teaching staff members at the Faculty of Allied Medical Sciences with areas of specialization
- Student exchange programs with other educational institutions
- The study plans shall encourage the students to get involved in voluntary work and community service.

### **Indicators in respect of the graduate program:**

(In addition to the indicators of the undergraduate program)

- Admission policies and procedures related to the Higher Diploma, Master's and doctoral programs
- Comprehensiveness, depth of knowledge and logical sequence of the programs offered at the Allied Medical Sciences Faculty
- Policies and procedures in respect of graduation requirements for the Higher Diploma, the Master's and the Doctoral programs, such as: the PhD qualifying examination (the prelims), the comprehensive examination for the master's programs and any other requirements
- Regulation and procedures for preparing of dissertations and theses
- Provision of an adequate number of full-time qualified teaching staff members commensurate with the areas and levels of the program offered
  - Adherence to the period specified for the programs offered
  - Subsidies and grants offered to graduate students

### **3-2-3 Evidence and documents required for Sub-criterion Two**

#### **Evidence and documents required in respect of the Bachelor's program**

- Samples of study plans and their objectives for all faculty specializations, such as (Radiation Technology, Optics, Ambulance and Emergency, Physiotherapy, Occupational Therapy, Hearing and Speech, Laboratory Medical Sciences, Dental Technology, Support Dentistry Sciences).
- Tools and procedures used for developing study plans
- Student Guides
- Minutes of meetings of committees and councils
- Statistics on the number of faculty members, their academic ranks and specialties
- Regulations and procedures for testing and grading
- Forms used in the academic guidance of students
- Proofs of follow-up on the quality assurance of the programs offered
- Statistics of the number of students benefiting from student exchange programs with other universities

## **Evidence and documents required in respect of the graduate program**

(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 and procedures for testing and grading in respect of graduate studies
- Evidence and procedures for conducting the qualifying, and comprehensive examinations, together with samples and evidence of documentation.
- Statistics of the number of students benefiting from grants and scholarships offered to post-graduate students

### **3-3 Sub-criterion Three: Evaluation of learning outcomes**

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

- Evaluation of student performance
- Evaluation of teaching staff members' performance
- Graduates and the labour market

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

- Policies and procedures of the student performance evaluation process shall be consistent with the intended educational outcomes
- Policies on the teaching staff members' evaluation process and procedures
- Compatibility and consistency between educational outcomes and the labour market requirements
- Cooperation agreements on the training of students
- Diversified student evaluation techniques, such as (written examinations, verbal examinations, performance examinations, report writing and projects)
- Examinations for measuring student skills and scientific knowledge

- Outcomes of evaluation procedures through the use of competence examinations for accountability and improvement
- Objective criteria for evaluating the performance of teaching staff members, supervisors and technicians
- Documented procedures for development of educational effectiveness in light of comprehensive evaluation outcomes

### **3-3-3 Evidence and documents required for Sub-criterion Three**

- Surveying student opinion concerning educational outcomes at the Faculty
- Surveying teaching staff opinions concerning the learning outcomes
- Studies on the labour market, and the satisfaction of graduates and employers.
- Plans for on-going improvement
- Samples of agreements and partnerships

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

This criterion constitutes an essential dimension in the development and excellence of the Faculty of Allied Medical Sciences, and in the integration of the relationship between faculty members and students. Theoretical and practical scientific research is the activity that leads to the development or modification of theories and using them in the transfer of knowledge and technology as well as in meeting the development needs of the community and the development of the productive and service sectors.

At the Faculty of Allied Medical Sciences in particular, scientific research contributes to meeting a significant part of the community's health needs (preventive and curative) and to finding solutions for global health problems and for the means for protection from them, especially as regards identifying causes and diagnosis of diseases.

The Faculty of Allied Medical Sciences is distinguished from other faculties of the University in the diversity of its specializations. Each of these specializations includes a set of precise specializations and various knowledge fields, which provide an innovative and creative research environment where the medical problem to be solved can be seen from multiple angles, thus creating an innovative research environment.

As for scholarships, they contribute to empowering and developing faculty members, and to providing them with new knowledge and skills that enhance the educational and research outcomes and help in maintaining the sustainability of the Faculty and its investments. An outstanding Faculty of excellence provides an appropriate environment that encourages artistic and literary innovations, patents and entrepreneurship. There are three sub-criteria that come under this criterion. Following is a description of the elements of these criteria and their indicators and the evidence and documents required for achieving them.

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

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

- Scientific research projects
- Conferences, seminars and scientific workshops
- Publication of research papers and books
- Incentives, rewards and prizes

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

- Policies, by-laws, instructions and procedures concerning support and publication of scientific research
- A plan for follow-up and evaluation of scientific research
- Identification of research priorities and concerns, taking into consideration the health priorities of the community.
- Cooperation with educational institutions and research centres inside and outside Jordan
- Provision of financial, physical and information support as necessary for conducting research, and authoring and publishing books.
- Research work published in refereed and specialized journals and conferences
- Regulations and procedures related to granting incentives and merit awards
- The role and responsibilities of the committees and councils concerned with scientific research

- The benefit obtained by the graduate students from supported scientific research projects
  - The benefit obtained from supported scientific research projects by the local community and the productive and service sectors.
- Marketing scientific research

#### **4-1-3 Evidence of Sub-criteria One**

- Availability of an annual plan for scientific research at the Faculty
- Criteria and forms used in supporting scientific research projects and monitoring their implementation
- Criteria and forms used in supporting the publication of research work and authoring of books and other manuscripts
- Annual statistics on supported research projects and their expenditure
- Annual statistics on the number, nature and areas of research projects published in refereed and specialized journals and conferences
- Annual statistics on published research projects derived from higher education dissertations
- Scientific research projects that meet the development needs of the local community and the productive and service sectors
- Statistics on the number of conferences, seminars and scientific workshops held annually by the Faculty of Allied Medical Sciences
- Agreements concluded with educational institutions and research centres inside and outside Jordan
- Minutes of meetings of concerned committees and councils
- Samples of research projects and books written by teaching staff members and published, or approved for publication, together with the mechanisms for documenting them within the Faculty of Allied Medical Sciences
- Annual expenditure on each individual scientific research element
- Annual expenditure on awards and merit incentives

## **4-2 Sub-criterion Two: Missions/ sending people on scholarships**

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

- Missions for getting Master's and Doctoral degrees
- Research and development training courses and scientific workshops

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

- Availability of a declared and integrated policy on missions
- By-laws and regulations on missions
- Transparency and fairness in the selection for missions
- Follow-up of the persons on missions in respect of their academic studies
- Instructions and procedures related to conducting training courses and conferences and participating in them.
- Consistency of the training courses with the teaching and research needs of faculty members
- The role of committees and councils concerned with missions and persons sent on missions.
- Expenditure on missions and training courses

### **4-2-3 Evidence and documents required for Sub-criterion Two**

- Annual plan for missions
- The criteria and forms used in the mission process
- Mechanisms for following up the persons on missions and evaluating their performance
- Annual statistics on the number of persons on missions, their precise specialties and the universities they are attending
- Annual expenditure on missions
- Agreements concluded with educational and other institutions for getting scholarships
- Annual statistics on the numbers of persons participating in training courses inside and outside the faculty of Allied Medical Sciences
- Annual expenditure on training courses and scientific workshops

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

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

- Patents
- Scientific and research innovations and scientific prizes
- Pilot health projects
- Pilot scientific and academic sites

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

- Regulations and procedures related to the registration of patents and protection of intellectual property
- Regulations and procedures related to the support of scientific and research innovations and the mechanisms for documenting and publishing them
- Policies and procedures for the introduction and development of entrepreneurship projects
- Evaluation and follow-up of entrepreneurship projects
- Expenditure on innovations of all kinds
- The role of committees and councils concerned with innovations
- Procedures for applying for local, regional and global scientific prizes

#### **4-3-3 Evidence and documents required for Sub-criterion Three**

- Criteria and forms used in documenting patents and scientific innovations
- Statistics on patents registered annually at the local and global levels
- Statistics on scientific innovations documented or published annually
- Annual statistics on entrepreneurship projects and business incubators
- Annual expenditure on each individual element of innovative works
- Mechanisms for following up the implementation and evaluation of innovations of all kinds
- Minutes of meetings of committees and councils
- Samples of certificates of patents and other scientific innovations
- Statistics on scientific prizes and pilot scientific and academic sites

## **5. Sub-criterion Five: Financial, Physical and Human Resources**

The importance of this criterion stems out of the fact that it constitutes an environment hosting all activities and tasks undertaken by the Faculty of Allied Medical Sciences such as teaching, learning, scientific research and community service. It also constitutes a sponsoring environment for human resources that make up the Faculty's family including students, academics, researchers, administrators and service staff. Therefore, the healthy condition and quality of this environment is one of the foundations for which the Faculty of Allied Medical Sciences must develop efficient plans for ensuring its continued assurance, monitoring, and on-going improvement. The Faculty shall also take measures that ensure implementing and monitoring these plans on a regular basis.

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

When considering the financial and human resources provided by the Faculty, 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 taken into consideration in achieving the tasks undertaken by the University, whether these tasks are academic, research or related to community service. Focus shall also be made on the plans laid down by the Faculty of Allied Medical Sciences 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 on-going modernization of facility resources, and upgrading and development of human resources through programs for developing their skills and efficiency.

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**

- Financial Planning and Budgeting
- Financial Management and Budgeting

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

- Financial planning policies and procedures
- Budget preparation policies and procedures
- Financial allocation policies and procedures
- Policies and procedures concerning revenues and expenses (and investments, if any)

### **5-1-3 Evidence and documents required for Sub-criterion One**

- Financial planning and budgeting records
- Proofs of financial allocation for the budget items
- Financial forms (in financial planning and budget calculation)
- The Allied Medical Sciences 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**

- Academic elements
- Research elements
- Administrative elements
- General services
- Sources of information

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

- Availability, easy access and efficient use
- Quality and convenience
- Policies and procedures for safety and security
- Suitability of facilities for persons with special needs

- Improvement and development plans and procedures
- Facility and services quality management, monitoring, and improvement
- Maintenance procedures and effectiveness
- Employer satisfaction with the facilities
- Diversity of learning resources such as books, databases and periodicals

### **5-2-3 Evidence and documents required for Sub-criterion Two**

- Files of facility resources
- Follow-up and supervision records
- Security and safety guidelines and instructions
- Guides for persons with special needs
- Annual statistics and surveys about satisfaction with facilities and services, and their follow-up and improvement
- Internet subscription contracts
- Subscription contracts in respect of electronic global libraries and journals
- Annual statistics on the use of library and information resources and media
- Annual statistics on the use of the internet network and 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**

- Academic staff
- Research staff
- Administrative staff
- General services staff
- Information sources staff

### **5-3-2 Indicators of Sub-criterion Three**

- There is need for looking into what each department of human resources working at the Allied Medical Sciences faculty performs, such as:
- Attraction, appointment and employment policies and procedures
- Tenuring and promotion policies and procedures
- Policies and procedures for sabbatical and research leaves
- Professional and career development of human resources
- Support and services provided to human resources
- Maternity benefits
- Human Resources satisfaction with the services provided: (appointment, training and qualification, services and benefits)

### **5-3-3 Evidence and documents required for Sub-criterion Three**

- Documents showing recruitment policies and procedures at the Allied Medical Sciences Faculty
- Training workshops and staff development records: (statistics on the workshops held, attendance, and participant feedback questionnaires)
- Services and support committee files and statistics on the number of beneficiaries
- Questionnaires measuring staff satisfaction and its follow-up
- Records and statistics of benefits offered and their beneficiaries
- Leave forms

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

This criterion is an essential pivot of the Allied Medical Sciences Faculty through which students interact with all faculty staff with a view to developing them academically, skills-wise, professionally, socially and culturally in quest of achieving their academic and personal integration. Student guidance and counseling, communication with graduates, and support services help students, in a professional, psychological and social manner, engage in academic life and expand their understanding and knowledge, enhance their personalities, and help prepare them for the labour market through a variety of programs, facilities and services, which will

contribute to honing their 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**

- Raising student awareness
- Psychological and social counseling
- Guidance and vocational training

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

- Policies and procedures of raising student awareness at the Faculty of Allied Medical Sciences.
- Policies on the rights and responsibilities of students
- Psychological and social counseling procedures
- Vocational guidance procedures
- Training courses for students
- The role of committees and councils in student guidance and counseling
- Plans for development and follow-up of all elements of student guidance and counseling

### **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 guidance and counseling activities
- Student guidance and counseling regulations
- Minutes of meetings of committees and councils concerned with student guidance and counseling
- Annual statistics on the number of those benefiting from:
  - Raising student awareness
  - Psychological and social counseling

- Counseling and vocational training
  - Forms used in student guidance and counseling
  - Student evaluation of student guidance and counseling activities
  - Annual reports on student guidance and counseling and the extent of benefiting from them

## **6-2 Sub-criterion Two: Support Services**

### **6.2.1. Elements of Sub-criterion Two**

- Student elections
- Financial support
- Sports services
- Health services
- Facilities for Students
- Extra-curricular activities

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

- Regulations of student elections and procedures
- Regulations of student grants and loans and procedures
- Regulations followed in the provision of support services, and their procedures
- The Allied Medical Sciences Faculty's policy followed in extra-curricular activities
- The role of student clubs in enhancing support services: These clubs shall represent all categories of students of all specializations and study levels.
- Follow up and development of support services performance

### **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 in respect of services (sports, health, restaurants, banks and bookstores... etc.)
- Annual statistics of extra-curricular activities and the number of participants
- Minutes of meetings of committees and councils concerned with support services
- Mechanisms for looking into student complaints and how to benefit from them.

### **6-3 Sub-criterion Three: Communication with Graduates**

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

- Graduate data
- Representation on governance councils
- Means of communication with graduates

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

- Procedures for strengthening the Allied Medical Sciences Faculty's relationship with the graduates
- The graduates' representation on governance councils.
- 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 on the participation of graduates in the Allied Medical Sciences Faculty's activities
- Evidence of student representation on governance councils
- Opinion surveys for graduates and employers
- Annual statistics of alumni activities and the number of participants

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

The importance of this criterion is due to the fact that it is the main factor that governs the relationship between the Allied Medical Sciences Faculty and the external community especially the directly adjacent community whether at the local, national or international levels. It involves organizing the relationship between the Faculty and the various bodies such as the institutions, communities and individuals, etc., within an institutional framework that promotes the exchange and sharing of scientific, and general knowledge, etc.

With the Faculty being an integral part of the local community and one of the driving engines of the economy and raising the quality/ level of health, it has to preserve the natural environment hosting it, through conserving natural resources and natural habitat, contributing to boosting the economy, finding solutions for health problems and upgrading social welfare through physical and knowledge support, community development projects, representation of community members on its governance councils within the decision-making system. Providing the local community with efficient graduates is 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 Faculty's performance and its progress to advanced scientific levels, and to improving the outcomes of higher education. This is done through concluding the necessary agreements, joint projects, and through participating in the various conferences and courses that enrich the exchange of knowledge and the transfer of technology and best practices in all fields. At the national level, the Allied Medical Sciences Faculty is an integral part of the higher education system of advanced universities, (i.e at the level of the state). Teamwork is achieved through harmony between the various faculties at a single university, and between the various higher education institutions, for the prosperity and prestige of the nation, for community development and for providing the local market with graduates who are capable of shouldering the mission and perfectly performing their duties by having governing policies in harmony with the strategic directions of the higher education sector.

This criterion focuses on two sub-criteria: community service and external relations at the national and international levels. Below, we will discuss each criterion separately in terms of the elements, indicators, evidence and documents required for a achieving it

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

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

- rears of local community development
- Representation on the governance councils

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

- Policies and plans on the nature of the relationship with the community
- Studies and research related to sustainable development
- Training courses and development and awareness-raising lectures
- Participatory initiatives and development projects
- Health services and medical days: The Allied Medical Sciences Faculty has distinguished and specialized staff with high capabilities to diagnose and evaluate several clinical and health aspects.
- Financial and physical support for meeting the development needs of the local community.
- Selection and representation of the local community on governance councils
- Contributions of teaching staff members and students to local community service and development
- The Faculty's contribution to conserving the environment and natural resources

### **7.1.3. Evidence and documents required for Sub-criterion One**

- Documents showing the policies, plans and procedures related to the local community
- Annual statistics of the number of studies, projects and research work related to the local community and the extent of benefit obtained from them
- Annual statistics of participatory initiatives and development 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, and students who participated in local community service activities

- Statistics of the number of the local community members benefiting annually from health services and medical, and the extent of benefit obtained therefrom
- Mechanisms and decisions on selecting local community representatives to the governance councils
- Annual statistics of the number of students from the local community who benefited from grants and student loans
- Statistics of the awareness-raising lectures and training courses related to community service
- Annual statistics of the various activities related to the protection of heritage and conservation of natural resources

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

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

- Relations at the national level
- Relations at the regional and international levels

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

- The policies governing the building of relationships at all levels
- Procedures and mechanisms of cooperation at the local, regional and international levels
- Grants and assistance offered by national, regional and international institutions and organizations
- Joint projects and studies conducted in cooperation with the Allied Medical Sciences Faculty and other faculties at national, regional and global organizations
- Joint courses, conferences and workshops
- Marketing graduates at open recruitment days and fairs
- Mechanisms and activities related to attracting students

### **7.2.3. Evidence and documents required for Sub-criterion Two**

- Documents showing the policies, plans and procedures associated with cooperation at the national, regional and international levels
- Availability of offices or units within the relevant organizational structures concerned with international cooperation
- Samples of memoranda of understanding and agreements concluded and the mechanisms for approving and signing them
- Mechanisms of follow-up of memoranda of understanding, and agreements and their evaluation and implementation,
- Annual statistics of grants and assistance provided to the Faculty from inside and outside Jordan
- Annual statistics of joint projects, studies, training courses, conferences and workshops
- Annual statistics on the number of graduates who benefited from recruitment days
- Proofs of attracting students from inside and outside Jordan

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

Quality assurance management is one of the basic foundations of the successful management model in academic education, as this process aims at applying advanced methods of quality assurance for ensuring high quality, continuous improvement and development, and achievement of the highest possible standards in academic practices, processes and outcomes of Allied Medical Sciences Faculties in particular and Higher Education institutions in general.

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

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

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

- Leadership
- Resources
- Institutional participation

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

- Support and follow-up by the Leadership
- Availability of the necessary facility, human and financial resources
- Dissemination of the culture of Quality assurance
- Getting all staff of the Allied Medical Sciences faculty involved
- Commitment to the areas of improvement
- Benefiting from feedback in the improvement processes

### **8.1.3. Evidence and documents required for Sub-criterion One**

- Level of responsibility and representation
- Improvement plans for quality assurance management
- The Faculty's quality assurance Guide/ manual
- Evidence of dissemination of the quality assurance culture
- Periodic reports on the Faculty's performance
- Reports on the effectiveness of the academic and administrative development programs
- Integration and inclusiveness of the Faculty's quality assurance reports and documents
- Training programs related to improving the level of quality assurance

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

### **8.2.1 Elements of Sub-criterion Two**

- On-going periodic evaluation
- Comprehensiveness of quality assurance inputs, processes and outcomes

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

- Applying and follow-up of quality assurance management at the faculty and its various departments
- Evaluation of inputs, processes and outcomes
- Quality control and improvement, and dissemination of relevant results

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

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

### **8-3 Sub-criterion Three: Indicators, standards and benchmarks**

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

- Key performance indicators
- Secondary performance indicators
- Benchmarking standards of the Faculty's quality of performance
- Feedback
- Verification and validation of learning outcomes

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

- Comprehensiveness and integration of key performance indicators and their being objectively measurable in all departments and units of the Faculty
- Selecting secondary performance indicators for following up the performance of the various academic and administrative units and departments within the Faculty bearing in mind its special character
- Identification of benchmarking standards for the Faculty's quality of performance
- Verification of learning outcomes achieved by the Faculty's students and comparing them with labour market requirements and needs
- The self-assessment processes of the quality of performance shall be based on multiple sources of relevant evidence and proofs whenever possible. These sources shall include feedback through surveys of user and beneficiary views (stakeholders), such as: students, teaching staff members, employees, graduates, and employers (of the faculty's graduates).

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

- Periodic on-going reports on key and secondary performance indicators and the areas of their application
- Studies or reports related to benchmarking the quality of the Faculty's performance and the performance of its departments, and different administrative units.

### **8-4 Sub-criterion Four: Independent verification of the assessment**

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

- Multiple sources of evidence and proofs
- Feedback obtained through polls
- Verification and Validation of learning outcomes

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

- Validation of the findings based on interpretations of evidence and proofs of quality by:
- Presenting independent advice from people with experience and expertise in the type of activity in question, as impartial mechanisms are used for eliminating conflict among different views.
- Validation of the learning outcomes achieved by students in comparison with the requirements of the national qualifications and the levels achieved by similar faculties of Applied Medical Sciences faculties

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

- Comparisons between the Faculty's learning outcomes and those of other similar institutions
- Polls of students, teaching staff members, graduates and employers' views, and their improvement plans.
- Verification matrix of the teaching and learning outcomes (compatibility between outcomes and content) and the correlation between the Faculty's vision and mission with the labour market
- The self-assessment study and the graduates' views
- Plans for improving quality assurance processes

## **(Annex 1)**

### **Clinical and Practical Training**

#### **First: Radiation Technology**

- Practical training shall take place at various locations, including Ministry of Health hospitals, Royal Medical Services, private hospitals and comprehensive health centres. It shall be under the supervision of the concerned department, and a log book shall be used.
- 50% of the practical training shall be carried out at educational or referral accredited hospitals.
- The Faculty may utilize the services of clinical instructors from the health institutions where students are being trained, provided that they have a bachelor's degree as a minimum, and they are qualified as clinical instructors.
- The practical training for each three-hour clinical course shall be for two days per week and for a minimum of 6 hours per day, providing that practical training shall not be for less than 28 days per semester. (The actual training hours in the clinical courses with different credit hours shall be calculated on this basis).
- There shall be practical training based on simulation the equipment of which is available at the laboratories of the Faculty. The percentage of simulation teaching shall not exceed 20% of the training specified for that course.

#### **Laboratories:**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

- The infrastructure shall be adequate for all laboratories and continuously updated.
- There shall be at least four basic and specialized laboratories at the Faculty, as follows:

##### **a. Medical Image Processing and Analysis Laboratory**

- 1- Conventional X-ray Device
- 2- Radiation films of different sizes (18 x 24, 24 x 30, 30 x 35, 35 X 35 and 35 X43 cm)
- 3 – X-ray Image Viewer Boxes
- 4 - Magnetic White Board
- 5 – X-ray Image Processor

6- Training Teaching Phantom Transparent & Deluxe Patient Care Simulator with Internal Organs

### **B. MRI Simulation Laboratory**

1. MRI Simulation Software
- 2- Magnetic White Board
3. X-ray Image Viewer Boxes

### **C – CT Simulation Laboratory**

- 1- CT Simulator Software
- 2 - Gide wire, catheter & contrast media
- 3- Magnetic White Board
- 4 – Blood Vessels X-ray Image Viewer Boxes

### **D- X-ray Image Viewing and Quality Control Laboratory**

- 1 - X-ray Image Viewer Boxes
- 2 – Densitometer Tools
- 3- Sensitometers for images
- 4 - A Photometer and a Beam Alignment Device

## **Second: Optics**

### **Clinical and Practical Training:**

Practical training shall be programmed so that training hours may not be less than 90 time hours and must be place in many places, including Ministry of Health hospitals, Royal Medical Services, private sector hospitals and the Faculty's clinics at the various hospitals.

- 50% of the practical training shall be carried out at educational or referral accredited hospitals.
- The Faculty may utilize the services of clinical instructors from health institutions where students are being trained, provided that they hold, as a minimum, bachelor degrees in Optical Technologies or ophthalmologists with high specialization degrees in Ophthalmology.

## **Laboratories:**

- The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.
- There shall be at least three basic and specialized laboratories at the faculty, as follows:

### **A) Eyeglass Processing Laboratory**

It shall be equipped with stools, benches, and cabinets for raw materials, student work materials and eyeglass processing equipment including:

Hand edgers, Automated edge, Lens Meters, Solar Energy Lens Meter, Grover, Automated Lens Meter, Stand Drills, Hand-held Drills, Manual Centration Device, Former Cutter, Tinting Tank, Heaters and Polishing Device.

### **B - Vision Examination Laboratory:**

It shall have several examination rooms, each with a chair for the patient, a chair for the examiner, and examination equipment including: Retinoscopes, Ophthalmoscopes, eyeglass frame and special lenses for examination, Vision Examination Charts, (c charts, astigmatic dials and red-green test, worth four dot)

### **C - Contact Lens Laboratory**

It shall be equipped with stools, benches, cabinets for materials, Slitlampbiomicroscope and Keratometers

## **Third: First Aid and Emergency**

### **Clinical and Practical Training**

Students shall be required to spend a minimum period of 8 weeks of systematic field training (i. e., at least nine credit hours) after the student completes a minimum of 85 credit hours of the study plan requirements. The student shall be fully dedicated to training at an institution concerned with medical aid inside or outside Jordan in the fields of ambulance, rescue, displacement and evacuation. This shall be under the supervision of the concerned department and a log book shall be used.

- Field training shall be at hospitals, centres or institutions concerned with the fields of medical aid and rescue.
- The clinical training in the various training venues shall be supervised by academic staff. However, specialized first-aid staff from these institutions may supervise the students clinically, provided that academic staff establish criteria and provide a

guide on policies and procedures of teaching and evaluation for both students and supervisors of clinical courses.

- Clinical and field training shall include all areas of Knowledge in first aid and emergency.
- There shall be available a list of centres and hospitals accredited for training.
- There shall be a modern ambulance provided with all necessary supplies for first aid for training students to use them. The ambulance is to be used by the University's clinic.

#### **Laboratories:**

- The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.
- The laboratory contributes to training students in the skills of examining and evaluating different body systems such as the respiratory, circular, bone, muscular and nervous systems. Students shall be trained in basic clinical skills in emergency and first aid such as withdrawing excess fluid, basic and advanced CPR methods, fixation of fractures and splints, and patient transfer skills. The laboratory shall be used for teaching courses of the respiratory system First Aid and Emergency, Heart and Blood Vessel Emergency, Health Evaluation, Safety Means, Ambulance Management and Patient Transfer.

There shall be available at the Faculty a first aid and emergency laboratory equipped with the latest equipment to assist in the teaching process by using simulation as an effective teaching method.

- Human simulator dolls for adults, children and newborns, in addition to the obstetric doll.
- ECG devices and devices for respiratory treatment and primary and advanced cardiopulmonary resuscitation
- Accessories for giving intravenous solutions, such as needles, tubules, solutions, medications and injections
- Beds and stretchers for the transfer of patients

#### **Fourth: Physiotherapy:**

##### **Clinical and Practical Training**

It is necessary to have a specialized rehabilitation department at a hospital accredited for the purposes of clinical training for students.

## **Laboratories**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

There shall be at least four basic and specialized laboratories at the Faculty, as follows:

- 1- Bone and muscle physiotherapy laboratories:** motion measuring devices, muscle strength measuring instruments, therapeutic exercise devices
- 2 - Nervous system Physiotherapy laboratories:** devices for evaluating the strength of the muscle, cervical and lumbar tensile devices, electrical and neurological devices, nervous stimulation devices
- 3 – Cardiorespiratory system physical therapy laboratories:** a cardiac stress testing device, strength training equipment, a blood pressure measuring device, stethoscopes, ECG devices.
- 4 – Children Physiotherapy Laboratories:** diagnosis and evaluation means, therapeutic balls, examination and treatment mattresses

## **Fifth: Occupational Therapy**

### **Clinical and Practical Training**

1. Clinical field training must not be less than 18 credit hours (i. e., 1000 hours of actual time training) in the whole study program as a whole.
- 2 - Clinical training shall take place at hospitals, rehabilitation centers, and/or institutions and/or societies that have occupational therapy or related services.
- 3- - The clinical training in the various training venues shall be supervised by academic staff; it is possible to assign functional therapists from the public or private sectors to supervise the students clinically. These therapists shall have adequate experience and shall hold a Bachelor's degree. Furthermore, the academic staff shall establish criteria and shall provide a guide on policies and procedures of teaching and evaluation for both students and supervisors of clinical courses.
4. The clinical training shall include the areas of functional treatment for physical, neurological and psychological disabilities, the elderly, child disabilities and community / vocational rehabilitation.
5. Field training shall start for students at the junior level. (third year level).

6- There shall be available a list of centres and hospitals accredited for training.

**Laboratories:**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

**The functional therapy laboratories as a whole shall meet the following specifications.**

- 1) The infrastructure shall be adequate for all laboratories and shall be continuously updated.
  - 2) The laboratory must comply with the global design standards (of accessibility) so that a patient can enter the lab on a wheelchair, for example, and easily practice all daily life activities in this laboratory.
  - 3) Provision of a sufficient number of modern educational devices and models commensurate with the number of students in each laboratory.
- There shall be at least three basic laboratories at the functional therapy division: Daily life instrumental activities laboratory, and two general occupational therapy laboratories.
1. Instrumental Activities of Daily Living laboratory (ADL/IADL), which is a simulation laboratory / (or mini-apartment), shall contain the following furnishings:

Required Furnishings	Number (As a minimum)
Examination/Treatment Bed	1
Bench	1
Fixed Seat/Adjustable HEIGHT	2
Small Bathroom containing a basin/a mirror/ bathtub/ shower (with grab bars)	1
Kitchenette, including a dishwashing basin/ a microwave/a stove oven/shelves for Kitchen utensils	1
Wheelchairs (manual, various sizes)	3
Walkers	2
Canes	2
Crutches	2 pairs
Transfer Boards	2
Raised Toilet Seats	1
Bedside Commode	1
Mini-stairs and ramp	2
ADL adaptive tools and durable equipment for feeding,	

dressing, and bathing	
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**2) At least two General Functional Therapy Laboratories (multi-purpose), to serve the following needs:**

- Physical and nervous disabilities
- Upper limb disorder/splints
- Children's disorders
- Psychological/social disorders

<b>Furnishings required for the splint department</b>	<b>Number (As a Minimum)</b>
Scissors	2
Splint Pan (Water Bath)	2
Rotary Punch	2
Pliers	2
Heating Gun	2
Wire Cutter	2
Silicone Gun, cold and hot	2
Splinting Accessories (Velcro, padding, rubber)	Disposables, as needed
Splinting Sheets	Disposables, as needed

<b>Furnishing Required for the General Functional Therapy Laboratories</b>	<b>Number (As a Minimum)</b>
Therapy Mats	2
Therapy Balls, Rubber and various sizes	2
Therapy Wedges and Rolls	2 each
Benches for Individual/Group Treatment	2
Chairs	6
Wall Units	(As needed)
Children's Toys (Therapeutic and Purposeful)	(As needed)
Tools for Artwork (Wooden/Professional)	Disposables
Examination/Therapeutic Bed	1
Skeletal system Models/Muscles (for the whole body/limbs/joints/brains)	1 of each type
Paediatric Standing Frame)	1
Vestibular Frame	1
PEGBOARDS	3, at least
Therapeutic Tools (muscular/motor/sensory)	3, at least
Muscular/Motion/ Mechanic Evaluation Tools (Dynamometer, Goniometry)	3, at least
Sensory Evaluation Tools	3, at least
Fine Motor Evaluation Tools	3, at least
Tools for Evaluations of Cognitive/Perceptual Abilities	2, at least
Paediatric Developmental Evaluation Tools	2, at least
A TV Set and a Digital Camera	1 each
Data Show, DVD Player. Screen	1 each

## **Sixth: Hearing and Speech**

### **Clinical and Practical Training**

At least 15% of the credit hours required for the specialization shall be allocated to clinical and practical training, and the following points shall be taken into account:

- Clinical and practical training shall be given under the supervision of a specialized supervisor.
- The number of students in each section shall not exceed seven
- There shall be a file for each student containing what he did during the training.
- Practical training must comprise adequate and diverse cases
- Training must take place at an accredited center.

### **Laboratories**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

#### **The following laboratories shall be made available:**

##### **1) Speech**

A) Speech Therapy Rooms at the rate of one room at least for each 40 students of the total number of students in the specialization, equipped with external viewing units and with appropriate training facilities. The floor area of the internal room shall not be less than 3 ms X3 m, and the external viewing room shall be large enough to accommodate a minimum of five students.

B) Speech Laboratory, including the following furnishings:

1- Acoustic speech analysis devices

2 – Vocal cord endoscopy, examination and laryngography

3 – Nasal resonance examination and measurement devices

4- Acoustic training devices

5- An appropriate number of sensitive recorders

## **C) Reception and secretarial hall equipped with an integrated archiving system**

### **2- Audiology**

- 1 - Audiology hearing screening room for adults with specifications in compliance with international health standards, with a viewing unit that accommodates at least five students attached to it.
- 2- A child screening room, sound isolated with specifications in compliance with international health standards, with a viewing unit that accommodates at least five students attached to it.
- 3 - Specialized examination room (for the examination of cerebral hearing and the emission of cochlea)
- 4- The number of screening rooms shall be at the ratio of one room for each 100 students.
- 5- A room for family counseling and patient interviews
- 6 - Hearing aids and ear examination laboratory
- 7- Secretarial and archiving room

These rooms must be provided with the following devices, in accordance with the function of each room:

1. A clinical hearing diagnosis testing device capable of performing all adult tests (2 pcs. at least)
2. A hearing diagnosis testing device capable of performing all children, including the free field (at least 2)
- 3- A hearing scanning screening device (2 pcs. at least)
4. A diagnostic compliance ear-testing device (at least 2) and scanning devices (at least 2)
- 5 – A brain hearing testing device
- 6- Cochlear emission device
7. An appropriate number of ear images
8. An appropriate number of tuning forks
- 9 – An ear mold-production laboratory
- 10 – Hearing aid testing and inspection devices
- 11 - Samples of the various types of hearing aids

## 12. Calibration unit for hearing devices

### **Seventh Laboratory medical sciences**

#### **Practical Clinical Training:**

This training shall take place at diagnostic laboratories accredited for training purposes in accordance with the attached specifications. The total number of training hours shall not be less than 12 credit hours, and not more than 18 credit hours. It shall be given during the student's senior year (last year), and it must cover the following areas:

Minimum Number of Credit Hours	Area of knowledge
12	Microbiology and Bacteriology, Clinical Chemistry, immunology, serology and transplants, Hematology and Blood Banks, histology and microscopic preparations, routine, reception and withdrawal of blood, hormones,

#### **Laboratories:**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

The following laboratories shall be made available: Physiology, Hematology, Biochemistry and Clinical Chemistry, Tissue and Pathology, Anatomy and Microbiology

#### **Specifications of diagnostic laboratories accredited for the purpose of training undergraduate students of laboratory medical sciences:**

- 1 - The laboratory shall be capable of performing laboratory tests in the four main branches, namely: blood, microbiology and microscopic analysis, clinical chemistry and hormones and immunology and serology.
2. The laboratory's administrator/supervisor shall be a specialist in one of the fields of medical laboratory sciences, and must be authorized to administer a laboratory under the Ministry of Health's laboratory administration and licensing code. The list of tests performed at the laboratory shall include the basic tests in each domain, and at least 40% of the methods of conducting these tests shall be automated.
- 3 - The number of laboratory tests in these domains shall not be less than the following numbers:

- a. Hematology: The number of tests shall not be less than 2,000 per month
  - b. Microbiology and microscopy: The number of tests shall not be less than 2,000 per month
  - c. Clinical Chemistry and Hormones: The number of tests shall not be less than 2,000 per month
  - d. Immunology and serology: The number of tests shall not be less than 1000 tests per month
4. The laboratory shall be subject to the internal quality control program, and all public safety measures shall be taken.
  5. The laboratory shall subscribe to a minimum of one external quality assurance control program.

**Eighth: Dental Manufacturing Technology:**

**Clinical and Practical Training:** Its hours are to be determined on the basis of specialization.

**Laboratories:**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

A special lab shall be provided for the specialization of dental manufacturing technology equipped with the following furnishings:

No.	Name of Machine	Quantity
1	Duplication Machine Agar	2
2	Vacuum Mixer	2
3	Electrical Plaster Dispenser	3
4	Vibrator	8
5	Dewaxer	2
6	Hydraulic Presser	5
7	Sandblasting Unite	5
8	Sandblast Suction	1
9	Polishing Unit	3
10	Dipping Wax Unit	5
11	Light Curing Unit	3
12	Pindex Machine	3
13	Milling Machine	1
14	Electrolytic Polishing Machine	4
15	Casting Unit	2
16	Preheating Furnace	2
17	Wet and Dry Steam	1
18	Drying Furnace	2
19	Cutting Dick for Metal	1

20	Ultrasonic Cleaning Bath	2
21	Vacuum Forming Machine	1
22	Cutting disk for Model	1
23	Trimmer and Gridding Disc	4
24	Porcelain Furnace	4
25	Welding Machine	1
26	Pressure Pot	2
27	Dental Working Bench	40

### **Ninth: Allied Dental Medicine Sciences:**

**Clinical and Practical Training:** Hours are to be determined on the basis of specialization.

### **Laboratories:**

The minimum floor area of each laboratory shall be 60 square meters, and the maximum capacity of each laboratory shall be 20 students per session.

A special lab shall be provided for the specialization of dental manufacturing technology equipped with the following furnishings:

<b>Furnishings for Allied Dental Medicine Sciences Laboratories and Clinics</b>	<b>Quantity</b>
Stethoscope twin flat, Type teaching	3
Sphygmomanometer mercurial "hg"	3
Sphygmomanometer mercurial "hg"	5
Single head stethoscope	2
Liner applicator	10
Amalgam burnisher	10
Hollen back carver	10
Amalgam condenser	10
Amalgam carrier (gun)	3
Gracey curette1.2 (rigid)	4
Curette, assorted (barnhaat, micro-mini, gracy, everedge, antisickle, ridgid, debridement, shape & size ...) – Type: hu-friedy / usa	98
Caries excavator small and large	10
Explorer dominion, exd 11 / 126 11/12hdl#6.	25
Dental mirror handle	10
Scalpel handles round.	5
Plastic instrument, composite equal to g marten pattern 44-330-.2 fig 2	10
Endodontic plugger	6
Hawe pliers	2
Ball and socket plier	5
Odu d/e explorer, #7 handle "probe". Model: exd 11/127 type: hu-friedy	25
Columbia curette, ever edge, #9 handle "probe". Model: sc13/149 type: hu-friedy	2
Sickle scaler d/e, ever edge, #9 handle "probe". Model: s204s9 type: hu-friedy	2

Scaler d/e, ever edge, #9 handle "probe". Model: sh6/79 type: hu-friedy	2
Barnhart curette, ever edge, #9 handle "probe". Model: sbh5/69 type: hu-friedy	2
Toffilmire Matrix band holder/retainer	10
Rubber dam punch	10
Rubber dam clamp forceps	10
Rubber dam frame,st. st.	10
Anesthesia syringe	5
Posterior scaler left/right, st.st.	2
Endodontic stand/ holder small	2
Stand for pliers	2
Scaler, assorted (posterior sickle, d/e, everedge, shape & size .....) Type: hu-friedy / usa	20
Gracey minifive sas 1/2 9 (handle #9 everedge). Type: hu-friedy / usa	10
Gracey minifive sas 7/8 9 (handle #9 everedge). Type: hu-friedy / usa	10
Columbia 13/14-(sc13/14, (handle #8 rigid). Type: hu-friedy / usa	10
Grasy 1/2 (srpg1/26) ... Type: hu-friedy /usa	10
Explorer / pcp 108 probe, handle#6. Type: hu- friedy / usa	10
Odu 11/12-explorer, (exd 11/126), odu 11/12). Type: hu- friedy / usa	10
Robe, #2 nabers probe, d/e, coded p2n2. Type: hu-friedy / usa	1
Aluminum instrument trays all sizes with/without cover	12
Addsson tweezers	6
Ultrasonic Slimline set ((each single insert)) type: Hu-Friday	2
Amalgamator b.m.s technical characteristics nominal voltage: 220v 50hz peak absorbed power: 300 w pmax fuse: 2.5 a rapid type mixing frequency: 4200-rpm programmable mixing tie: 0.99 sec dimension: 2200X195 X 135 h mm weight: 33.0 kg. Type bms / Italy	1
"Bobcat pro 230v, eu plug" (qty1) fsi- 1000 insert (qty 1) fsi- 10 insert (qty2). Model: 81204 type: dentsply	2
Light cure (ultra – lite 5 turbo).	2
Ray dental manikin this x-ray dental manikin includes: -special model radio-opaque metal teeth – flexible finger for holding film –bite-opening instrument –latex tongue. Type: nasco	1
Portable cavtron ultrasonic scaler, elitedent. Model: ms 50 type: litedent	1
Mobile x-ray partition	1
Dental intraoral x-ray m / c x-ray specification 1.dc type 2.constant potential very high frequency generator 3. selectable between 60kv and 70kv 4. Selectable amp between 4-7 ma 5. focal spot 0.7 mm 6. Exposure times 0.020-1. 000 ms 7. Digital programs 8. Wall mounting 9. Two-year warranties 10. Standard extension arm can be 11. with a remote keyboard 12. The coil cord extendable not less than 3m 13. Voltage 230v 14. Frequency 50-60hz 15. Focus skin distance 20 cm. Model: m/c type: new life radiology Italy	1
Desktop computer Pentium iv company: Dell CPU (mhz) 1500 cache memory (kb) 256 RAM (mb) 256 hard disk (gb) 20 monitor (inch) normal 15 agb card not integrated ati 16 mb sound card integrated Ethernet card integrated 10/100 mbps speakers no cd drive (x) compact	1
Explorer (probe) for caries	1

Dental mirror handle	4
Periodontal probe	4
Calcium hydroxide applicator	1
College / cotton tweezers	4
Anesthesia syringe	2
Toffilmire matrix band holder/retainer	3
Extraction forceps	5
Root elevator	8
Dental scaler	20
S.s plastic filling instrument	1
Amalgam condenser	1
Amalgam carrier (gun)	1
Naybors probe	3
Dental curette	30
Pulp tester (battery run) specify type pulppen model: 1000 analogous type: pulpper ii 26-13611	1
Scalpel handle flat	1
Needle holder with golden ears	1
Cheeks retractor stainless steel	2
Gillis skin hook	2
Mallet	1
Side cutter double action ronger	1
Chisel / file for bone	2
Band pusher	1
s.s. rectangular tray all sizes with/without cover	3
Band removal pliers	1
Hawe pliers	1
Bracket removal pliers	1
Distal end cutter (safety hold) plier	1
Amalgam carver	1
Dental patient simulation units consist of the following items: -* for pre-clinical training dse plus basic unit, prepared for 2 air instrument equipped with turbine tubing, air motor tubing, function syringe with tubing, left-hand & assistant unit, foot control disc type, instrument tray, floor mounted chassis with 2 lockable doors kavo-ewl.* dps-jaw simulator g40 *dps-face mask * halogen light* transformer 220/12v* lab chair with rollers "stool chair" * multiflex coupling 456 m* simulation model upper jaw full dentintion with soft gingiva uj v 16 * simulation model lower jaw full dentintion with soft gingiva uj v 16	3
Super torque turbine handle 650	2
Sonicflex scaler 2000n	2
Intramatic air motor 181 cb	2
duratec contra angle 2068	2
contouring pliers	1
Straight or curved surgical scissors – assortment	1
Crown cutting scissors	2
Straight or curved surgical scissors – assortment	2
Crown cutting scissors	4

