

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

**Guide for Quality Assurance Criteria for the  
Faculty of Arts Programs**

**2021**

## **Preface**

This Guide for quality assurance criteria and procedures for the Faculty of Arts programs presents guidelines for the Jordanian faculties of arts with their various disciplines and procedures which act as guidelines for the Jordanian faculties of arts that 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 faculties of arts programs and the guidelines issued by the Commission in this respect. This will help the Jordanian faculties of arts conduct the self-assessment study, which is an important part of the procedures for obtaining the Jordanian Quality Assurance Certificate.

Jordanian faculties of arts 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 Arts 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)**

The Faculty of Arts shall have a clear, approved and declared mission that reflects its vision, which is in line with the University's vision and mission. It also translates the Faculty's mission into achievable strategic goals and shall be used to plan activities and processes and define implementation mechanisms and priorities to achieve the Faculty's vision, mission, and goals within a specific time frame.

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

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

1. The vision of the Faculty of Arts
2. The mission of the Faculty of Arts
3. The objectives of the Faculty of Arts
4. The values of the Faculty of Arts

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

1. **Accuracy and clarity of formulation:** The Faculty of Arts' vision, mission, objectives, and values shall be clearly identified and well understood by all staff and all concerned bodies.
2. **Methodology of preparation:** The vision, mission, and objectives shall be prepared and formulated with the participation of several parties (the Faculty's administration and councils, teaching staff members, representatives of the Ministry of Higher Education, etc).
3. **Appropriateness and Feasibility:** The vision, mission, and objectives shall be used as a basis for decision making and for informing academic activities in the fields of teaching, learning, scientific research and community service, and in describing the educational process, which leads to the preparation of graduates with high scientific and training competencies.
4. **Compatibility and harmony:** The Faculty's objectives shall be compatible with its vision and mission, and shall be based on its human, physical and financial resources.
5. **Means of raising awareness and publicity:** The Faculty's vision, mission, and objectives shall be declared and well known to all concerned with the graduates of the Faculty's departments and education in general.

**6. Means and tools of review and evaluation:** Availability of declared procedures and processes appropriate for the review and on-going development of the mission and objectives.

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

- √ The minutes of department meetings shall be passed to the Faculty Council for periodic review, evaluation, and follow-up purposes. These minutes shall be kept for one academic year.
- √ Presenting the decisions, recommendations, and surveys related to formulating the Faculty's vision
- √ Committees, forms, and procedures followed in preparing the Faculty's vision, mission, and objectives.
- √ Consistency of vision, mission, and goals
- √ Conferences, training courses, and seminars
- √ Dissemination of the vision and mission of the Faculty of Arts through various means
- √ Minutes of meetings, standards, examinations, questionnaires, and tools followed for review and evaluation

**1-2 Sub-criterion Two: (The Faculty of Arts Strategic Plan)**

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

1. Analysis of the internal and external environment of the Faculty of Arts
2. The Faculty of Arts' plan and its strategic domains
3. The Faculty of Arts' strategic objectives
4. The Faculty of Arts' implementation plan (plan of action)
5. The Faculty of Arts' crisis and risk management plans
6. Faculty of Arts performance indicators
7. Benchmarking against faculties of Arts at different national, regional and international universities.

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

1. Consistency of strategic analysis and relevance of its results to the Faculty's vision, mission, and objectives
2. The Faculty's strategic goals shall cover its objectives and aspirations.
3. Benchmarking results against local, Arab and global levels.
4. Objectives shall be accurate, clear, and verifiable.
5. Components of the Faculty's implementation plan shall be complete and comprehensive.
6. Availability of a risk management plan at the Faculty.

7. Adherence to the review and evaluation mechanisms and means at the Faculty to ensure achievement of its vision, mission, and objectives

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

- √ The method and procedures that identify the elements of the internal and external environment
- √ Development of strategic plans for the Faculty of Arts for the next five years
- √ Evidence and procedures that explain how Faculty of Arts staff participate in preparing the implementation plans in effect.
- √ The various means used in following up the implementation of the Faculty's strategic plans and using the minutes of meetings of its various departments
- √ The procedures and plans used in improving the Faculty of Arts on the basis of review, benchmarking and the Faculty's self-assessment.

## **2- Criterion Two: (Governance at Faculties of Arts)**

There shall be effective leadership, for directing the Faculty's activities and programs to serve academicians, administrators, and students. The activities shall be of high levels of integrity and ethical practice as per legislations, and laws, in effect at educational institutions, which ensure accountability and clear roles at all levels. The activities shall also help in making decisions and actions within the faculty on the basis of a high level of transparency and monitoring to achieve a high and excellent level of performance.

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

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

1. The principles and policies followed
2. Laws and by-laws
3. Regulations
4. Method, procedures, and criteria

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

1. Abiding by instructions, regulations, and laws of the university to which the Faculty of Arts belongs.

2. There shall be declared policies on various aspects of the Faculty's treatment of students, teaching staff members and other employees.
3. Compatibility of principles, procedures, and standards adopted by the Faculty of Arts with the University's by-laws and regulations.

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

- √ The University's laws, by-laws and regulations, and related legislation manuals
- √ Meetings and files related to legislations and their development especially those relating to university faculties of Arts.
- √ Documents on the Faculty of Arts' policies and educational plans, including policies, regulations, and procedures related to the affairs of teaching staff members, and administrative staff as well as the basis of their appointment.
- √ Publicizing the Faculty of Arts' legislations and advertisements to all concerned parties through the university's website and other means of dissemination.

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

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

1. Organizational structures of the Faculty of Arts
2. The council of the Faculty of Arts and the Faculty's department councils
3. The functions and responsibilities of deans and chairpersons of departments, and the Faculty's various councils and committees.
4. The job description for the Faculty of Arts staff
5. Evaluating the performance of the Faculty's teaching staff members and other staff and holding them accountable.
6. Issuing a guide that includes elements and criteria for evaluating the performance of the Faculty's staff as well as the steps of evaluation and accountability.

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

1. The Faculty of Arts shall have organizational structures for both academic and administrative fields
2. There shall be a clear mechanism for reviewing the organizational structures of the Faculty of Arts.
3. Defining duties, responsibilities, and authorities of the councils of the Faculty of Arts.
4. Identifying and defining the duties, responsibilities, and behavioural and ethical practices assigned to the Dean of the Faculty of Arts, his deputies, assistants, chairpersons of departments and other faculty staff, and availability of, and abiding by, mechanisms for following up their implementation.
5. Availability of a clear mechanism for forming committees at the Faculty and its various departments, and identification of responsibilities, powers, and duties assigned to these committees
6. A mechanism of selecting the Faculty's deans, their deputies, assistants, and heads of departments
7. Availability of a mechanism for the preparing, documenting, and reviewing the tasks, responsibilities and job descriptions of the Faculty's staff
8. The academic leadership shall facilitate the Faculty's business and cooperative relations between its departments, and shall encourage dialogue and open communication between them
9. Availability of clear and declared procedures for performance evaluation, accountability, documentation of results and introducing necessary adjustments
10. Formulating and adopting a declared document that emphasizes the ethics of the profession and its business. This document shall be an ethical tool for controlling and disseminating academic and administrative practices and their manifestations.

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

- √ The organizational structure of the Faculty of Arts and its various departments, and changes made to it.

- √ Administrative commitment at the Faculty of Arts for all activities related to the development of the Faculty and the provision of services to its students and staff
- √ Minutes of meetings of the Faculty's Council and the councils of the various faculty departments, and committees.
- √ Documents, letters, and resolutions that show the duties, responsibilities, and powers of the councils, committees and staff of the Faculty of Arts, including the dean, his deputies, assistants, and chairpersons of departments, etc.
- √ Performance and accountability files (record of actual cases at the Faculty)

### **2-3 Sub-criterion Three: (Institutional Integrity)**

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

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

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

1. Abiding by transparency in implementing all governance criteria
2. Measures for achieving fairness and equal opportunities for teaching staff members and other staff
3. Identification of principles and procedures for giving incentives and issuing disciplinary penalties.
4. Grievance procedures followed at the Faculty and the level of integrity in processing these grievances.

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

- √ Files of appointment, promotion, participation (in activities), training courses and termination of the services of the Faculty's administrative, technical, and teaching staff members.
- √ Verifying and following up cases of grievance to achieve justice for students and staff
- √ Files of sabbatical leaves of the Faculty's teaching staff
- √ Files of missions, scholarships, training courses and conferences

### **3. Criterion Three: (Academic Programs) Student Academic, Professional, Psychological and Social Guidance / Counselling**

The Faculty of Arts shall have an effective system that ensures compatibility of all its academic programs with the highest levels of learning and teaching. Student learning outcomes must be clearly identified in a manner consistent with work requirements and professional standards. The learning outcomes must be evaluated against external benchmarks.

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

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

1. Introducing and developing new academic programs related to the Faculty of Arts.
2. The Faculty's admission, equivalence and transfer policies.
3. The Faculty's Learning and teaching methods

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

1. Policies on the Faculty's development of new programs, or merging overlapping academic programs in respect of plans, objectives and the nature of work after graduation. There shall be policies of developing and/or terminating these programs.
2. Policies and procedures of admission to, and graduating from the Faculty's academic programs.
3. Policies and procedures of the transfer of students to the faculty of Arts from other faculties and equalizing their courses.
4. On-going improvement of teaching and learning methods, and integrating theoretical and practical aspects.
5. The annual plans of teaching staff member, which show the areas of improvement of teaching methods in effect at the Faculty.
6. Integrating the relationship between teaching staff members, and library and databases staff.
7. The role of councils and their responsibility for implementing and following up teaching and learning policies.
8. Dissemination of the intended learning outcomes of all the Faculty's academic programs.

9. Procedures related to field training for students, their related regulations and the type of training institutions and their relationship to educational institutions

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

- √ Procedures and evidence used for the introducing, developing, and terminating academic programs
- √ Forms and files of student admission, graduation, transfer, and equivalence of courses
- √ Studies and surveys of program effectiveness from the points of view of students, graduates and employers, which will help in merging, introducing or terminating these programs on the basis of these varied data
- √ Minutes of meetings of committees and councils related to the Faculty of Arts
- √ A correlation matrix of goals and learning outcomes of the Faculty's various programs.
- √ Proofs of publicizing the learning outcomes
- √ Samples of teaching staff members annual plans.
- √ Procedures for field training of students, the institutions hosting them and providing them with the necessary services.

### **3-1-4 Teaching and Learning:**

1. The self-assessment report shall discuss the effectiveness of teaching and learning methods in attaining student achievements and learning outcomes, as well as providing the necessary proofs, evidence and data. The following issues shall be discussed in the report as a minimum:
2. Diversity of teaching methods appropriate for each course syllabus.
3. The effectiveness of the Faculty's teaching and learning methods in achieving the objectives of its academic programs
4. The specializations of teaching staff members shall cover the knowledge areas of the specialization / program.
5. Coverage of the practical and theoretical aspects taking into consideration the nature of course content

6. Enrichment of the teaching process through the outcomes of the scientific research done by teaching staff members
7. Contribution of teaching and learning methods in acquiring and developing the basic skills required by the labor market.
8. Maintaining a balance between the comprehensiveness, and depth of the scientific content of courses
9. Promoting self-learning by students
10. Positive interaction between students and teaching staff members
11. Positive interaction between students, and developing the spirit of team work among them.
12. Utilization of information and communication technology in the teaching process
13. There shall be a system for periodic and systematic evaluation of teaching, and its ensuing measures.

### **3-2 Sub-criterion Two: (Study Plans at the Faculty of Arts)**

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

The study plans shall include two key components:

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

The Faculty shall form annual committees to review the undergraduate and graduate study plans with a view to developing a long-term strategic plan concerning the needs of academic departments for programs and courses.

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

##### **3-2-2-1 Indicators in respect of the Bachelor's programs:**

1. There shall be a faculty committee for reviewing its study plans. This committee shall be fully empowered to design curricula and study plans in compliance with the Faculty's vision, mission, and goals
2. The Faculty of Arts' study plans committee shall design the curricula and study plans in cooperation with department and faculty councils, taking into consideration the feedback received from teaching staff members, students, graduates, employers and other parties concerned with the educational and

professional development. The Faculty shall benefit from these views in modifying and improving curricula and educational plans.

3. The study plans courses shall be inclusive, deep and logically sequenced. A comprehensive plan shall be laid down for each course detailing its contents, objectives, learning and teaching strategies, outcomes, evaluation methods and required reference books.
4. The study plans and teaching methods shall include techniques that enable students to bear responsibility for their learning and to prepare them for life-long learning through continued self-learning, keeping in mind graduating highly competent students in accordance with manpower requirements, planning and national and global policies
5. The Faculty of Arts shall commit itself to national and global educational standards, and to professional and organizational practice requirements when carrying out program planning and design, through making available educational, human, physical and financial resources and effective technology for program implementation and shall also commit itself to facilitating the student's task of attaining the required learning and teaching outcomes.
6. Availability of policies and procedures for the evaluation and periodic development of the study plans
7. The Faculty of Arts shall provide students with a guidance plan that provides them with the necessary information when needed. Such a plan shall be implemented by specialized members of the teaching staff in a manner that ensures providing highly professional consultancy and academic advice.
8. The Faculty of Arts shall provide opportunities for field training in a gradual and balanced manner in a way that ensures providing graduates with competence and adequate preparation for success in their future jobs.
9. There shall be a clear and practical linkage between the Faculty's basic educational programs and the subsequent stages of training and practice before and after graduation
10. The Faculty's academic departments shall provide a fully-developed and thorough report on each course of study offered within their study plans.
11. The degree of adherence to the specialization's accreditation regulations and criteria as detailed in the specialization's accreditation regulations and criteria stipulated for specializations of the Faculty of Arts, and whatever amendments are approved by the parties in charge of higher education and/or the Accreditation Commission.

### **3.2.2.2 - Indicators in Respect of the Faculty of Arts Master's and graduate studies Programs in addition to indicators of undergraduate programs**

1. There shall be specific policies and procedures for admission into the Master's and Doctoral programs which shall ensure a high degree of competitiveness according to criteria of merit, qualification, and social justice.
2. Research and statistical skills are an essential and mandatory part of all graduate programs (the Master's and Doctoral programs) offered by the Faculty.
3. The courses of study included in the programs offered by the Faculty shall be comprehensive, modern, deep and logically sequenced.
4. There shall be specific policies and requirements for graduation at the Master's and Doctoral levels, such as the proficiency exam (prelims) for the Doctoral programs and the comprehensive examination for the Master's programs, and any other requirements.
5. The Faculty shall have specific policies and requirements for writing dissertations and scientific theses.
6. The Faculty shall provide a sufficient number of full-time qualified teaching staff members commensurate with the number of students in the programs offered and the level of these programs.
7. Adherence to the period specified for completing programs offered by the Faculty.
8. Provision of grants, loans, subsidies and training opportunities for graduate students, especially those who are academically outstanding.
9. On-going review of the programs and study plans of the Faculty of Arts in order to keep pace with scientific developments in the different literary areas, and the requirements for students on-going future learning, and professional roles expected of them, focusing on the needs of the community and the labor market, in order to keep the programs at a high level of quality.
10. The Faculty of Arts shall evaluate all components of its programs with the participation of teaching staff members, students and beneficiaries, the institutions where graduates are expected to work, and all concerned parties. The Faculty shall benefit from the outcomes of evaluation and feedback received in developing and improving the programs.
11. There shall be policies and procedures followed for interviews and examinations in the different departments of the Faculty.
12. There shall be standard regulations for scientific discussions (of theses).

13. There shall be instructions for attending university graduation events
14. There shall be available additional requirements for admission to the Master's and Doctoral programs if the admitted student's specialization is different from the required discipline. In this case, remedial courses of study shall be increased as necessary.

### **3-2-2-3 Indicators and courses of the Curriculum:**

1. Department programs and their courses shall be consistent with the general philosophy of the state, and shall achieve its mission and objectives, and the needs of students and the community.
2. Academic departments shall fully define all components of each program in terms of the system followed (annual, biannual, credit hours)
3. Academic departments shall ensure clarity of the different roles and responsibilities of bodies participating in the evaluation and review of their programs, including department councils, specialized subcommittees, etc.
4. Academic departments shall ensure the suitability of their programs for realizing the requirements of qualifying graduates capable of bearing responsibility, working as a team, and effectively using new technologies and new developments of the age of technology.
5. Academic departments shall give due attention to the suitability of their programs for the needs of the community, the labour market and the requirements for knowledge development.
6. Academic departments shall specify the additional programs and courses of study offered to outstanding students, the contents of the program and its courses, and the level of enrolment in it.
7. Academic departments shall identify their current academic programs, which shall culminate in learning outcomes that lead to new degrees or programs.
8. Academic departments shall ensure that program outcomes are compatible with local and global higher education standards through evaluating the educational outcomes, programs, courses and degrees.
9. When designing the educational program, consideration shall be given to the observations and views of specialists, practitioners, and beneficiaries.
10. The specialties and programs implemented by the academic departments shall be periodically reviewed.

11. Academic departments shall have an approved system to evaluate the outcomes of field teaching/ training of students.
12. The training programs shall be evaluated and specified in accordance with their intended learning outcomes.
13. Academic departments shall have a practical qualifying program to prepare students in their specializations.
14. Academic departments shall adopt programs to train students in their field of work at specified times.
15. Academic departments shall require students to carry out a graduation project at the end of their university study.
16. Academic departments shall provide students with visits and field trips within their preparation program.
17. The study plans shall make a balance between the specialization's subjects and the general subjects.
18. Academic departments shall have complete files on each course of study, including its detailed syllabus.
19. Academic departments shall have a documentary portfolio about courses of study (course description, a copy of student duties, exercises, projects, tests, distribution of grades, etc.).
20. Academic departments shall maintain a special file on each course of study, including its follow-up, amendments or periodic updates.
21. Academic departments shall provide advanced curricula that keep pace with new developments and ensure their quality and on-going improvement, including programs and courses of study (for the bachelor's, master's, and doctorate degrees), in addition to the program of continuing education, etc.
22. Academic departments shall make sure that curricula and courses of study meet the requirements of professional licensing (for the professions the practice of which requires obtaining a license from other parties).
23. Academic departments shall determine program courses of study in accordance with the requirements of obtaining the degree, as per approved standards and methods.
24. Academic departments shall promote the use of the web, and shall identify specific reference sites to help students understand courses.

25. Academic departments shall compare what is taught in each of the courses of study with their counterparts at distinguished universities.
26. Academic departments shall develop a list of the titles of approved books for each course of study.
27. The educational curriculum and its contents shall meet the skills required for the labour market.
28. The prescribed curricula shall develop the skills of the development of scientific thinking and self-learning.
29. The prescribed curricula shall develop the spirit of loyalty and belonging to the homeland, as well as moderate religious values.

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

#### **3-2-3-1 Evidence and Documents Required in Respect of the Bachelor's Program**

1. Study plans for each program of the Faculty of Arts programs and its objectives and outcomes.
2. Tools and procedures used in the development of study plans for the Faculty's programs.
3. Student guides and regulations for obtaining a bachelor's degree in various disciplines.
4. Minutes of meetings of committees and councils.
5. Statistics on the number of teaching staff members, their academic ranks and specialties, the number of students, and the ratio of students to teaching staff members.
6. Regulations, procedures, and samples of tests, and distribution and review of grades
7. Forms used in student academic guidance
8. Evidence of following up the quality of the Faculty's offered programs.
9. Files of courses of study and development plans.
10. Surveying student views regarding each of the courses of study included in the study plan.
11. There shall be a list of various types of equipment available at the Faculty's laboratories with the technical staff in charge of them, especially

for the experimental and applied programs, such as psychology and geography.

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

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

- √ Graduate programs guides
- √ Guides for the preparation of dissertations and theses
- √ Regulations and procedures for testing and distribution of grades in respect of graduate studies
- √ Evidence of, and procedures for, conducting the qualifying examination (prelims) and the comprehensive examination, in addition to keeping samples of these examinations, and documenting their results.
- √ Statistics of the numbers of students benefiting from grants and scholarships offered to graduate students
- √ Policies of admission to the Master's and Doctoral programs

### **3-2-3-3 Indicators of the Graduate Program**

1. Man power capability in respect of professors shall be commensurate with the goals and programs of graduate studies.
2. Academic departments shall give due attention to promoting graduate programs.
3. Academic departments shall provide rules and regulations for the graduate programs.
4. Academic departments shall have a documented and approved description of the Master's, and Doctoral programs and their courses.
5. Department Master's and Doctoral programs shall meet the needs of the community and new academic developments.
6. Accredited academic standards shall be applied in respect of the Master's and Doctoral degrees.
7. The content of courses of study shall reflect the intended learning outcomes of the Master's, and Doctoral programs.

8. The number of teaching staff members shall be commensurate with the teaching load of courses of study of the Master's and Doctoral programs.
9. Academic departments shall provide specialized teaching staff members who are qualified to teach the courses of study for both the Master's and Doctoral programs.
10. Academic departments shall have databases for graduate students enrolled in the institution for getting degrees.
11. Academic departments shall commit themselves to allocating supervisors of theses in accordance with the specializations (of faculty members).
12. Academic departments shall apply approved procedures to follow-up those enrolled in the postgraduate program and those enrolled to obtain the scientific degree.
13. Academic departments shall provide procedures for monitoring and evaluating the performance of researchers before and during their enrolment for the scientific degree.
14. Academic departments shall apply approved procedures to follow-up those enrolled in the postgraduate program and those enrolled to obtain the scientific degree.
15. Academic departments shall follow specific methods for measuring satisfaction of the graduate students.

### **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. Availability of job opportunities at official institutions and departments, and in the labour market for the Faculty's graduates.

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

1. Policies of student performance evaluation processes and procedures
2. The Faculty of Arts shall publish the intended learning outcomes of each of the programs it offers, and shall provide evidence and proofs that indicate

that the students who graduated from its programs have fully achieved these outcomes.

3. The Faculty shall get students, teaching staff members and relevant sectors involved in evaluating the educational program on a regular basis.
4. The Faculty shall use standard measures and procedures to identify the learning outcomes achieved by the Faculty's graduates.
5. There shall be policies and procedures for evaluating teaching staff members.
6. Compatibility and consistency between the educational outcomes of the Faculty's programs and the requirements of the labour market
7. Cooperation agreements concerning field training for the Faculty's students

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

- √ surveying the Faculty's students' views concerning the educational process and the degree of their satisfaction with it.
- √ Surveying the Faculty's teaching staff members' views concerning the learning outcomes
- √ Studies on the labour market and satisfaction of graduates and employers.
- √ Plans for on-going improvement
- √ Samples of agreements and partnerships with various faculties, and educational and professional institutions
- √ Documents on the evaluation of the outcomes of the academic programs including:
  - Studies on confirming the Faculty's achievements and effectiveness of its goals.
  - Studies of the outputs or outcomes achieved by the Faculty's students and graduates
  - Studies of the effectiveness of the Faculty's programs, and the level of graduates and employer satisfaction with their performance
  - The percentage of graduates of each program offered by the Faculty for the previous three years, and the percentage of the graduates getting jobs related to their specializations

- √ A Sample of students' transcripts of grades showing sequence of courses of study in accordance with the approved study plans template.
- √ Reports of self-assessment conducted by the Faculty, or reports of evaluation outcomes obtained by the Faculty from external parties within the previous five years
- √ A copy of the Faculty's guide and a summary of the following information appearing in the Guide with their associated page reference.
  - All academic degrees granted by the Faculty
  - The general and special faculty, department, and specialization graduation requirements.
  - Requirements for admission to the graduate programs (Master's and Doctoral programs)
  - Names of the teaching staff members who teach at the bachelor's program level and those who teach at the graduate program's level, together with their qualifications, ranks and exact specializations as per official equivalence and accreditation of their degrees and universities.

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

All members of the teaching staff shall effectively take part in conducting and publishing research in their respective fields of specialization; their research must reflect on their performance in teaching and supervision of graduate students. Their research contributions shall be included in the evaluation and promotion criteria, and shall be published on the teaching staff members' webpages. The Faculty shall issue reports on the teaching staff members' scientific production and professional development and shall compare this to corresponding faculties. the Faculty shall also provide an environment conducive to innovation and entrepreneurship.

##### **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

5. Emphasis and focus on scientific research methodologies in different branches of knowledge.
6. There shall be clear regulations consistent with the system in effect regarding regulations and procedures related to granting incentives, grants and awards to teaching staff members
7. There shall be clear regulations in respect of policies and procedures relating to scientific research, participation in local and international conferences, and also for financial expenditure, and other relevant obligations.

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

1. Policies, by-laws, regulations, and procedures related to the support and publication of scientific research
2. The Faculty of Arts shall provide academic freedom for the members of the teaching staff to conduct studies and scientific research. The Faculty shall fully support these activities in a manner that serves the Faculty's vision, mission, and goals and reflects on the planning, development and improvement of its programs.
3. There shall be a plan for scientific research follow-up and evaluation
4. Identification of research priorities and interest in respect of the various educational specializations
5. Cooperation with various concerned faculties, both inside and outside Jordan.
6. Provision of financial, physical and information support as needed for conducting research and writing books and publishing them
7. Members of the teaching staff shall publish books and research papers in refereed scientific journals and conference proceedings and indexed journals
8. The Faculty of Arts shall demonstrate a clear commitment to the policies and procedures related to scientific research and participation in local and international conferences.
9. There shall be regulations and procedures for granting merit incentives and awards
10. Identification of the roles and responsibilities of committees and councils concerned with scientific research

11. Extent of benefit obtained by postgraduate students from supported scientific research projects
12. The Faculty of Arts shall promote and develop scientific research.
13. Researchers from among the teaching staff members shall make research contributions in service of the local community and its human and applied needs.
14. The Faculty shall have databases comprising seminars, conference and published books and research.

#### **4-1-3 Evidence 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 papers, and the writing of books and other manuscripts
- √ Annual statistics on the teaching staff members' supported scientific research projects and the amount of their expenditure
- √ Annual statistics of the number, nature, and areas of the Faculty of Arts' teaching staff members' research papers published in refereed and specialized journals and conferences
- √ Annual statistics of published research projects derived from graduate studies dissertations
- √ Scientific research projects that meet the development needs of the local community and the various community sectors
- √ Statistics of the number of conferences, seminars and scientific workshops in which the Faculty's teaching staff members participated
- √ The Faculty's minutes of meetings of the committees and councils concerned with scientific journals and means of publication.
- √ Samples of the teaching staff members' research projects and books published or accepted for publication, together with the mechanisms for documenting them within the Faculty.
- √ The criteria and procedures used for evaluating teaching staff members in respect of published research papers
- √ The annual expenditure on scientific research and merit awards and incentives

- √ Providing and developing community research in service of the university's local community
- √ Establishing centres for professional specializations such as a center for developing the professional competence of social field specialists.

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

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

1. Missions for getting Master's and Doctoral degrees
2. Research and developmental training courses

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

1. The Faculty of Arts shall have clear policies and well-defined procedures on scholarship and missions, and shall be committed to implementing these policies and procedures.
2. The Faculty's policy shall include clear statements supporting sending people on scholarships, missions, and educational exchange.
3. The Faculty's teaching staff members shall take part in professional development programs through obtaining higher degrees and development of their research capabilities
4. There shall be by-laws and regulations on missions (sending people on scholarships)
5. The Faculty shall be Transparent and fair in selecting and sending people on academic missions.
6. Follow-up of students on missions
7. Regulations and procedures related to conducting, and participating in, training courses.
8. Degree of consistency between training courses and teaching staff members' teaching and research needs
9. The role of concerned committees and councils

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

- √ Annual plan for missions, in the form of a five-year plan for dispatching persons on scholarships and academic missions based on needs-analyses.
- √ The 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 sent on missions/ scholarships, their exact specialties, the universities they are attending and their progress
- √ Annual expenditure on missions and training courses
- √ Agreements concluded with universities and other institutions for securing scholarships.
- √ Annual statistics of the numbers of person participating in training courses inside and outside the university.

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

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

1. Innovations in learning, teaching, and technology
2. Pilot research projects

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

1. Regulations and procedures for the support of educational, scientific innovations and mechanisms for their documentation and publication
2. The Faculty shall demonstrate a clear commitment to the policies and procedures related to encouraging innovations, and it shall also support participation in joint projects and research with local and global strategic partners
3. Teaching staff members shall compete for getting local, regional and global awards
4. There shall be patents registered to the names of the Faculty's teaching staff members
5. There shall be policies and procedures for pilot educational research projects
6. The role of the committees and councils concerned with innovation(s)

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

- √ Criteria and forms used in documenting scientific innovations
- √ Annual statistics of documented or published scientific innovations.
- √ Annual statistics of educational innovations submitted to national, regional or global competitions and prizes
- √ Samples of the Faculty's teaching staff members' innovations
- √ Mechanisms for following up the implementation and evaluation of innovations of all kinds
- √ Minutes of meetings of Faculty committees and councils

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

The financial and physical resources available to the Faculty of Arts shall be adequate for the effective provision of programs. These resources shall help in creating an environment that nurtures human resources including students, academicians, researchers and administrative and services staff. Focus shall be made on the human resources competence and experience to achieve the academic, research, or community service functions as well as ensuring quality. There shall also be a focus on on-going improvement of physical resources and on upgrading or developing human resources. Educational resources and related services shall be adequate for meeting the Faculty's program and course requirements and shall be accessible to students when needed. The Faculty shall make available all facilities and supplies required for the teaching and learning process.

#### **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. The Faculty's various councils shall identify the required financial resources and include them in the University's budget. Such resources shall cover the Faculty's needs including implementation of the study plan.
2. The Faculty shall fully control all its expenditures, and the Faculty's Dean shall submit regular reports to the university's governance council about the Faculty's future expenses and needs.

3. Budget preparation policies and procedures
4. Financial allocation policies and procedures

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

- √ Financial planning and budgeting records
- √ Evidence of financial allocation for budget items
- √ Financial forms (in financial planning and budget estimation)
- √ The faculty's allocations within the University's budget 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. Keeping in The Faculty's facilities clean
6. Sources of information

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

1. The Faculty shall make available appropriate resources and facilities for the staff and students, such as modern buildings, classrooms, practical training facilities, laboratories, and workshops.
2. Quality and convenience
3. Safety and security policies and procedures
4. Facilities shall be designed to provide easy access for persons with special needs. Teaching facilities management, operation, and maintenance shall be appropriate to ensure sustainability of quality and safe use to support the educational programs and their teaching services.

5. The laboratories and workshops shall contain the necessary tools and equipment, shall be properly furnished as required by their functions and the requirements of the courses of study included in the study plan, and shall also meet the requirements of the study plans courses scientific research conducted by the Faculty's students, teaching staff and employees.
6. The Faculty shall provides appropriate equipment and modern communication media such as the Worldwide Web, computers, seminar rooms, data shows, teaching support equipment (electronic or technical), adequate conventional or electronic notice boards, and a photocopying machine for every academic department to serve its administrative work and teaching staff.
7. The Faculty shall endeavor to offer some courses of study electronically, and shall gradually expand this process.
8. The faculty shall provide some appropriate statistical programs and a personal computer for each member of the teaching staff.
9. The faculty shall make available on the University's intranet a website covering all academic, literary, social and administrative information related to the Faculty's departments.
10. The University shall provide adequate books, periodicals, dictionaries, encyclopedias and other resources necessary for the Faculty's programs.
11. Improvement and development plans and procedures
12. Quality management of facilities and services and monitoring, improving and maintaining them
13. Degree of the Faculty's teaching staff, students, and employees satisfaction with facilities
14. Diversity of learning resources such as books, databases, and periodicals

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

- √ Files of physical resources
- √ Follow-up and supervision records
- √ Security and general safety regulations and guidelines
- √ Guides for persons with special needs

- √ Annual statistics and surveys of 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 of the use of the library and information and media resources
- √ Annual statistics of 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**

1. The Faculty shall ensure attraction and appointment of an adequate number of full-time professionally competent teaching staff members who cover the fields and programs offered by the Faculty, and whose specializations are commensurate with the fields and levels of specializations of the courses of study included in the study plans (at least one teaching staff member for each of the basic fields of specialization; however, in special cases overlapping between two fields or more may be taken into consideration.) The number of the appointed teaching staff members shall be consistent with the program requirements (Bachelor's and graduate studies).
2. The Faculty shall adopt a policy based on a balance between the teaching staff members' abilities in teaching, training and guidance, and community service. This provide faculty members with opportunities to show their abilities and innovations, and adequate time and support as necessary for their professional development and continued learning.

3. Teaching staff members salaries and incentives shall be appropriate for attracting, and retaining them the Faculty. These salaries and incentives shall be applied justly and fairly in accordance with clear and declared tenure and promotion polices.
4. The Faculty of Arts shall have well-defined principles and criteria for promotion, and sabbatical leaves for teaching staff members. Regulations cover retirement age and procedures, and policies for benefiting from the retired teaching staff members (if there is need for them without adversely affecting the appointment of young teaching staff members), and maternity benefits. Furthermore, there shall be published and accessible regulations, by-laws, and policies concerning teaching staff members.
5. The Faculty of Arts shall provide an adequate number of well-qualified technical and administrative staff members to support the implementation of educational programs and co-curricular activities. These staff members shall be selected promoted, tenured and terminated in accordance with transparent principles of merit and fairness.
6. Professional and career development of all categories of human resources through the provision of all paper and electronic scientific and information resources which facilitate access to all new and beneficial developments.
7. The Faculty shall have an administrative unit for quality control and management, a unit for the development of teaching staff members and employees and an office for following up graduates.
8. There shall be an accountability system applied at the Faculty's academic and administrative units, and the Faculty shall carry out an official and regular evaluation of the performance of its technical and administrative staff.
9. Support and services offered to human resources
10. Human Resources' satisfaction with the services provided: (appointment, training, rehabilitation, services and benefits)

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

- √ Documents showing recruitment policies and procedures at the Faculty of Arts
- √ Training workshops and staff development records: (statistics on the workshops held, attendance, and participant feedback forms)
- √ Service and support committee files and statistics on the number of beneficiaries

- √ Questionnaires on measuring and following up staff satisfaction.
- √ Records and statistics of benefits offered (housing, savings ...) and their beneficiaries.
- √ Samples of teaching staff members files and C.V.'s
- √ Evaluation and leave forms, etc.
- √ Data on the salaries of teaching staff members, technical and administrative staff, incentives and financial allowances
- √ Statistics on teaching staff members working at the Faculty of Arts including their specializations, academic ranks, the universities they graduated from, number of males and females, numbers of those working on a full-time basis and those on a part-time basis, number of years of academic service, academic qualifications and the scientific production of each teaching staff members in the previous three years
- √ Documents showing the satisfaction of students and graduates with the performance of the Faculty's teaching staff member and technical and administrative staff.

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

Students shall be provided with clear information about the requirements of the Faculty's various programs, and admission and graduation criteria. Student dispute settlement mechanisms shall be clearly indicated, known to all and managed in a fair manner. Student guidance and counselling shall be provided, and there shall be communication with the graduates. There shall be mechanisms for providing academic advice, counselling and support services. These mechanisms shall be responsive to student needs, who shall know their rights and duties.

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

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

1. Raising student awareness
2. Psychological and social counselling
3. Clinical therapy and professional training

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

1. The Faculty of Arts shall make available for students appropriate awareness-raising and guidance programs that enable them to take academic decisions through providing them with the relevant information.
2. Training courses directed toward students
3. The role of committees and councils in clinical therapy and professional training
4. Development of the guidance programs on the basis of evaluation outcomes and feedback.
5. The Faculty shall provide the students with a paper or electronic guide covering the following subjects:
  - The Faculty's vision, message, and goals
  - Admission procedures and requirements
  - The policies governing students' rights and responsibilities
  - Psychological and social guidance procedures
  - Professional guidance procedures
  - Basic information about programs offered by the Faculty, their study plans and courses.
  - Requirements for programs, and for granting academic degrees
  - Laws and regulations related to procedures students are required to follow in cases such as deferment, withdrawal, and absence
  - Opportunities available for obtaining grants, financial support or loans
  - Fees and procedures for payment and recovery
  - Facilities provided by the Faculty for academic purposes
  - The Faculty's academic calendar

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

- √ Availability of organizational units or offices concerned with student psychological and social guidance
- √ Evidence of student psychological guidance activities
- √ Regulation for student psychological guidance
- √ Minutes of meetings of committees and councils concerned with student psychological guidance
- √ Annual statistics of the number of these benefiting from:
  - Raising student awareness
  - Psychological and social guidance
  - Professional training
- √ The forms used in student psychological and social guidance

- √ Student evaluation of student psychological and social guidance activities
- √ Periodic reports on student psychological and social guidance and their benefit.

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

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

1. Student elections
2. Sports services
3. Health services
4. Student facilities
5. Extra-curricular activities

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

1. Regulation and procedures of student elections.
2. Regulation and procedures for grants, and loans offered to students
3. Regulation and procedures followed in providing support services
4. Availability of a reception program for new students to inform them about the university and faculty instructions and services provided, during which the student guide shall be distributed.
5. Availability of appropriate extra-curricular activities (sports, arts, cultural, media ...etc.), which support the mental and personal development of students, and accelerate this development in a manner compatible with the program's vision, mission, and objectives. Also, the Faculty shall ensure availability of capabilities, services, and facilities required for its students.
6. The role of student clubs in supporting supplementary services
7. Follow up and development of support services
8. The Faculty shall provide qualified human resources to supervise student services.

### **6-2-3 Evidence and Documents Required for Sub-criterion Two**

- √ Conducting student elections.
- √ Number of student clubs the Faculty's students belong to and their objectives and quality

- √ Annual statistics of the number of the Faculty's students benefiting from student grants and loans
- √ Surveys of student views regarding the Faculty's services provided to them (sports, health, restaurants, banks, bookshops...etc.)
- √ Annual statistics of extra-curricular activities organized by the Faculty of Arts and the number of their participants.
- √ Minutes of meetings of committees and councils concerned with support services
- √ Mechanisms for looking into student complaints and grievances and benefiting from them.

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

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

1. Faculty of Arts graduates data
2. Representation of graduates on governance councils
3. Means of communication with graduates
4. Annual gatherings of alumin holding leading positions

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

1. The Faculty of Arts shall have a mechanism for following up the levels of the graduates' performance in the labour market to check the quality of its outcomes and realization of its vision, mission, and goals and to benefit from that in further development.
2. The graduates' representation on governance councils.
3. There shall be two-way communication channels between the graduates and the Faculty on the one hand and between the Faculty and the employers on the other to exchange views about programs offered by the Faculty, their effectiveness and the Faculty's methods of teaching and evaluation.
4. There shall be at the Faculty or University an office to follow up the graduates and their needs. The tasks and work mechanisms of this office shall be identified and shall be implemented by a specialized and trained team.
5. The Faculty shall provide databases on graduates, and shall maintain them and benefit from them.

### **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.
- √ Student representation on governance councils.
- √ Opinion polls directed toward faculty graduates and employers.
- √ Annual statistics of alumni activities and number of participants.

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

The Faculty shall provide appropriate and significant contributions to the community especially to the institutions of public education on the basis of the expertise and experience of its teaching staff members and the need of the community for this experience. Teaching staff members shall be encouraged to provide services and consultancies to the local community about issues related to their specializations. The community's perception of the Faculty shall be monitored and appropriate strategies shall be adopted to improve understanding and enhance the Faculty's reputation.

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

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

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

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

1. The Faculty of Arts shall adopt clear policies for strengthening its relations with the local community and concerned sectors, who should be represented on some of the Faculty's councils and committees concerned with development.
2. The Faculty shall conduct studies as necessary for the assessment of the needs of the local community and concerned sectors, lay down policies to meet these needs and establish procedures for monitoring, application, and effectiveness.
3. Training courses and development and awareness-raising lectures
4. The Faculty shall implement the planned projects that contribute to the development of the local community and the concerned sectors, conduct

periodic evaluation studies to check the effectiveness and impact of those projects, and shall periodically update plans in line with its priorities.

5. Educational support to meet local community needs
6. Contributions of teaching staff members and students to the local community service and development

### **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 on the number of studies, projects, and research related to the local community, and the degree of benefiting from them.
- √ Studies conducted by the Faculty to assess the needs of the local community and concerned educational sectors, and the problems they face.
- √ A table showing services offered to the community comprising:
  - Type of activity
  - The benefiting party
  - The implementing party/ group
- √ Annual statistics on participatory initiatives and development projects and benefiting from them
- √ Statistics of teaching staff members, administrative staff and students who participated in local community service activities
- √ Mechanisms and decisions in respect of selecting local community representatives to the Faculty Council
- √ Annual statistics of the number of the local community students benefiting from grants and student loans
- √ Statistics of the awareness-raising lectures and training courses related to community service

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

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

1. Relations at the national level
2. Regional and global relations

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

1. The policies governing the establishment of relationships at all levels
2. The Faculty shall facilitate regional and global exchange of members of the teaching staff, and students and shall provide the suitable resources for that.
3. The Faculty shall have agreements on scientific exchange concluded with scientific institutions in respect of teaching staff members, students or exchange of training expertise, and organization of workshops and joint conferences and seminars.
5. Joint projects and studies
6. Marketing graduates at open recruitment days and fairs
7. Mechanisms and activities related to attracting students

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

- √ Documents of policies, plans and procedures associated with cooperation at the national, regional and global levels
- √ Samples of memoranda of understanding and agreements concluded between the Faculty and other parties and institutions within and outside the university, and the mechanisms for their approval and signing.
- √ Mechanisms for following up memoranda of understanding and agreements and evaluating and implementing them.
- √ 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 conducted in cooperation with the Faculty and other educational institutions

- √ Annual statistics of numbers of the graduates benefiting from employment days/ career days
- √ Proofs of attracting students from inside and outside Jordan

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

Teaching staff members and other staff of the Faculty shall commit themselves to developing their performance and the quality of programs offered. The Faculty shall also carry out regular evaluations of the quality of each course of study, as well as evaluations of the study plans on the basis of sound evidence and appropriate standards. Quality shall also be evaluated by referring to evidence based on high-level performance indicators and benchmarks.

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

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

1. Leadership
2. Resources
3. Institutional participation

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

1. The Faculty's leadership Support and follow-up of quality assurance activities
2. Availability of physical, human and financial resources that are necessary for improving and maintaining quality at the Faculty
3. Dissemination of the quality assurance culture among the Faculty's teaching staff members and employees
4. Getting all faculty staff involved in the quality improvement processes
5. Commitment to the areas of improvement
6. Utilization of feedback in the improvement processes

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

- √ Level of responsibility and representation on quality assurance councils
- √ Plans for improving the Faculty's quality assurance management

- √ The Faculty's quality assurance manual.
- √ Proofs of dissemination of the quality assurance culture among the Faculty's staff including academicians and other staff
- √ Periodic reports on the performance of the various faculty units and departments
- √ Reports on the effectiveness of academic and administrative development programs
- √ The Faculty's quality assurance reports and documents shall be comprehensive and well integrated.
- √ Training programs for improving the Faculty's level of quality

## **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 outcomes, processes, outputs and feedback

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

1. Application and follow-up of quality assurance activities at the Faculty's various departments and administrative and technical units to ensure a high standard of quality assurance for all of its tasks and functions. The Faculty's teaching staff members, and other staff, shall participate in the processes of performance evaluation, and planning for improvement.
2. Regular evaluation of inputs, processes, and outcomes, with a focus on the quality of outcomes of programs implemented by the Faculty.
3. Quality control and improvement, and dissemination of related results

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

- √ The Faculty's quality assurance committees and its divisions concerned with quality, and the minutes of their meetings
- √ Reports of on-going periodic evaluation of the Faculty's programs and services
- √ Evidence and procedures followed in quality assurance management.

### **8-3 Sub-criterion Three: (Indicators, Criteria, and Benchmarking)**

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

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

#### **8-3-2 Indicators of Sub-criterion Three**

1. There shall be at the Faculty and its departments comprehensive, well-integrated, and objectively measurable key performance indicators.
2. Selecting secondary performance indicators for following up the performance of the academic and administrative units within the Faculty, in a manner compatible with its character.
3. Identifying standard benchmarking criteria for the Faculty's quality of performance.
4. Verifying the learning outcomes achieved by students, and comparing them to the requirements and needs of the labour market
5. The self-assessment processes of the quality of performance shall be based on multiple sources of relevant evidence and proofs whenever possible. This includes feedback through surveys of user views and views of beneficiaries (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 and on-going reports on the key and secondary performance indicators and the areas of their application
- √ Studies or reports related to the benchmarking of the quality of the Faculty of Arts ' performance and the effectiveness of its academic programs

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

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

1. Multiple resources of evidence and proofs

2. Feedback received through surveys
3. Verification of the realization of learning outcomes

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

1. Verifying conclusions of interpretations of quality assurance evidence and proofs by external independent parties with experience and expertise relevant to the work of Faculties of Arts.
2. Verifying the outputs of the learning outcomes achieved by the students in comparison with the requirements of national qualifications and the levels achieved by similar faculties

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

- √ Comparisons between the Faculty of Arts' learning outcomes and those of other similar faculties
- √ Surveys of the views of students, teaching staff members, graduates and employers, and improvement plans informed by them.
- √ A verification matrix of achieving the learning and teaching outcomes (consistency between the outcomes and the content), and the correlation of the Faculty's vision and mission with the labour market
- √ The self-evaluation study and the graduates' views and feedback on the Faculty's programs
- √ The Faculty's plans for improving its quality assurance processes.