

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

**Guide for Quality Assurance Criteria for the
Medicine Program**

2015

Preface

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

Furthermore, Jordanian Faculties of Medicine can get further information about quality assurance by participating in workshops that are periodically held by the Commission for those in charge of self-assessment, 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 Medicine 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 process through which future objectives are identified, policies and strategies are laid down and means and methods appropriate for achieving these objectives are specified. It also includes studying the opportunities and the organizational challenges and developing strategic responses to them.

1-1 Elements of the Criterion

1. Vision, Mission and Objectives
2. Planning processes

1-2 Indicators of the Criterion:

1-2-1 Element One: Vision, Mission and Objectives

1. The Faculty of Medicine shall define its tasks and objectives; and its mission shall be consistent with that of the educational institution.
2. The mission and objectives shall be declared and well known to all concerned at all levels.
3. The mission and objectives shall describe the educational process that leads to graduating physicians proficient in the basic issues of medicine, and to creating a foundation that is appropriate for training in any of the branches of medicine. The mission and objectives shall also be in conformity with the role of doctors in the health care system in Jordan.
4. The mission and objectives shall cover the Faculty's social responsibility, scientific research, and relations with the local community.
5. The mission and objectives shall address the high level of readiness for advanced medical training and post-graduate studies.
6. The Faculty's vision, mission and objectives shall direct all of its educational activities, including its admission policy, selection of teaching staff members, planning and distribution of resources.
7. The Faculty's mission and objectives shall be formulated by a large group of concerned people (the Faculty's Dean, teaching staff members, faculty and student councils, representatives of the authorities and bodies supervising health care).
8. The Faculty shall have mechanisms and procedures for verifying the actual realization of its mission and objectives.
9. The procedures for accessing the Faculty's vision, mission and objectives shall be documented and readily available to stakeholders.
10. The Faculty's objectives shall be in conformity with its vision and mission and based on its human, physical and financial resources.
11. There shall be mechanisms for developing the Faculty's mission and objectives in light of actual developments.
12. The mission, vision and objectives shall be periodically reviewed and confirmed or amended as needed. Any changes made shall be declared.

13. The major objectives shall be linked to clearly specified and measurable indicators used to determine their achievement.
14. The Program's objectives shall be based on benchmarks at the local, regional and global levels.

1-2-2 Element Two: The Planning Processes

1. The Faculty shall enjoy full autonomy when designing its strategic plan and securing the necessary resources for implementing it in accordance with legislations in force at the institution.
2. Getting all teaching staff members involved in developing plans and curricula and in selecting educational resources that ensure conducting the educational process in the best possible way.
3. Teaching staff members shall be given academic freedom to choose academic practices in compliance with the Faculty's mission and objectives.
4. The Faculty Council shall have full freedom to draw educational policies and to determine means and methods for learning, teaching and evaluation of students with the Faculty's legislations in effect taken into consideration.
5. The Faculty shall specify the competencies that students will have acquired upon graduation, with respect to their future training and role in the health system.
6. Competencies to be acquired upon graduation must be linked to competencies that will be acquired during practical training.
7. The evaluation and planning processes exercised by the Faculty shall be utilized to identify its priorities with respect to improvement and development in light of learning outcomes achieved by the graduates (Knowledge, skills, and competencies).
8. Standards and data on former graduates shall be used as feedback for developing the study plan.
9. There shall be a clear definition of the Faculty's planning and evaluation process, and appropriate procedures shall be developed and implemented to identify outcomes achieved by its graduates.
10. Planning shall be strategic and shall include development priorities and a suitable sequence of each action that must be carried out to get the best short and long term results.
11. Plans shall fully and realistically take into consideration. the internal and external environmental factors that affect the demand for graduates and the skills they need.
12. The planning process shall concentrate on students intended learning outcomes, syllabus content and learning and evaluation strategies that reflect the students' background as well as theories and research about various learning models to provide the necessary information during program review for updating study plans.

13. The planning process shall include preparation of regular reports about key performance indicators to be submitted to the institution's senior management.
14. Risk assessment and management processes shall constitute a major component of the planning scheme, and appropriate mechanisms shall be put in place for assessing risks and alleviating their effects when the former materialize.

1-3 Evidence and documents required for the Criterion

- √ An official document including the Faculty's vision, mission and objectives and method of development as well as the dates amendments to it were introduced and approval by the Faculty Council
- √ Minutes of meetings, decisions, recommendations and surveys concerning the formulation of the Faculty's vision, mission and objectives
- √ The committees, forms and mechanisms that were followed in preparing the Faculty's vision, mission and goals.
- √ Related workshops, training courses and seminars;
- √ Dissemination of the Faculty's vision and mission through all means available;
- √ Meetings, surveys and tools followed for the purpose of review and evaluation;
- √ Documents identifying the policies, powers, roles, responsibilities and executive procedures for the Faculty's key committees
- √ Minutes of meetings, decisions, recommendations, surveys and reports on program planning
- √ Information provided through websites, advertisements and publications
- √ Results of surveys of the views of the teaching staff members, students, graduates, employers and specialized professional bodies as related to program planning
- √ Proofs and evidence that confirm the Faculty's evaluation and analysis of its outcomes, such as:
 - Its annual objectives and the results of verified evaluation of achievement.
 - Studies conducted to follow up the progress of students enrolled in the Faculty.
 - Studies conducted to follow up graduates.
 - Studies conducted on the effectiveness of programs offered by the Faculty

- Studies showing the employment status of the graduates,
- Comparative studies showing the level of students' skills, their knowledge and their competencies before and after joining the Faculty's programs.
- Results of surveys of the views of the Faculty's students, graduates and employees, and results of surveys of employer satisfaction with graduates,
- Legislations in force at the Faculty that ensure its academic autonomy,
- Analysis of the needs of the Faculty programs and departments,
- Plans for development of the Faculty's financial resources,

2- Criterion Two: Governance

This criterion comprises the methods and mechanisms used for identifying and applying objectives, and for managing the University with respect to academic programs, social life, financial matters and faculty members and staff affairs. These methods and mechanisms aim at achieving the desired balance within the University through modern management, transparency, accountability and participation.

2-1 Elements of the Criterion:

1. Governance
2. Academic leadership
3. Institutional integrity
4. Internal organizational policies and regulations

2-2 Indicators of the Criterion

2-2-1 Element One: Governance

1. The function of the Faculty's governance council and its relationship with the university shall be identified.
2. The Faculty's governance council shall set up committees required for the Faculty's business and implementation of its study plans, with the participation and representation of teaching staff members, students and other stakeholders.
3. The Faculty's governance councils, its teaching, and administrative staff shall be aware of the roles of each other as specified in the institution's laws and regulations.

4. The Faculty's governance system shall take the precautionary measures necessary for coping with matters relevant to the views of teaching staff members, employees and students and their judgment concerning issues of direct and logical concern to them.
5. There shall be clear and on-going evaluation mechanisms and procedures for evaluating the Faculty's governance board's policy and decisions and the performance of its chairperson.
6. The Faculty's governance board shall review the Faculty's administrative performance and policies, and shall introduce appropriate amendments to them to ensure effective implementation of the Faculty's policy and responsibilities.
7. The Faculty's governance board shall be fully aware of the status of the programs offered by the Faculty with respect to quality and accreditation, and it shall play an integral role in the quality assurance and accreditation of the Faculty and its programs.

2-2-2 Element Two: Academic Leadership

1. The responsibilities of the academic leadership at the Faculty and its programs shall be clearly defined.
2. The Faculty's governance council shall evaluate achievement of the Faculty's tasks and objectives within the deadlines set for that.
3. The Faculty shall have a dedicated full-time presiding dean.
4. The behavioural and ethical responsibilities, duties and practices of the Faculty's Dean, his deputies, assistants, department chairpersons and other staff working at the Faculty shall be well defined and well known to all, and there shall also be a mechanism for following up their implementation and commitment.
5. Those holding leading positions at the Faculty shall have administrative and scientific competence that enables them to demonstrate effective educational leadership and management.
6. The academic leadership shall strive to facilitate cooperative work and relationships between the Faculty's various departments and administrative units, and shall encourage dialogue and open communication between them.
7. There shall be clear and specific policies, procedures and benchmarks for selecting and evaluating administrative and other staff working at the Faculty. These policies, procedures and benchmarks shall be declared, easily accessible and reviewed periodically.
8. The heads of departments shall submit annual reports on the performance of teaching staff members and other program employees.
9. The administrative performance and administrative policies shall be reviewed periodically, and appropriate amendments shall be made to

ensure effective and efficient realization of the Faculty's vision, mission and objectives.

2-2-3 Element Three: Institutional Integrity

1. The Program's teaching staff members, employees and students shall adhere to the rules of ethical behaviour and practice in conducting and publishing research, in teaching and evaluation, and in performance evaluation. Committees shall also observe these rules when taking decisions and when carrying out administrative and service activities.
2. Financial interests, wherever they exist, must be disclosed, and any conflict of interest in all dealings of teaching staff members and other program employees shall be avoided.
3. Advertisements used in promoting the program shall reflect a factual and clear picture with no exaggeration, and any unfavourable statements about other educational institutions or programs shall be avoided.
4. Terms of reference showing the roles, responsibilities and operating procedures of the program's central committees, and administrative positions shall be developed.

2-2-4 Element Four: Internal Organizational Policies and Regulations

1. The guides for policies, corporate regulations, and related documents shall be kept in easily accessible locations, and shall be readily available for all teaching staff members, other staff, and students interested in these guides, including members of the various committees.
2. Committee decisions in respect of procedural and academic issues shall be documented and used as a reference to be consulted when taking future decisions to ensure their consistency.
3. There shall be regulations and guidelines on recurrent procedural and academic issues.
4. All policies, organizational regulations and the scopes of terms of reference related to managing and offering the program shall be reviewed periodically and amended as required in light of changing circumstances.

2-3 Evidence and Documents Required for the Criterion

- √ Documents specifying the policies, powers, roles, responsibilities and executive procedures for key committees and administrative jobs
- √ Minutes of meetings, decisions, recommendations and surveys related to program management.
- √ Outcomes of surveys of the views of teaching staff members and other staff regarding procedures in effect.
- √ Information provided through websites, advertisements and bulletins
- √ Laws and by-laws of the institution to which the faculty belongs
- √ Samples of the minutes of meetings of the Faculty and department councils for each of the previous three years
- √ A description of the Faculty's administrative positions and their terms of reference.
- √ A directory of the names of the Faculty's employees (teaching and administrative staff)
- √ A description of the Faculty's committees and their membership and terms of reference.
- √ The Faculty's organizational structure and the changes made to it in the previous three years
- √ Copies of the Faculty's budget for the three years preceding the year in which the Faculty applied for the quality assurance certificate
- √ A table showing expenditure on the student support fund and on scholarships in the three years preceding the year in which the Faculty applied for the quality assurance certificate

3- Criterion Three: The Academic Program

- Identifying the requirements and procedures for offering an academic program in a manner that leads to graduating competent students, and maintaining a high-level of quality,
- On-going evaluation for the purpose of improvement and development,
- Amending procedures, plans, resources and components in response to the changing circumstances and the needs of the community and its organizations

3-1 Elements of the Criterion

1. Learning and teaching outcomes
2. The Bachelor's program study plan
3. Student performance evaluation

4. Program development processes
5. Program evaluation and review processes

3-2 Indicators of the Criterion

3-2-1 Element One: Teaching and Learning Outcomes

1. The Faculty shall specify the competencies to be acquired by students upon graduation, with respect to their future training role in the health system.
2. The competencies that will be acquired upon graduation shall be linked to the competencies that will be acquired during practical training.
3. The evaluation and planning processes carried out by the Faculty shall be utilized to identify its priorities with respect to improvement and development in light of learning outcomes achieved by the graduates (knowledge, skills and competencies).
4. Standards and data on former graduates shall be used as feedback for developing the study plan.
5. There shall be a clear definition of the Faculty's planning and evaluation process, and appropriate procedures shall be developed and implemented to monitor outcomes achieved by its graduates.
6. The Faculty shall carry out on-going evaluation of, and planning for, its activities in a manner that ensures maintenance of a high quality level of the skills and competencies of its graduates
7. There shall be a specification of learning outcomes such as knowledge and skills that are measurable, verifiable, documented and circulated in line with the academic program's stated objectives.
8. Learning outcomes shall be based on local, regional and global benchmarks. The Faculty shall also have mechanisms and tools for measuring the learning outcomes and benefiting from them in reviewing and evaluating the academic program.
9. Understanding and comprehending the learning outcomes by teaching staff members and students.

3-2-2 Element Two: The Study Plan of the Bachelor's Program

3-2-2-1 The Program

1. The Faculty of Medicine shall determine its study plan and its teaching methods. The minimum number of credit hours shall be (250) (as shown in the following program), distributed over six years, three of which shall be clinical years, as follows:

Type of Requirement	Credit Hours
University Requirements	(27) credit hours or as per the Higher Education Council's decisions
Basic Sciences Requirements	(10 – 20) credit hours
Basic Medical Sciences Requirements	(70 – 90) credit hours
Clinical Medical Sciences Requirements	(120 – 140) credit hours

2. The study plan and the teaching methods shall include methods that ensure the student bears responsibility for his/her learning, and prepare him/ her for life-long learning through on-going self-learning.
3. The Faculty shall demonstrate its commitment to international standards of teaching and education by providing human, financial, facility and technological resources to support its educational programs and to facilitate the student's mission to achieve the objectives of his/ her specific program.
4. The plans of the educational programs shall clearly include their objectives, teaching policies, teaching methods and systems of delivering knowledge, in a manner consistent with the mission of the Faculty, providing that they are developed, improved and evaluated periodically in accordance with the Faculty's clear policies and procedures and the changing circumstances.
5. The academic programs offered by the Faculty shall be designed in a comprehensive and integrated manner. The courses included in the programs academic plans shall be comprehensive, thorough and logical, and shall include clarification of the learning strategies and means for evaluating learning outcomes.
6. The study plan of the program offered by the Faculty in the different fields of knowledge shall include a clear definition of its objectives, content, mental cognitive skills, creative abilities and professional competencies it seeks to provide to students within the framework of its desired and stated objectives.
7. The Faculty shall provide evidence that students enrolled in its programs do achieve their program goals and objectives as well as the objectives of courses included in the academic plan within the timeframe specified for their achievement or realization.
8. The Faculty's council shall be responsible for designing, improving and applying the curricula and syllabi. However, there shall be clear and specific channels of communication with the members of the teaching staff responsible for their design, integration and application, while benefiting from constructive exchange between the two parties.
9. Ensuring that programs and courses are planned and developed in accordance with the planned intended learning process, and within a specific time schedule
10. Reviewing the policies and regulations for the procedures for introducing or cancelling program courses periodically at specific intervals, and on the basis of local and international trends related to the specialization of medicine.
11. Procedures for terminating or amending programs shall be carried out through appropriate arrangements that take into consideration enrolled students' ability to complete the graduation requirements of the scientific

degrees they are seeking without delay or interruption, while fully preserving their acquired rights.

3-2-2-2: Scientific Methods

1. The Faculty shall teach the principles of scientific methods and evidence-based medicine. This includes analysis and critical thinking at different stages of the curriculum.
2. The curriculum shall include elements for student training, scientific thinking and research methods.
3. The curriculum shall help students acquire the skills of scientific research and methods of obtaining, employing, producing and analyzing knowledge.
4. The curriculum shall help students develop a sense of love of scientific research and employing it in making decisions regarding their professional and scientific practices.

3-2-2-3 The Basic Biomedical Sciences

1. The Faculty shall single out and integrate in its study plan the contributions of the basic biomedical sciences to the concept of scientific knowledge, concepts and means to acquire and apply clinical science.
2. The study plan shall take into account the contribution of the biomedical sciences and adapt itself to the clinical, technical and scientific developments in addition to the health needs of the community.
3. Basic biomedical sciences shall comprise an essential part of the Faculty's study plan. This study plan shall cover anatomy, biochemistry, physiology, medical physics, cytology, genetics, microbiology, immunology, pharmacology, and pathology, etc.

3.2.2.4 Social and Behavioural Sciences

1. The curriculum shall include courses that help the student acquire knowledge of the contributions of Sociology and social and behavioral sciences to the field of medicine, and also to acquire the ethical rules and issues related to forensic medicine, which will enable him to communicate effectively to make correct clinical decisions and follow professional practice.
2. In providing courses related to the social and behavioral sciences and professional ethics, consideration shall be given to scientific developments

in medicine, and to the changes in the demographic and cultural fields and local health needs.

3. Courses falling within the field of social and behavioral sciences shall help in giving the student knowledge of the role of economic and cultural conditions in his/her professional practice and the development of the field of medical.
4. Courses falling within the field of social and behavioral sciences shall help the student understand the behavior of patients and how to communicate and deal with them.

3.2.2.5 Clinical Sciences and their Skills (different clinical medical disciplines and clinics)

1. The Faculty's study plan shall include courses that provide the student with an opportunity to communicate directly with patients to acquire adequate clinical knowledge and to assume medical responsibility after graduation. Communication with patients should begin in the early stages of the course.
2. Clinical science courses included in the study plan shall provide the student with the skill of medical checkup, diagnosis, medical care, education, health protection, patient care, medical teamwork, counseling skills, integration of different medical specialties, leadership, management, supervision, bearing responsibility, decision making and bearing pressure (working under pressure).

3.2.2.6 Study Plan: Components and Content

1. Programs offered by the Faculty shall have study plans with their content precisely defined. The same is true also for the study plans courses and subjects that come under them, and the objectives and outputs expected to be acquired by the students studying these courses.
2. The courses shall be evenly allocated to the basic and elective subjects, health education subjects, protection from diseases, rehabilitation and alternative medicine.
3. There shall be consistency and coherence between the study plan's basic science, and clinical science courses.
4. The courses of the study plan shall constitute the basic knowledge, skills and competencies of the cognitive fields that constitute the main domains of medicine and related domains.

5. The study plan shall include an essential amount of the academic domains of medicine that has specific outcomes, as well as specific requirements related to verbal and written communication skills, quantitative mental processing, critical analysis, logical thinking, technological culture and research, production of knowledge, and communication skills.
6. The Faculty shall provide, within its study plans, a counseling plan that provides students with the necessary information when needed. The plan shall be implemented by specialized staff from among the teaching staff members in a manner that ensures provision of academic advice and guidance to a high degree of professionalism.
7. The Faculty's study plans shall include clear mechanisms for monitoring the quality of its inputs, processes, and outcomes.
- 8 - The study plans shall be taught by an adequate number of full-time teaching staff members commensurate with the areas of specialization of the courses included the study plans as well as with the level of these courses.

3-2-2-7 Program Management

1. The study plan committee shall have the authority and responsibility to plan and implement the program's plan and to underscore the goals and objectives of the Faculty.
2. The study plan committee shall be given full powers, and full physical and financial resources to develop the methods of teaching and learning, of student evaluation, course evaluation, and curriculum innovation(s).
3. The study plan shall be supervised and implemented by representatives of teaching staff members, students and other stakeholders.
4. The Program's study plan shall be periodically evaluated by the team supervising the management of the program through using accurate and strict mechanisms and instruments.
5. The team supervising the Program's management shall utilize the results of the periodic review of the study plan for any modification, development or improvement thereof.

3-2-2-8 Practice of the Medicine and the Health Care System

1. There shall be a clear and practical correlation between the basic curriculum offered by the Faculty and the subsequent clinical and practical training and practice after graduation. The study plan committee is expected to take into consideration the feedback received from the institutions where the graduate is expected to work and from the local community, with a view to benefiting from them in developing and improving the program.
2. The Faculty's academic plans and programs shall be upgraded and modified regularly or periodically to meet the requirements of the health care system in Jordan, the scientific developments in the field of medicine and the needs of the community.
3. The Program's study plans shall keep pace with modern international medical practices, the future learning requirements of students and the professional roles expected of students in the health care system.

3-2-2-9 Educational Resources

First: Grounds and Facilities

1. Full resources, buildings and facilities shall be provided for staff and student in order to ensure full implementation of the study plan.
2. The students' educational environment shall be upgraded and updated regularly to keep up with the development of the teaching-learning process.
3. The educational and teaching facilities allocated for teaching or educational functions shall be sufficient for effective implementation of these functions.
4. Teaching facilities shall be furnished in a manner appropriate to the requirements of work, study and research that enables the students, teaching staff members and other employees at the Faculty to do what is required of them.
5. The management, operation and maintenance of teaching facilities shall be appropriate for ensuring continued quality and safe use to support the educational programs and teaching services.
6. Facilities shall be designed, and maintained to provide for their safe and scientific use and easy access to them for individuals with special needs.

Second: Clinical Training Resources

1. The Faculty shall provide adequate clinical training, and the resources necessary for it, including adequate numbers of patients and other clinical training resources.
2. The University must have its own hospital with a capacity of a minimum of 200 beds, or it shall be authorized by agreement to use a Ministry of Health or a Royal Medical Services hospital.
3. The student: bed ratio may not be less than 1: 1 in the three clinical years.
4. The Faculty shall ensure that the clinical training resources are adequate for the needs of people in the geographical area of the Faculty's work.
5. The Faculty shall provide a sufficient number of qualified clinical trainers and supervisors who have the competence and ability to follow up students in the three clinical years.
6. The Faculty shall provide medical equipment and supplies sufficient for meeting the requirements of clinical training for the number of students enrolled at the Faculty.
7. The Faculty shall apply the training hospital Criteria set by AQACHEIs at the hospital in which the students are trained (Annex 1).

Third: Books, Periodicals, Dictionaries and Encyclopedias

1. The Faculty shall provide at least five different titles for each course included in the study plan, with no less than two copies of each title.
2. The Faculty's library shall provide at least 50 titles of advanced books in the fields of specialization.
3. Subject to the above, the titles provided by the Faculty's library must not be less than 300 titles.
4. The books, references and periodicals shall be in English.
5. The Faculty shall provide at least 10% of the books recently published, within the last two years.
6. The Faculty's library shall provide ten periodicals, both paper and electronic, in the field of the department's specialization, five periodicals in the field of each specialization in the department's for at least five previous years. In the case of electronic subscription, the university must provide students with the possibility of obtaining (150) printed pages per semester (free of charge) of research material they need.

7. In all cases, the Faculty's library shall provide at least 50% of the total number of periodical titles required for specialization in print.
8. The Faculty's library shall provide a sufficient number of dictionaries, encyclopedias and references as necessary for the specialization.
9. The Faculty's library shall have adequate supplies, tools and means.
10. The Faculty's library shall have appropriate, technically and professionally qualified staff who have the skills necessary for providing easy access for using the library.
11. Professional development opportunities shall be available to the Faculty's library staff.

Fourth: Laboratories

1. 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 a computer laboratory equipped with no less than 20 computers.
2. The teaching load of the computer supervisor shall not exceed 18 working hours per week, and the supervisor shall hold a bachelor's degree in the specialization (as a minimum).
3. The Faculty shall have all laboratory and educational training units as required by the Faculty's offered academic programs and their study plans.
4. The laboratories shall contain the necessary tools and devices, and shall be furnished in a manner informed by the requirements of their function and the requirements of academic courses of the study plans, and by meeting the needs of scientific research, which will enable students, faculty members and employees to carry out the tasks assigned to them.
5. laboratories shall be supervised by qualified technical staff.
6. There shall be plans and mechanisms for periodic maintenance of the laboratories to ensure full continuity of the validity of their equipment, and the continuity of their high quality and safe use for the functions for which they were designed.
7. The laboratory materials shall be used, stored and destroyed in accordance with specific regulations.

Fifth: Information Technology

1. The Faculty shall have a clear policy on the use of Information and Communications Technology in the educational programs it offers.
2. Professors and students shall be able to use Information and Communications Technologies for self-learning, to access information, and to be able to deal with patients and work within the health care system.
3. The Faculty's holdings of information technology devices and tools and information resources shall be sufficient and effective in supporting the academic programs offered by the Faculty.
4. The information technology tools provided by the Faculty shall be effective regarding quality, quantity, diversity and modernity and shall be adequate and effect for meeting the requirements of the Faculty's academic programs and plans.
5. Easy access to technological tools and techniques by both students and teaching staff members in a manner that meets the needs of the teaching-learning process.
6. There shall be available a team of staff qualified in Information and Communications Technology to provide assistance to teaching staff members and students when needed.

Sixth: Education Experts

1. The Faculty shall have a policy to benefit from education experts for planning medical education and developing teaching methods.
2. There shall be mechanisms to communicate with education experts to benefit from them in the development of teaching staff members and in conducting research in the field of medical education.
3. There shall be a specific policy for the Faculty to upgrade the members of the teaching staff and other employees to bring them to the level of expects to benefit from them in health care institutions and for preparing human resources qualified in the medical field at the local, regional and global levels.

Seventh: Educational Exchange

1. The Faculty shall have policies on cooperation with educational institutions in offering the study plan's courses or in implementing a specified part of them

2. The Faculty shall facilitate regional and international exchange of teaching staff members and students and shall provide appropriate resources for that.
3. The Faculty shall have agreements with scientific institutions for scientific exchange, whether in respect of teaching staff members or students, or the exchange of training experience and expertise, and organizing workshops, conferences and symposia.

Eighth: Educational Equipment, Tools and Aids

1. The Faculty shall provide both electronic and technical projectors and teaching aids.
2. The Faculty shall work on transforming 10% of the total study plan courses of the specialization into electronic format each year.
3. The Faculty shall provide some appropriate statistical programs such as SAS or SPSS (when necessary).
4. The Faculty shall provide a computer for each member of the teaching staff.

3-2-3 Element Three: Evaluation of Student Performance

1. The Faculty shall explain the methods used in evaluating students, and shall publish the criteria for success in examinations.
2. The Faculty shall explain its student evaluation procedures at the beginning of teaching courses of study. It shall use appropriate, authentic and reliable mechanisms in verifying student achievement levels in comparison with related benchmarks whether at internal or external levels.
3. When marking student examinations, homework and projects, the examination specification table or any other relevant means shall be used to ensure that all areas of intended student education outcomes are covered.
4. The Faculty shall have specific and clear criteria for the evaluating students and allocating them grades to indicate the learning level achieved (by the student). Moreover, there shall be available accurate and comprehensive academic records; and certain procedures shall be followed to secure these records and protect them from fraud or change.
5. The criteria on the basis of which students are evaluated shall be appropriate for the degrees they seek to obtain, and shall be formulated clearly and applied fairly.

6. There shall be clear policies and procedures regarding the final approval of grades obtained by students.
7. The Faculty's evaluation tools shall be diversified so that they are suitable for the academic courses and their nature and the outcomes that the Faculty seeks to be achieved by students.
8. The Faculty shall provide tools for evaluating student performance and indicators of their Validity, reliability and effectiveness.
9. Immediate feedback shall be given to students about their results.
10. Specific procedures shall be made available for challenging and reviewing the evaluation outcomes.
11. All necessary arrangements for training teaching staff members in the theoretical and applied aspects of student evaluation shall be made within the Faculty's institution.
12. Policies shall include procedures that may be followed for dealing with cases of inappropriate student achievement levels or unfair evaluation.
13. Effective procedures shall be used to ensure that work submitted by students is truly their own.
14. Feedback about their performance and the results of their evaluation during the term shall be immediately given to students, accompanied with mechanisms for assistance when needed.

3-2-4 Element Four: Program Development Processes

1. Plans for offering and evaluating the Program shall be included in a detailed manner in its specifications. These plans shall include the knowledge and skills to be acquired, in addition to the teaching strategies and methods of evaluation of the gradual progression of learning in all fields.
2. Syllabus plans shall be included in the syllabus specifications. They shall include the knowledge and skills to be acquired, in addition to the teaching and evaluation strategies as appropriate for the learning areas that will be focused on in each syllabus.
3. There shall be coordination between the content and the strategies included in course specifications, which shall be applied to ensure gradual and effective progression of learning in the program's fields of learning.

4. The Program's planning process shall include taking any measures necessary for ensuring that teaching staff members are familiar with the strategies specified in the Program's specifications and courses and can utilize them.
5. Academic or professional fields, or both, that students are being prepared for, shall be evaluated on an on-going basis, together with making the necessary modifications to the program, course content and prescribed reference books to ensure continuity of their consistency with the requirements and quality of those fields.
6. Proposals for a new program or substantive amendments thereto, shall be evaluated, accepted or rejected by the institution's higher academic committee, using benchmarks that ensure making appropriate and detailed consultations in the planning process and the capacity to effectively implement the program.

3-2-5 Element Five: Program Evaluation and Review Processes

3-2-5-1 Program Evaluation Mechanism

1. The Faculty shall establish a program evaluation mechanism to monitor the implementation of the study plan, and shall take results achieved into consideration for program planning and academic progression of its students, and for ensuring that any fears or violations are identified and dealt with.
2. There shall be a clear definition of the procedures used by the Faculty to periodically evaluate its programs, so that these procedures become part of the Faculty's assessment and planning process.
3. The Faculty shall publicize the Program's intended learning outcomes and shall provide evidence and proofs that show that its program's graduates, have, to a large extent, acquired them.
4. Details and justification of modifications made in light of evaluation processes shall be kept in the Program's and course files.
5. Submitted program reports shall be annually reviewed by the quality assurance committees, and the institution's senior management.
6. The Program's quality assurance indicators shall be compared with all programs of the educational institution, and shall also be compared to appropriate external benchmarks.

7. Appropriate measures shall be taken to make the necessary improvements when problems are identified through program evaluation.
8. A comprehensive evaluation of the scientific program shall be made at least once every five years; the policies and procedures necessary for conducting these re-evaluation processes shall be publicized within the institution.
9. The Program's review processes shall include seeking assistance from experts from related industrial and professional sectors, in addition to members of the teaching staff at other educational institutions.

3-2-5-2 Feedback from Teachers and Students

1. The Faculty shall organize courses on feedback received by teaching staff members from students or vice versa, at regular intervals. Results of this feedback shall be analyzed and their findings shall be addressed.
2. Teachers and students shall actively participate in planning, evaluating and developing the program on the basis of feedback they receive from each other.
- 3 - There shall be channels of communication between the Faculty's teaching staff members and its students to exchange views on the programs offered by the Faculty and on their effectiveness, methods of teaching, and evaluation.
4. Results of evaluation and evaluation studies shall be published in print, visual or audio media as feedback for community members interested in the Faculty, and for helping students interested in joining the Faculty take decisions.

3-2-5-3 Student Performance

1. Student performance shall be analysed on the basis of the study plan and the mission and objectives of the Faculty of Medicine.
2. The student's performance shall be analyzed on the basis of his/her background, qualifications and conditions of admission to the Faculty. Results of this analysis shall be used to provide committees responsible for selecting students, the study plan and student guidance committee with feedback to help them make appropriate decisions.
3. There shall be on-going / periodic review of students' performance, competencies, skills, and knowledge they acquired in line with realizing the Faculty's mission and objectives.
4. Records of students' level of progression in respect of their taking all of the program's courses, shall be intergraded with quality indicators.

5. The Faculty shall make available programs that provide students with all forms of support that can contribute to developing their performance. Improving and developing these forms of support shall be informed by thorough and comprehensive evaluation of student performance.

3-2-5-4 Involvement of Stakeholders

1. Evaluating the program shall comprise the Faculty's governance and management, teaching staff members and students; and there shall be a prominent role for all faculty academic and administrative employees in self assessment.
2. A large group of the stakeholders shall see the outcomes of course and program evaluation, and their views shall be taken into consideration in developing the study plan.
3. Involving all faculty staff, including teaching staff members, administrators, students and other stakeholders in the processes of planning and evaluation of the academic programs offered by the Faculty.
4. Important decisions at the Faculty shall not be taken exclusively by some individuals, but most of the Faculty's decisions must be jointly taken by most concerned employees.

3-3 Evidence and Documentation Required for the criterion:

- √ Tools and procedures used to measure the effectiveness of academic programs
- √ Documents on the evaluation of the outcomes of educational programs, including the following: -
 - Studies ensuring achievement of the Faculty's objectives and their effectiveness.
 - Studies dealing with the outcomes achieved by the Faculty's graduates and students
 - Studies on the program's effectiveness, and its graduates
 - Examination results showing the level of students upon joining the Faculty and when graduating from it.
 - Results of student evaluation of the educational process in the different programs
 - Study plans and their objectives and outcomes.

- An analysis of consistency between the study plans objectives and content, and the health care system
 - The Faculty programs and plans of clinical practical training
 - Criteria of clinical training, and the number of hours allocated to it
 - A list of the objectives of each program offered by the Faculty
 - A description of the procedures followed for developing of the Faculty's programs' study plans, and the councils doing that
 - Samples of student evaluation of teaching staff members, and courses offered by the Faculty and a summary of results obtained in the previous three years
 - Reports on self-assessment conducted by the Faculty, or reports on evaluation results obtained by the Faculty from external parties within the previous five years
- √ A copy of the Faculty's programs manual, with an attached summary comprising the following:
- All academic degrees the Faculty grants
 - The general and special Faculty, department, specialization and graduation requirements
 - A list of the names of the Faculty's teaching staff members, together with their qualifications, ranks and exact specializations in accordance with (official) equivalence of degrees.
- √ A list of the documents or studies that show the results of the Faculty's programs evaluation outcomes. The file for this list, for example, may include the following:
- Studies on graduates or currently enrolled students
 - Studies showing the degree of success of program graduates in obtaining jobs related to their specialties.
 - External surveys on student satisfaction
 - Studies dealing with internal evaluation of programs
- √ Printed documents that introduce students to services, facilities, and sources of information and information technologies available at the Faculty such as libraries, computer labs and audiovisual facilities available in other learning resources, and when they can be used.

- √ A list of the names and qualifications of staff working at the Faculty's library, at other learning resources, and at training workshops
- √ Policies, regulations and procedures for the development of the library, its management and information sources, including the development of the library holdings, and its future expansion plans
- √ Samples of measures used to determine the effectiveness and adequacy of facilities provided by the library and other information sources, services and objectives.
- √ Organizational structure of the Faculty's library Administration (if any) and other learning resources (computer services, teaching aids and communications)
- √ The curricula vitae of staff working at the library, laboratories and training workshops
- √ Original written agreements between the Faculty and (other) institutions
- √ Statistics showing use of computer services, and referring to resources
- √ Studies or documents describing the evaluation of the Faculty's library, learning techniques, laboratories, workshops or training locations
- √ The policy followed by the Faculty in respect of the safe use of its facilities
- √ A table showing replacement of teaching devices and equipment in the last three years, and upgrading or renewal of available existing devices
- √ The Faculty's facilities master plan and charts showing changes made in the previous five years
- √ The annual or long-term plans for upgrading, modernizing and maintaining the faculty's facility resources
- √ Additions to, or improvements of, the Faculty's facility resources that took place in the last three years and planned improvements and additions in the following three years
- √ The average space allocated for each student
- √ Statistics on occupancy rates of the university buildings, laboratories and library
- √ Faculty resources future projects.
- √ Tools and procedures used for measuring the effectiveness of academic programs and plans

- √ A description of the procedures followed for developing the program's study plan
- √ Proofs, evidence and data that prove the Faculty evaluates and analyses its outcomes, such as:
 - The Faculty's annual objectives and verified results of evaluation
 - Studies on verifying the Faculty's achievement of its objectives and their effectiveness
 - Studies on program effectiveness and graduates
 - Outcomes of student evaluation of the educational process for the various programs
- √ The tools and procedures used by the Faculty to measure the effectiveness of the educational programs it offers
- √ The percentage of scientific degrees granted by the Faculty in the previous three years for each of the programs it offers
- √ The Faculty's planning and decision-making mechanisms and the parties entrusted / tasked with that.
- √ Samples of printed materials that highlight the Faculty's commitment to providing feedback, on the effectiveness of its programs, to its students, teaching staff members, employees and the local community
- √ A sample of the lists of committees formed by the Faculty and charged with the task of planning for or evaluating and developing the Faculty's programs.
- √ A description of the procedures followed for developing the Faculty's study plans and the councils performing that

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

- Identification of policies, regulations, and means required for supporting scientific research, innovations, and scholarship to extend, develop, and disseminate knowledge and apply them in serving and upgrading the community
- Training students in methodological means of seeking knowledge and conducting research
- Supporting the means for helping teaching staff members acquire expertise and skills for developing their teaching and research activities, maintaining

effectiveness of teaching, and for encouraging them to be innovative in their disciplines and able to contribute to their sustainability

4-1. Elements of the Criterion

1. Scientific research and innovation
2. Scholarships

4-2 Indicators of the Criterion

4-2-1 Element One: Scientific Research and Innovation

1. The Program shall identify its research needs and priorities, including the interests of its teaching staff, in addition to possible fields of cooperation with various local and global organizations and institutions, in line with the Program's vision, mission, and objectives.
2. The Faculty shall have a policy for strengthening the relationship between scientific research, and teaching and learning.
3. Teaching staff members shall have a primary role in promoting scientific research in line with the Faculty's vision, mission, and objectives.
4. The Program shall document research means and priorities.
5. Interaction between educational activities and research shall be reflected in the curriculum and teaching methods in use.
6. Study plans shall include courses that contribute to preparing students for doing research and developing it.
7. Provision of financial, physical and administrative support required for promoting scientific research within the program.
8. Teaching staff members shall be given academic freedom to conduct scientific research and studies in a manner that serves the Program's vision, mission and objectives and reflects on planning, development and improvement.
9. The Program's teaching staff members shall participate in programs for developing research capabilities.
10. The Program shall demonstrate a clear commitment to the policies and procedures related to scientific research, participation in local and global conferences, and encouraging innovation(s). It shall also support

participation in joint projects and research work with local and global strategic partners

11. The Program shall support conducting research in the service of the community and its humanitarian and applied needs.
12. There shall be a specific policy for the Program to upgrade the abilities of its teaching staff members to bring them to the level of experts. It shall also provide the opportunity for in-service training and education for them, enhance their performance in the fields of university learning, teaching and evaluation, scientific research skills, supervision and training, and shall provide them with opportunities to attend local, regional and global workshops, seminars, lectures, and conferences.
13. The Program shall provide material and moral symbolic incentives to encourage teaching staff members to grow professionally and develop their academic and research performance and on-going self-learning.
14. Teaching staff members shall effectively participate in activities of continued learning, scientific research and attending training courses, specialized workshops, conferences, and seminars.
15. Teaching staff members shall compete for getting local, regional and global awards.
16. Teaching staff members shall obtain local, regional and global competitive awards
17. There shall be patents registered for the program's teaching staff members

4-2-2 Element Two: Missions / scholarships

1. The Program shall have clear policies and specific procedures relating to scholarship and missions, and shall be committed to implementing them.
2. The Program shall have agreements on scientific exchange concluded with scientific institutions in respect of teaching staff members or students, or exchange of training experience and expertise, and as regards organizing workshops, conferences and seminars.
3. The Faculty shall facilitate regional and global exchange of teaching staff and students, and shall provide suitable resources for that.
4. The Program's budget shall include clear provisions for supporting scholarships, missions and scientific exchange.

4-3 Evidence and Documents Required for the Criterion

- √ Policies, regulations and procedures in respect of scientific research, holding conferences, symposia, and innovation
- √ Documents showing cooperation agreements at the local, regional and global levels, concluded between the Faculty and other scientific institutions together with evidence of their implementation.
- √ Academic committees formed for conducting scientific research and following it up
- √ Samples of teaching staff members' research and innovations
- √ Criteria and procedures used in evaluating teaching staff members with respect to published research
- √ The Faculty's policies on scholarships, and missions, or innovations of students and teaching staff members
- √ A summary of the studies, scientific research and innovations of teaching staff members and students, their quality and the names of the periodicals in which they were published
- √ A summary of teaching staff members' role in developing and following-up the policies and practices on scholarship, innovations and scientific research, conferences and seminars
- √ Number of lectures, seminars and workshops teaching staff members attended and participated in at the local, regional and global levels
- √ Number of scientific conferences teaching staff members attended and participated in at the local, regional and global levels
- √ Statistics of the number of students on scholarships, their exact specializations and their progress in their academic studies
- √ The balance sheet and the budget of scientific research together with their regulations for the previous three years
- √ Lists of expenditure spent on supporting research carried out by teaching staff members and students in the previous five years
- √ A summary of the most prominent innovations, scientific activities and research carried out by teaching staff members, the prizes they obtained, the patents they registered and the number of projects carried out by teaching staff members in partnership with other researchers at the local, regional and global levels in the previous five years

5. Criterion Five: Financial, physical and Human Resources

Identification of the requirements needed for managing human and physical/ material resources to provide, maintain, and supervise an effective learning and teaching environment, and to acquire the skills necessary for providing, utilizing, and developing it. This criterion comprises managing human, financial and physical, technological, and communications resources.

5-1 Elements of the Criterion

1. Financial resources
2. material resources
3. Human resources

5.2. Indicators of the Criterion

5.2.1 Indicator One: Financial Resources (Educational Budget and Allocation of Resources)

1. Financial resources necessary for the program shall be provided and properly managed in terms of sound financial planning and allocation of clear budgets (for the program).
2. The Faculty shall identify the financial resources required for implementing the study plan. These resources shall be included in the University's budget.
3. The Faculty shall have adequate autonomy to control its financial resources, including submitting appropriate recommendations to reward teaching staff members in a manner appropriate for achieving previously set goals, and shall submit proofs and evidence of that.
4. The Faculty's financial documents shall indicate its stability over the previous five years, and in the event of fluctuation in the financial situation, the Faculty has to show and explain the plan drawn by its institution to deal with this financial instability.
5. The Faculty shall propose financial assistance to students currently enrolled in its programs and shall prove that there is student financial assistance planning in light of its plans and policies for future admission.
6. Availability of policies for financial allocation, procedures, revenues and expenses.
7. Ensuring responsible and transparent financial management that follows financial procedures legally in effect at the academic institution.

5.2.2 Indicator Two: physical / Facility Resources

1. Availability of sustainable and adequate facility resources to support and ensure the quality of programs and services such as buildings, teaching halls, teaching staff offices, sanitary facilities, laboratories including computer labs, technical workshops, libraries, and technical and environmental facilities, which shall be effectively utilized and comprehensively maintained in an on-going manner.
2. The facilities shall be commensurate with the number of students, shall have safety and security requirements, and shall be convenient for persons with special needs.

5.2.3 Element Three: Human Resources (Administrative Staff and Management)

1. The Faculty shall appoint qualified staff to support the implementation of the educational program and other related activities, and to ensure sound management and optimal utilization of resources.
2. There shall be an adequate number of experienced and competent teaching and administrative staff members in compliance with national and global standards to manage the Program and achieve its objectives
3. There shall be policies and procedures for attracting, appointing, tenuring promoting and upgrading staff in compliance with the Program's mission and objectives
4. There shall be opportunities for continuing professional development through conferences, workshops and training courses for teaching and administrative staff
5. 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.
6. The faculty shall have a website on the university's intranet covering all academic, educational and administrative information related to the Faculty and its departments.
7. There shall be an accountability system applied at the Faculty's academic and administrative units.
8. There shall be clear policies on the evaluation of the teaching and administrative staff

5-3 Evidence and Documents Required for the Criterion

- √ Financial planning and budget records, and proofs of financial allocation for budget items
- √ Files of physical resources, records of follow-up, and annual surveys regarding satisfaction with the facilities and services and their follow-up and improvement.
- √ Documents showing policies on, and procedures for, attraction, appointment, confirmation, promotion and upgrading, and records of on-going professional development in respect of the teaching and administrative staff
- √ Documents on the Faculty's policies and administrative and financial plans
- √ Copies of the Faculty's budget for the three years preceding the year in which the Faculty applies for the quality assurance certificate
- √ A copy of the Faculty's financial budget for the year in which the Faculty applied for the quality assurance certificate
- √ The budgets of the Faculty's financial investment projects
- √ A table showing expenditure on the student assistance fund and scholarships in the three years preceding the year in which the Faculty applied for the quality assurance certificate
- √ A table showing the Faculty's expenditure on scientific research and community service in the three years preceding the year in which the Faculty applied for the quality assurance certificate
- √ A table showing expenditure on development of buildings, laboratories and the library in the three years preceding the year in which the application for the quality assurance certificate was submitted.
- √ A table showing expenditure on for the Faculty's financial investments and projects in the three years preceding the year in which the application for the quality assurance certificate was submitted
- √ The annual or long-term plans for advancing and supporting the local health sector

6. Criterion Six: The Students

- specifying the required policies, regulations and procedures concerning students from the stage of their admission up to following up graduates affairs.

- Provision of the necessary services as required to facilitate students academic achievement and university life, using appropriate evaluation methods for measurement and classification.
- Identifying and addressing the causes of poor academic performance.

6.1 Elements of the Criterion:

1. Admission and selection policies
2. Number of students
3. Academic counselling
4. Student services
5. Graduation Requirements
6. Policies on student transfers and equivalence of courses
7. Following up Graduates

6-2 Indicators of the Criterion:

6-2-1: Element One: Admission and Selection Policies

1. The Faculty shall have a clear role in the process of student selection and admission
2. The Faculty shall comply with the laws and regulation issued by the Ministry of Higher Education, the Higher Education Council and the Accreditation and Quality Assurance Commission for Higher Education Institution (AQACHEIs) regarding admission and selection of students.
3. The Faculty shall regularly contribute to its admission policy in accordance with social, demographic and professional data, and shall comply with the institution's social responsibilities, and local community needs.
4. When establishing its admission policy, the Faculty shall take into account the relationship between student selection, the educational program, and the quality of graduates.
5. The relationship between student selection, and the educational program and the quality of graduates shall be taken into consideration.
6. The Faculty shall have specific policies that inform the process of student distribution and the different courses that are included in the Faculty's study plan.
7. There shall be a clear identification of the requirements for success in the courses offered by the Faculty.

6-2-2 Element Two: Numbers of Students

1. The number of students shall be commensurate with the Faculty's capacity throughout all instruction / education and training stages.
2. The number of students and the nature of their selection shall be regularly reviewed in consultation with stakeholders to meet community needs.
3. When determining the number of students to be admitted to the Faculty, the Faculty's capacity shall be taken into consideration. The ratio of students to teaching staff members shall not surpass (8:1) for clinical courses and (20:1) for theoretical courses.
4. When determining the number of students to be admitted to the program, the Faculty must make sure teaching and learning procedures are of high quality.
5. The program's intake capacity shall be taken into consideration when determining the number of students to be admitted to the program in accordance with the requirements of the (AQACHEIs).

6-2-3 Element Three: Academic Guidance

1. The Faculty shall provide a program to support and guide students. This program shall provide them with all information that helps them make academic decisions.
2. There shall be an academic student guidance program to provide students with guidance and awareness when they join the program and during their study, so that they take academic decisions with the help of relevant information provided to them.
3. The program shall include means for guiding students at the time of registration. This guidance shall be given by staff assigned by the Program's management.
4. The academic guidance program shall be improved in accordance with the results of evaluation and feedback.
5. Guidance shall be provided on the basis of monitoring the student's development, with his/her personal and social needs taken into consideration.
6. The Faculty shall provide new students with awareness programs about its programs.
7. The Faculty shall have a program for vocational guidance to help students in getting jobs after graduation.
8. The Faculty shall provide food services under the supervision of professional nutritionists. These services shall meet health, safety and nutrition standards.

9. The Faculty shall provide extracurricular activities that support and accelerate mental and personal development.

10. The Faculty shall issue guides or other bulletins that can be easily accessed and kept by the students. These guides shall cover the following subjects:

- The Faculty's mission and objectives
- Admission procedures and requirements
- Basic information about the programs offered by the faculty and their study plans and their courses.
- Requirements of the Faculty's programs and of granting academic degrees
- Facilities offered by the Faculty for academic purposes
- Laws and regulations in respect of students required academic processes, such as deferment, withdrawal and absence
- Opportunities available for obtaining grants, financial support or loans
- Fees and policies on, and procedures for, payment and recovery
- The Faculty's academic calendar.

6-2-4 Element Four: Student Services

1. There shall be student services compatible with the Program's vision, mission and objectives together with clear and declared procedures for evaluating, developing and upgrading these services on the basis of their outcomes.
2. There shall be qualified human resources to supervise student services
3. There shall be an effective and transparent program to provide assistance and financial support to students
4. There shall be health services, including psychological health, ambulance services and services to persons with special needs
5. There shall be food services (restaurants) for students joining the program. These food services shall be supervised by professional nutritionists and shall be in compliance with health, safety and nutrition standards.
6. There shall be a reception program for new students to acquaint them with university, faculty and program regulations and services provided. The student guide shall be distributed to the students during this reception program.
7. There shall be appropriate extra-curricular activities (relating to sports, art, culture, media ...etc.), which support and accelerate the mental and personal development of students, in a manner compatible with the program's vision, mission and objectives. The Faculty shall have the required capabilities, services, and facilities for its students.
8. Non-academic guidance shall be provided (when and if needed) on the basis of monitoring the student's development, with the psychological and emotional challenges he/she faces and his/her personal and social needs taken into consideration.

9. There shall be plans for awareness-raising and professional guidance to help students in securing jobs after graduation.
10. There shall be appropriate activities for enhancing social interaction between students and the teaching staff.
11. There shall be a student guide comprising the following subjects:
 - The Program's vision, mission and objectives
 - Admission procedures and requirements
 - Basic information about the Program, its study plans and their courses of study.
 - The Program's requirements, and the requirements for granting scientific degrees
 - Laws and regulations for procedures needed by students, such as deferment, withdrawal and absence
 - Opportunities available for obtaining grants, financial support or loans
 - Academic calendar

6-2-5 Element Five: Graduation Requirements

1. There shall be a summary of the Program's graduation requirements and a process for protecting and documenting the academic records of graduating students
2. There shall be a clear program policy in respect of substitute courses.

6-2-6 Element Six: Policy on Transfer of Students and Equivalence of Courses of Study

1. There shall be clear policies on transfer of students between universities or programs.
2. There shall be a clear policy on equivalence of courses of study.

6-2-7 Element Seven: Follow-up of Graduates

1. There shall be an office to follow up the graduates and their needs. The tasks and work mechanisms of this office shall be identified. The office shall be operated by specialized and trained staff.
2. There shall be databases on graduates and they shall be maintained and benefited from.
3. There shall be channels of communication with the graduates and employers for exchanging views in respect of the Program.
4. There shall be a mechanism for following up the performance levels of graduates in the labour market to verify the quality of the Program's outcomes and the level of realizing its vision, mission and objectives and utilizing them in improvement

6-3 Evidence and Documents Required for the Criterion

- √ Policies and procedures for:
 - students' behaviour and managing it
 - Student Rights
 - Student Responsibilities
 - The process of looking into student complaints
 - Fraud and similar offences
 - Sports activities
 - Fees
 - Refunding Fees
- √ Student Guide
- √ Copies of the mission and objectives of the organization's service units
- √ Proofs and indicators of the effects of student services provided by the institution.
- √ The Institution's publications concerning students
- √ The strategy for student services offered by the College
- √ A sample of student publications if available
- √ The Student Union's regulations or statute
- √ A chart showing student services at the University or Faculty
- √ A table of staff working in the student services programs
- √ Program publications concerning students
- √ Strategies for student services
- √ Samples of examinations and evaluation papers used in the Program
- √ Studies conducted for evaluating evaluation procedures and methods the program follows, if any
- √ The Faculty's grading system
- √ An electronic system for guiding students, if any
- √ Samples of office hours
- √ Documents of student academic, social and awareness-raising guidance.
- √ A table of student services and their staff.
- √ Questionnaires on evaluating admission policies, the guidance program, the teaching process and the services offered.
- √ Enrolled students and graduates questionnaires and data on studying the employment circumstances of graduates, and employer satisfaction with them, levels of their performance and of those getting jobs in the first, second and third years after graduation
- √ Samples of data available on graduates in the databases
- √ Documents showing the functions / terms of reference of the graduate follow-up office, the names of those in charge of it and their CVs.
- √ Conducting interviews with samples of the program's students and graduates
- √ Documents of the policies on course equivalence, transfer of credit hours and substitute courses
- √ Documents on graduation requirements
- √ Documents on review of grades

7- Criterion Seven: Interaction with the Community and National and Global Relations

- Developing principles and practices required for serving the community, including: continuing education, providing technical consultancies and specialized services and creating circumstances appropriate for their realization.
- Strengthening relations with the local and regional community organizations and the labour market
- Holding scientific, cultural, development and training fairs, seminars and conferences
- Publishing journals and other publications
- Strengthening relations with corresponding foreign institutions through concluding scientific and research agreements for participation, support and exchange of visits

7-1 Elements of the Criterion

- 1- Interaction with the community and concerned sectors
- 2- National and global relations

7-2 Indicators of the Criterion

7-2-1 Element One: Interaction with the Community and Concerned Sectors (interaction with the health sector)

- 1- There shall be a clear commitment to the relationship with the community included within the Program's mission
- 2- There shall be clear and specific policies and plans for the relationship with the community and provision of necessary resources
- 3- There shall be a clear policy between the Faculty, the Ministry of Health and the health sectors such as The Royal Medical Services, Non-government organizations and local, regional and global health institutions.
- 4- The Faculty shall provide programs and services, conduct studies and implement projects that contribute to the continuing improvement of the health sector in accordance with specific priorities and needs assessment.
- 5- Conducting surveys on the needs of Jordanian, Arab and regional health sectors to identify the problems they face and find suitable solutions for them.
- 6- The Faculty shall conduct evaluation studies to determine the impact of its projects and plans aimed at developing the health sector, and shall submit appropriate recommendations regarding them.
- 7- There shall be a mechanism for advertising, promoting and documenting relevant activities and including them in the Faculty's annual report.

- 8- There shall be mechanisms for motivating teaching staff members, administrative staff and students to participate in community activities through allocating value and weight to these activities in the mechanisms of upgrading, promotion and appreciation of participants.
- 9- There shall be activities and services related to the needs of society and its sustainable development such as programs, training courses, studies, lectures and research, which are determined through assessment studies of the real needs of society.
- 10-The local community shall be represented on the Faculty's advisory, and other, councils
- 11-Seeking physical and moral support from appropriate bodies in the community and using available physical resources of the community in serving the Faculty's students.
- 12-Promoting the voluntary work culture and practising it in cooperation between the Faculty's staff and students.
- 13-Cooperation with related trade professional associations.

7-2-2 Element Two: National and Global Relations

1. There shall be policies that govern establishing national and global relations at all levels
2. There shall be clear mechanisms for realizing cooperation at the local, regional and global levels
3. Striving to get grants and assistance from national, regional and global institutions and organizations
4. Participation in projects, studies and research with regional and global researchers and educational institutions
5. Participation in regional and global training courses, conferences and workshops
6. Availability of mechanisms and activities to attract students from various backgrounds and cultures
7. Availability of programs for exchange of teaching staff members and students with local and external higher education institutions

7-3 Evidence and Documents Required for the Criterion

- √ Surveys, studies and polls to assess the community's needs, in addition to relevant awareness-raising events and activities
- √ Documents showing the policies, plans and procedures concerning the community
- √ Studies, research and projects conducted in cooperation with the local health sector

- √ A list of the Faculty's activities provided within the framework of its service to the Jordanian health sector in the three previous years
- √ Annual statistics of the number of activities, and their budgets, initiatives, activities, studies, projects and research related to the community and the extent of benefiting from them.
- √ Documents related to documenting statistics on the number of teaching and administrative staff members, and students who participated in community service activities
- √ Documents related to the criteria for evaluating and promoting teaching staff members and other employees
- √ Bulletins targeting or involving community service
- √ The Faculty's annual reports
- √ Documents showing participation and representation of the Program's staff on community committees, boards and councils
- √ Reports on interaction and cooperation with medical institutions
- √ Statistics of the numbers of the local community members benefitting annually from the services offered by the Faculty in its field of specialization
- √ Mechanisms of selection and participation of local community members in the Faculty's consultative council and its decisions
- √ Annual statistics of the number of students from the local community benefitting from grants and student loans
- √ Documents showing the policies, plans and procedures associated with cooperation on the national, regional and global levels
- √ Documents related to offices or units within organizational structures concerned with graduates and international cooperation
- √ Samples of signed memoranda of understanding and agreements, and mechanisms for their approval, signing, follow-up, 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
- √ Documents of agreements on exchange of professors, students, joint academic programs and relevant statistics

- √ Documents on cooperation and activities held with concerned trade unions
- √ Documents and policies indicating the extent of cooperation between the Faculty and the Jordanian health sector
- √ Studies, research, and projects conducted in cooperation with the local health sector.
- √ A table of activities the Faculty carried out in the context of services it provided to the Jordanian health sector in the previous three years.

8- Criterion Eight: Program Quality Assurance

- 1- Laying down the principles and practices required for maintaining the quality desired for the Program and its outcomes by adhering to the directives and recommendations ensuing from various internal and external evaluation processes, in light of benchmarks and on a regular basis
- 2- Providing reports and statistics informed by objective studies for quality assurance
- 3- Holding training courses that address the causes of any decline in attaining the desired level of quality.

8-1 Elements of the Criterion

- 1- Commitment to improving the Program's quality
- 2- Management of the quality assurance processes
- 3- Use of performance indicators and benchmarks

8-2 Indicators of the Criterion

8-2-1 Element One: Commitment to improving quality at the Faculty

1. The faculty of Medicine, as a proactive institution, shall initiate the procedures of regular review, development, and identification of its functions for highlighting and documenting deficiencies.
2. All of the Program's teaching staff members shall participate in self-evaluation processes in the realm of their activities and shall cooperate in preparing reports, and improving performance.
3. Mistakes and weaknesses shall be recognized by those responsible for them; and their feedback information shall be used in review and performance improvement processes.

4. There shall be acknowledgment of outstanding achievements and performance improvement.
5. Performance evaluation processes shall be integrated into the normal planning processes and shall become part of them.
6. The Faculty's mission and objectives shall be adapted to suit the cultural, economic, social and scientific development of the community.
7. The study plan's elements and relations shall be amended in line with developments in biomedical sciences, social and behavioural sciences, clinical sciences, changes in demography, social, economic and cultural conditions of the community.
8. The competencies required for students upon graduation shall be amended according to the needs and environment where graduates will be working. (The emendation process shall include clinical skills and public health).
9. The recruitment policy and methods of selection shall be adapted according to the needs of human resources.
10. Admission policy and number of students shall be amended according to the changing needs, future expectations and prevailing conditions.
11. Educational resources shall be renewed in accordance with the changing needs of the Faculty, such as number of students, status of teaching staff members, the educational program, and contemporary academic norms.
12. Management principles and the Faculty's organizational structure shall be improved to keep pace with changing conditions and faculty needs.

8-2-2 Element Two: Management of Quality Assurance Processes

1. The quality assurance processes shall be totally integrated into the program's normal planning processes and in the arrangements for their implementation so that they become one integral process.
2. Evaluation processes shall:
 - be based on evidence and proofs;
 - be connected to appropriate criteria;
 - comprise pre- identified performance indicators.
 - Take into consideration independent verification of interpretation of results
3. The Faculty's quality assurance processes shall use the institution's standard forms and opinion polls tools.

4. Data on surveys of student opinions of the Program's courses and the Program as a whole, and data on surveys of opinions of graduates and employers of the Program shall be collected and analyzed.
5. Statistical data of indicators comprising distribution of grades, and the rates of students' progression and completion of study shall be kept in an easily accessible central database that is regularly reviewed and shall be included in the Program's annual reports.
6. A member of the Program's teaching staff shall be appointed to undertake the responsibility of leading and supporting the quality assurance process. This leader shall get other teaching staff members and employees involved in the activities of the quality assurance center.
7. Quality assurance procedures shall undergo regular evaluation and improvement, and shall be simplified by excluding any unnecessary requirements or actions.
8. Quality evaluation processes shall be transparent and inclusive of all criteria for making judgments. Evidence and proofs used shall be clarified.

8-2-3 Element Three: Use of Performance Indicators and Benchmarks

1. There shall be on-going data of the key performance indicators of the Faculty's academic programs as required by the educational institution.
2. The benchmarks of the Faculty's academic programs shall be approved by the higher committee or the educational institution's authorized council.
3. The formula or the form that determines the indicators and the benchmarks used in the Faculty's academic programs and in all units of the institution shall be unified.

8-3 Evidence and Documents Required for the Criterion

- √ Minutes of meetings showing the level of management of quality assurance processes.
- √ Changes in the Faculty and its programs since its inception
- √ Studies that dealt with the development, modification and effectiveness of the Faculty's academic programs
- √ Documents showing the participation of the program's teaching staff members and other staff in the quality assurance processes

- √ Documents showing the degree of appropriateness of steps taken in response to program and course evaluation processes, as well as relevant reports
- √ Results of accumulative data inspection to find out whether there was on-going improvement in planning and management, and in student learning outcomes
- √ Opinion polls or discussions with the Program's teaching staff members, other staff or students about the quality of performance reports prepared by program managers. This includes how much the evaluation processes rely on evidence and proofs and appropriate benchmarks commensurate with external standard benchmarks.
- √ The decision on establishing a unit or centre concerned with quality at the level of the institution, faculty or program, as the case may be, and on the appointment of a program teaching staff member to undertake and supervise the functions of quality assurance.

Annex 1

Teaching Hospital Standards and Specifications

Foreword

A teaching hospital is a scientific centre that provides clinical training to students of medical faculties at the bachelor's and higher education medical specialties and studies to acquire skills and knowledge on how to deal with patients. Accordingly, an educational environment that is suitable for this function must be made available. Moreover, medical education shall be one of the main foundations of this hospital within the vision, mission and values on the basis of which it operates. If this hospital is designated as a "university hospital", this designation shall be restricted to teaching hospitals owned and managed by the University, and shall follow in its by-laws and governance the by-laws of the University to which the Faculty of Medicine belongs. This applies to the by-laws of teaching staff who are practitioners at the hospital. In all situations, a teaching or university hospital shall strive to achieve the following:

Teaching Hospital's Mission and Objectives:

A hospital must have a clear mission, and objectives that reflect its commitment and educational and research orientation.

Conditions to be met by a teaching hospital:

1. Number of beds

Beds may not be less than 200.

2. Specialties

Availability of the following essential specialties:

- a. Internal diseases and their various specialized branches
- b. Paediatric diseases and their branches
- c. Gynaecology, Obstetrics and their branches
- d. Surgery and its various branches

The proportion of those who have branch specialties shall not be less than (80%) of the staff of any department.

3. Medical and Training Staff

A sufficient number of medical staff shall be made available, as follows:

- a. At least two full-time specialist doctors for each 20 beds or one full-time specialist and two part-time specialists, with the ratios stipulated in the accreditation criteria of the medical faculties for each specialization taken into account.
- b. The minimum scientific qualification of the specialist referred to above shall not be less than the Jordanian Board in the precise specialization or its equivalent. As a minimum, he/she must also have a teaching experience in the precise specialization or equivalent for no less than (3) years after receiving the Jordanian Board.
- c. The number of full-time specialists shall not be less than (4) specialists in each of the following essential specialties: internal medicine, surgery, gynaecology and paediatric diseases, and not less than two full-time specialists in each of the other specialties, regardless of the number of beds allocated to each specialty.

4. Laboratories

a. Two types of laboratories shall be made available, as follows:

- Clinical pathology, including: Blood bank, bacteriology, biochemistry, immunology, molecular pathology, heredity and endocrinology.
- Anatomic pathology

There shall be at least two full-time specialist doctors at each laboratory, or one full-time specialist and two part-time specialists. The scientific qualifications shall not be less than the Jordanian board degree in the specialization.

- b. The laboratory shall be an active participant in a quality assurance program outside the hospital (local or international).
- c. The laboratory shall be equipped to do the biopsy frozen section test.
- d. The laboratory results shall be issued by the laboratory's specialist doctors.

5. Radiology

- a. Availability of a permanent radiology department that meets the following requirements:

The equipment to be provided:

- Normal X-ray
 - Ultrasound
 - MRI equipment
 - Portable X-ray equipment
 - Nuclear medicine devices
 - Cardiac and cardiac catheterization equipment
- b. Offering reporting services continually and periodically
- c. round the clock Provision of Radiology Services round the clock
- d. Availability of no less than five specialists in the various radiology specialties, the scientific qualification of whom shall not be less than the Jordanian Board degree in the specialty.
- e. Availability of a section for Radiology quality and control.

6. Intensive Care

- a. Availability of beds for intensive care and prematurity, at the rate of one ICU bed for each 15 regular beds, and the number of beds shall be commensurate with the total number of hospital beds.
- b. Availability of Gastrointestinal Endoscopy and Respiratory system endoscopy
- c. Provision of the following necessary equipment:
- Recovery devices
 - Respirators
 - Central monitoring devices
 - Blood Gas Meters
 - A defibrillator
- d. Availability of a trained nursing team at the rate of one nurse (male or female) for each bed in each shift round the clock.
- e. Availability of a 24-hour resident doctor who works under the supervision of an intensive care specialist. If this is not possible, this resident doctor may be supervised by a full-time specialist who has at least a branch specialty

and with a scientific qualification not less than the Jordanian Board degree or equivalent.

7. Emergency

Preparing an emergency department that meets the following criteria:

- a. Availability of necessary devices (recovery, electric shock)
- b. Availability of an Emergency Operations Room
- c. Availability of some beds for short-term monitoring
- d. Availability of a plan for dealing with major accidents
- e. Ease of transferring patients to the Radiology Department is to be kept in mind.
- f. Availability and implementation of an emergency patient classification system
- g. Availability of resident doctors for the various major specialties around the clock to supervise patients at the emergency department. These shall work under the supervision of at least one specialist doctor who has an emergency or a surgical or internal medicine specialty and has the Jordanian Medical Board degree in the specialty or its equivalent.
- h. Availability of a Cardiopulmonary resuscitation team with an adequate staff operating round the clock.

8. Surgeries

A number of rooms shall be provided and equipped as follows:

- a. Availability of operation rooms at the rate of (4) rooms for each 100 beds, providing that the total number of rooms shall not be less than (8).
- b. Each room shall be equipped as follows:
 - Bio-mark Monitoring Devices
 - The equipment necessary and required for the specialty
 - Radiology Equipment (screen)
- c. The nursing staff of each room shall be (3) nurses (males or females) with their assistants
- d. Availability of a suite for post-surgery recovery

9. Records

Availability of a medical record department, equipped as follows:

- a. Electronic or paper records

- b. Availability of a system for file entry and retrieval
- c. Availability of a system to maintain the confidentiality of information
- d. Availability of a special committee on files with the following functions:
 - On-going review of policies
 - To review files and ensure complete documentation of their information
 - To approve the medical file forms

10. Standing committees

- a. The hospital shall have the following committees:
 - Professional and Academic Affairs Committee
 - Mortality and Morbidity Committee
 - Medical Records Committee
 - Infection Control Committee
 - Treatment and Therapy Committee
 - General Safety Committee
 - Ethics Committee
 - Blood Bank Committee
 - Quality Committee
 - Tissue Committee
 - Operations Committee
 - Disaster Committee
- b. These committees shall have a general framework for their business and terms of reference.
- c. These committees shall meet periodically and their meetings shall be documented through individual minutes of meetings for each committee.

11. Quality

The hospital must get at least one (local or global) quality certificate within three years and, also, must fulfill the following:

- a. Availability of a quality committee
- b. Availability of key quality indicators for the various units
- c. Availability of an administrative staff familiar with quality

12. Scientific Research

The hospital must be committed to supporting scientific research in terms of:

- a. Availability of a committee to review scientific research
- b. Availability of a committee on scientific research ethics (Institution Review Board)
- c. Allocation of no less than 5% of the hospital's budget to support scientific research

13. Continuing Medical Education

- a. Having a regular scientific activity on a daily or weekly basis carried out by scientific departments
- b. Holding one scientific activity at least (conference or workshop) per year
- c. It is preferable to have a clinical skills laboratory for training purposes
- d. Association with a local or external academic institution

14. Medical Waste

The hospital must meet the following requirements:

- a. Availability of a clear policy and plan on medical waste?
- b. Optimal handling of medical waste in terms of collection, transport, incineration or disposal
- c. Handling human organs in accordance with the prevailing legal, religious and ethical standards

15. Planning

A teaching hospital must meet the following requirements:

- a. Availability of a clear strategic plan
- b. Availability of a disaster plan to deal with large surrounding incidents
- c. Availability of a clear evacuation plan (general safety plan)
- d. Availability of a clear plan to get water, electricity and medical gasses
- e. Availability of educational and training programs to qualify for the Jordanian Medical Board examination

16. Teaching Halls and Aids

- a. Availability of a large auditorium with a capacity of no less than (250) seats
 - b. Availability of appropriate branch halls at each floor
 - c. Availability of the necessary teaching aids in each hall

17. The Library

The hospital must have a library that meets the following requirements:

- a. Availability of a minimum of one electronic database
- b. Books and periodicals in addition to dictionaries and encyclopaedias (information resources). The following resources shall be made available:

First: Books

- Provision of at least five different titles for each course included in the study plan, with no less than two copies of each title
- Provision of at least 50 titles of advanced books in different fields of the specialization
- Subject to the above, the total number of titles must not be less than 300.
- The books, references and periodicals shall be in English.
- The Faculty shall provide all necessary references, and at least 50% of the books held by the library shall be recent editions issued within the last two years.

Second: Periodicals

- Provision of ten periodicals in the field of the specialty of the department and five periodicals in the field of each specialization included in the department, both paper and electronic, for at least the last five years. In the case of electronic subscription, the hospital shall provide students with the possibility of obtaining printed copies of the research they need.
- Availability of clear lending programs that allow benefiting from references and periodicals

- Provision of ten computers connected to the world web to benefit from global medical research, with agreements authorizing this.

18. Governance

The Teaching Hospital:

- a. The deans of the medical and health faculties shall be responsible for the academic affairs of medical students and training them at the teaching hospital in coordination with the heads of departments.
- b. The head of the medical department must be a full-time hospital staff member and shall be appointed in coordination between the dean of the faculty of medicine and the executive director of the hospital.

The hospital shall be managed by:-

- a. A general Manager: Responsible for all hospital affairs
- b. A medical Director: Responsible for professional, health and medical affairs. He/she must be a doctor specialized in one of the medical branches, qualified at the level of department heads. His/her appointment shall be subject to the approval of the president of the university that has an agreement for training its students at that hospital.
- c. Managing Director: Responsible for administrative, financial and service affairs
- d. The hospital shall have a board of directors in accordance with applicable legislations.