

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

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

**2021**

## **Preface**

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

Besides, Jordanian pharmacy faculties 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 self-assessment at Jordanian pharmacy faculties will provide the Commission with their comments and suggestions on the content of this Guide to enable the Commission to modify and update it in future editions.



**His Majesty King Abdullah II Bin Al Hussein**



**His Royal Highness Prince Hussein Bin Abdullah II**

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## **1- Criterion One: Strategic Planning**

The importance of university strategic planning is due to its contribution to achieving its educational goals. Therefore, the Faculty has to undertake a systematic planning process for continued facilitation and improvement of its mission and objectives. The Faculty's plan and planning processes shall benefit from the support and cooperation of the university's administration. The Faculty's evaluation of the degree of realizing its vision, mission and goals, and methods followed for that must be continuously evaluated. The outcomes of evaluation shall be used as a basis for subsequent and ongoing planning and evaluation procedures to identify areas of strengths and improvement through analysis of gathered data and information. Accordingly, the institution shall amend its policies, objectives and procedures, and distribute its resources accordingly. There are two sub-criteria that fall under this criterion. Following is a presentation of the elements of these criteria, their indicators, and evidence and documents required to achieve them.

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

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

1. Vision
2. Mission
3. Objectives

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

1. Accuracy and clarity of formulation
2. Methodology of preparation
3. Compatibility, harmony and appropriateness between the university's vision and mission
4. Means and tools of review, follow-up and evaluation
5. The Faculty shall document the procedures for the preparation and review of the vision and mission.
6. A large group of concerned people, such as the Faculty's Dean, teaching staff members, faculty councils, students, representatives of the local community and the concerned health institutions shall take part in the formulation of the faculty's vision, mission, and objectives.

7. The Faculty's vision and mission shall reflect its practical and educational objectives that lead to qualifying graduates and providing them with scientific competence.
8. The Faculty's objectives shall be consistent with its vision and mission and based on its human, material and financial resources.
9. The Faculty's vision, mission and objectives shall be clear, declared and well known to all concerned.
10. The Faculty shall periodically review its mission and objectives for the purpose of improvement and development in light of modern developments.

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

- √ Minutes of meetings, decisions, recommendations and surveys related to the formulation of the educational vision, mission and goals of the Faculty of Pharmacy
- √ An official document showing the Faculty's vision, mission and objectives, and the date of their adoption by the competent councils.
- √ The committees, forms, and mechanisms followed in preparing the faculty's vision, mission and goals;
- √ Evidence of disseminating the Faculty's vision and mission through various venues to academicians, administrators, students and the local community
- √ Meetings, questionnaires, and tools used for the purpose of review and evaluation

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

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

1. Analysis of the internal and external environment
2. The domains of the Faculty's strategic plan
3. The strategic objectives
4. The implementation Plan
5. The risk management plan
6. Performance Indicators
7. Benchmarking

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

1. The Faculty shall assess its current situation and identify its strengths, weaknesses, risks, and opportunities for possible improvement
2. The plan shall be a strategy that sets improvement priorities and a suitable sequence for each action that must be done to get the best results
3. The Faculty shall use the results of on-going planning and evaluation processes to identify its priorities for improvement and development.
4. There shall be a clear definition of the Faculty's planning, evaluation and development activities (Teaching, scientific research, community service), in line with its vision, mission and objectives. Procedures appropriate for that shall be developed and implemented with the participation of all stakeholders
5. The implementation of the Faculty's strategic plan shall be monitored and achievement of the objectives ensured (medium term and long term).
6. The strategic plan shall be reviewed, developed and amended; corrective decisions shall be taken as required in response to developments that take place at the time of implementation and in accordance with changing circumstances, the outcomes of evaluation and review processes.
7. The risk assessment and management process shall constitute a major component of the planning strategies, and appropriate mechanisms shall be put in place to assess risks and alleviate their effects when they materialize.
8. The strategic plan shall be linked to the information management systems that provide regular feedback on all on-going actions and on the progress made in the implementation of strategic initiatives through performance indicators.
9. The strategic plan shall thoroughly and realistically take into consideration, the internal and external environmental factors that have a bearing on the development of the Faculty.
10. All concerned parties shall be informed of the improvements made at the Faculty.
11. An executive plan and an annual budget for the Faculty shall be developed.

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

- √ A mechanism for identifying the elements of the internal and external environment
- √ The Faculty's implementation plan for the last three years and the date of its approval by the competent councils

- √ The Faculty's annual budget for the last three years and its date of approval by the competent councils
- √ Participation of the various councils in approving the Faculty's annual budget
- √ Improvement plans based on the Faculty's evaluation and analysis of its outcomes
- √ Minutes of meetings and decisions related to the preparation of the Faculty's implementation plan
- √ Minutes of the meetings, mechanisms and means related to following up the strategic plan
- √ The committees formed, and forms and mechanisms followed in the preparation of the Faculty's strategic plan
- √ Evidence in support of the Faculty's evaluation and analysis of its outcomes, such as:
  - Objectives, performance indicators, implementation plans and the outcomes of their evaluation
  - Studies conducted to follow up on the progress of enrolled students
  - Studies conducted to follow up graduates and their employment circumstances
  - Studies conducted on the effectiveness of the programs offered by the Faculty
  - Outcomes of surveys on the Faculty's student and staff satisfaction
  - Outcomes of surveys on employer satisfaction with graduates
  - Studies showing the Faculty's future needs

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

Governance represents the general framework of any educational institution or faculty, as it represents the set of laws, regulations and decisions that help in making decisions, taking actions and in identifying clear and specific roles for the staff within any organization on the basis of a high level of transparency and monitoring, in order to achieve quality and excellence in the performance of the Faculty. There are three sub-criteria that fall under this criterion. we will discuss each criterion separately in terms of the elements, indicators, evidence and documents necessary to for achieving its as indicated below

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

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

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

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

1. The Faculty shall fully and accurately abide by the law of the university.
2. The Faculty shall apply all by-laws of the Accreditation & Quality Assurance Commission for Higher Education Institutions.
3. The Faculty shall effectively apply all by-laws and regulations with a view to alleviating crises.
4. The duties of the Faculty's governance board shall be clearly defined, and an organizational structure and job description for all faculty posts shall be made available.
5. The Faculty shall provide clear and permanent mechanisms for evaluating the policy, and decisions of the Faculty's councils and the performance of their chairpersons.
6. The Faculty's governance board shall form committees as necessary for its work and shall implement plans with the participation and representation of teaching and administrative staff members, students and the local community.
7. The governance board of the Faculty, its teaching and administrative staff and students shall be aware of the tasks and the roles assigned to each of them as specified in the Faculty's laws and by-laws.
8. Administrative performance and policies shall be reviewed periodically, and appropriate amendments shall be made to ensure attaining the Faculty's vision, mission and objectives effectively and efficiently.
9. Transparency shall be adopted in carrying out the Faculty's business / work.

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

- √ The Faculty's legislation booklets / manuals
- √ The Faculty's by-laws and regulations guide / manual
- √ Samples of minutes of meetings of the Faculty's councils
- √ Decisions issued by the governance board

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

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

1. Organizational structure
2. Governance board
3. Tasks and responsibilities
4. Job description
5. Performance evaluation and accountability

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

1. The responsibilities of the Faculty's academic leadership, and the educational program shall be clearly defined.
2. There shall be clear and specific policies and procedures for selecting the Faculty's academic leadership.
3. Ensuring that the Faculty's council shall set policies consistent with its mission to assure the quality of the programs and educational services provided to students and the resources necessary for supporting them.
4. The Faculty's academic leadership shall effectively evaluate the implementation of its plans, achieving its tasks and realizing its objectives.
5. The Dean of the Faculty shall be a professor of pharmaceutical medical sciences dedicated to full-time administrative and academic work.
6. Faculty members and administrative staff shall participate in drawing the Faculty's policy, planning, and budgeting as per their areas of responsibility and competence.
7. Students shall be allowed to present their complaints individually or collectively with due respect, for privacy, and confidentiality. Solutions for these complaints shall be provided in due time without delay.
8. The Faculty shall adopt superior and peer evaluation for its faculty members.
9. Responsibilities, duties, and both behavioural and ethical practices of the Dean shall be well-defined and known to all stakeholders.
10. The Faculty shall appoint a chairperson in the field of specialization with a minimum of three years of teaching experience. It shall also provide an office for him and also a full – time secretary.
11. The Faculty shall have full autonomy in designing its study plans in accordance with the legislation in effect at the educational institution.

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

- √ Laws, by-laws, and regulations in effect at the educational institution to which the Faculty belongs
- √ The Faculty's organizational structure and the changes made into it in the previous three years

- √ A job description of all posts comprising their responsibilities and duties
- √ Samples of the minutes of meetings of the Faculty Council and the department councils for the previous three years
- √ Documents on the Faculty's policy and financial and administrative plans
- √ A directory of the names of persons on the Faculty's governance board, and their curricula vitae
- √ The policies, regulations and procedures concerning the affairs of teaching and administrative staff and their appointment criteria.
- √ A description of the Faculty's committees, their functions, tasks and membership
- √ Samples of performance evaluation reports in respect of the governance board members
- √ Documents relating to the procedures for appointing members of the governance board
- √ Mechanisms and procedures for following up and carrying out the responsibilities and duties assigned to the Faculty's Dean, his deputies and heads of departments

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

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

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

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

1. Applying transparency in implementing all governance criteria
2. Measures for attaining justice and equal opportunities
3. Principles of procedures for incentives and handing down disciplinary penalties
4. Grievances and follow-up procedures.

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

- √ Files of appointment, promotion and termination of services of administrative and technical staff
- √ Evidence of the follow-up on grievance cases
- √ Sabbatical leave files
- √ Files on scholarships and training courses
- √ Documents showing the participation of the various councils in approving the Faculty's academic, professional and technical programs and scientific degrees and certificates
- √ Documents showing the participation of the various councils in the review of all issues relating to accreditation, quality assurance and approving their requirements
- √ Documents showing the participation of the various councils in the recruitment of highly competent teaching staff members, indicating the academic background of each specialization and the criteria of appointment

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

The academic program criterion represents one of the important criteria to ensure getting university accreditation, which cannot be achieved by any educational institution unless it has clear goals and regulations that are consistent with its educational mission and ensure its ability to continue attaining the educational mission and its desired objectives. This helps in coping with the demands of this century, and in gaining the satisfaction of the local and global communities with the university outcomes, which determines the sustainability or unsustainability of the institution. There are three sub-criteria that come under this criterion. We will discuss each criterion separately in terms of its elements, indicators, evidence and the documents necessary for realizing it.

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

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

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

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

1. Policies on admission and graduation
2. Policies and procedures on transfer of students and equivalence of courses
3. Integrated relationship between faculty members and staff working at the library and databases
4. Disseminating the expected learning outcomes of the Faculty's academic programs
5. The Faculty's programs and courses of study shall be consistent with the general philosophy of the Kingdom, and shall realize its mission, objectives, student and community needs and the requirements for the development of its students' personalities.
6. There shall be policies on student admission to the Faculty.
7. The faculty shall specify the conditions of admission to its program.
8. The Faculty shall ensure the clarity of the different roles and responsibilities of parties participating in the design and review of its programs, including (departments, department councils, faculties and sectoral committees ... etc.).
9. Educational media used (at the Faculty) shall be informed by the Faculty's objectives and educational content, take into consideration individual differences, stimulate learners' senses, and shall also be inexpensive, obtainable, etc.
10. The Faculty shall make available the required manuals and guides that clearly demonstrate the regulations governing the educational programs and the admission and withdrawal procedures.
11. A comprehensive evaluation should be made to all proposals on introducing new programs or on making significant changes to existing programs. After that, these proposals are to be approved by the Higher Academic Committee.
12. The Faculty shall have student academic counselors
13. Reports shall be periodically prepared on the general standard of program quality at the Faculty as a whole (once every three years, by way of example),
14. The Faculty shall pay attention to the compatibility of its programs with community needs, the labour market and the requirements of knowledge development.

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

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

- √ The Faculty's Guide
- √ The program's detailed plan
- √ Information leaflets and guidance manuals
- √ Forms and files of student admission, graduation, transfer and equivalence of courses
- √ Procedures and evidence of introducing and developing programs at the Faculty
- √ Studies and surveys on program effectiveness
- √ Minutes of meetings of Faculty committees and boards
- √ Correlation matrix of goals and learning outcomes

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

#### **3-2-1 The study plans include two key elements:**

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

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

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

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

1. The level of the study plans shall be compatible with the Faculty's vision, mission and goals.
2. Study plans shall include analysis, synthesis, reasoning and application skills.
3. study plans must make a balance between specialization subjects and general subjects.

4. There shall be clear, documented and declared specifications for the study plans and courses of study.
5. Policies and procedures for periodic evaluation and development of study plans
6. Opening communication channels with several Arab and foreign universities to exchange experience and expertise in new developments relevant to the Faculty's development.
7. The Faculty shall provide an adequate number of well-qualified teaching staff members to implement the study plans.
8. Provision of academic counseling to the Faculty's students
9. Compatibility of study plans with community needs, the labour market and the requirements for the development of knowledge shall be clearly stated.
10. Policies and procedures for following up the quality assurance of the inputs, processes and outcomes of programs offered in the Faculty.
11. The extent of compatibility between the qualifications of Faculty members and areas of specialization in the Faculty

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

(In addition to the indicators of the undergraduate program)

1. The Faculty's programs and courses of study shall be consistent with the general philosophy of the Kingdom, and shall realize the Faculty's mission, objectives, student and community needs, and the requirements for the development of its students' personalities.
2. The Faculty shall provide regulations and instructions for the graduate program.
3. Setting standard accredited academic criteria for admission of students to the graduate program (Master's and Doctoral).
4. The Faculty's graduate program shall fulfill community needs and meet modern academic requirements.
5. The Faculty shall use various evaluation methods for those enrolled in the graduate studies.
6. The Faculty's academic departments shall commit themselves to distributing supervision of theses in accordance with the specialization of the thesis supervisor.
7. Adherence to the timeframe for obtaining graduate studies degrees
8. Provision of scholarships to the outstanding students of the graduate studies program

9. The Faculty shall provide procedures to follow up and evaluate the performance of graduate students before and during registration for graduate degrees.
10. There shall be Policies and procedures for the graduation requirements for the higher diploma, and the Master's and Doctoral programs, such as: the preliminary examination for the doctoral programs, and the comprehensive examination for the Master's program.
11. Instructions and procedures for the preparing scientific dissertations and theses
12. Availability of an adequate number of full-time qualified and experienced teaching staff members commensurate with the program areas offered.

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

#### **■ Evidence and Documents Required in Respect of the Bachelor's Program**

- √ Samples of study plans and their objectives
- √ Tools and procedures used for developing study plans
- √ Student Guides
- √ Minutes of meetings of committees and councils
- √ Statistics on the numbers of teaching staff members, their scientific ranks and specialties
- √ Regulations and procedures for testing and grading
- √ The forms used in the academic guidance of students
- √ Evidence of follow-up on the quality assurance of the programs offered
- √ Statistics on the number of students benefiting from student exchange programs with other universities

#### **■ Evidence and Documents Required in Respect of the Graduate Program**

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

Evidence related to the graduate programs:

- √ Guides for the preparation of dissertations and theses
- √ Regulations and procedures for testing and grading in respect of graduate studies

- √ Providing Evidence and procedures for conducting preliminary (prelims) and comprehensive examinations, keeping samples thereof and documenting their results
- √ Statistics on the number of students benefiting from grants and scholarships offered to the post-graduate students

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

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

1. Evaluation of student performance
2. Evaluation of teaching staff members' performance
3. Graduates and the labour market

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

1. Policies and procedures of the process of student performance evaluation
2. Policies and procedures of the faculty members evaluation process
3. Compatibility and consistency between educational outcomes and the labour market requirements
4. Cooperation agreements on the training of students
5. Evaluation of the Faculty on the basis of measurable objective criteria and indicators, whether quantitative, qualitative or both.
6. Student evaluation methods shall be consistent with intended learning outcomes.
7. Student evaluation methods shall be diversified (written tests, oral tests, performance tests, reports, projects ..... etc.).
8. The Faculty shall design tests to measure the level of students' skills and knowledge.
9. The Faculty shall evaluate learning through outcomes proficiency examinations for the purpose of self assessment and improvement.
10. Student evaluation shall be informed by on-going evaluation, and the final examination
11. The Faculty shall provide objective criteria for evaluating the performance of teaching staff members and their assistants.

12. There shall be documented procedures for improving teaching and learning effectiveness in light of the outcomes of the comprehensive evaluation.
13. The Faculty shall set the specifications for its outcomes in light of requirements of the international standards

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

- √ Surveying students' opinions concerning the educational outcomes
- √ Surveying teaching staff members' opinions concerning learning outcomes
- √ Studies on the labour market, and satisfaction of graduates and employers
- √ Plans for on-going improvement
- √ Samples of agreements and partnerships

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

This criterion constitutes an essential dimension that contributes to the development and distinction of the Faculty and the integration of the relationship between faculty members and students. Both theoretical and applied scientific research is the engine for developing or modifying theories and using them in the transfer of knowledge and technology as well as in meeting community development needs as well as the development needs of production and service sectors.

Sending people on scholarships contributes to qualifying and empowering faculty members, provides them with new knowledge and skills that enhance the educational and research outcomes and helps in sustaining the Faculty. An outstanding faculty of Pharmacy provides an appropriate environment that encourages artistic and literary innovations, patents and pilot / entrepreneurial projects. There are three sub-criteria that come under this criterion. Following is a description of the elements of these criteria, their indicators, and the evidence and documents required to achieve them.

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

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

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

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

1. Policies, by-laws, regulations, instructions and procedures in respect of support and publication of scientific research
2. Provision of financial, physical and media support as necessary for conducting research and writing and publishing books in order to enhance scientific research in the Faculty.
3. Research papers published in refereed and specialized journals and conferences
4. Regulations and procedures related to granting incentives and merit awards
5. The role and responsibilities of committees and councils concerned with scientific research
6. The extent of benefit obtained by graduate students from supported scientific research projects
7. The extent of benefit obtained by the local community, and production and service sectors from supported scientific research projects
8. The Faculty shall identify its research needs and priorities, including the research interests of its teaching staff, in addition to possible fields of cooperation with various local and global organizations and institutions, provided these priorities are in line with the Faculty's vision, mission, and objectives.
9. The Faculty shall have a policy on strengthening the relationship between scientific research and education.
10. The Faculty shall document tools of research, and research priorities.
11. The interaction between educational activities and research shall be reflected in the curriculum and teaching methods in use.

12. The study plans shall include courses that contribute to preparing students who can take part in research and research development.
13. Teaching staff members shall be given academic freedom to conduct research and scientific studies in a manner that serves the Faculty's vision, mission and objectives and reflects on planning, development and improvement.
14. The Faculty's teaching staff members shall participate in research capabilities development programs.
15. The Faculty shall demonstrate a clear commitment to the policies and procedures related to scientific research, participation in local and international conferences and encouraging innovation. It shall also support participation in joint projects and research in cooperation with local or global strategic partners.

#### **4-1-3 Evidence and Documents Required for Sub-criterion One**

- √ There shall be an annual plan for scientific research
- √ Criteria and forms used in supporting scientific research projects and monitoring their implementation
- √ Criteria and forms used in supporting the publication of research work and authoring of books and other manuscripts
- √ Annual statistics on supported research projects and the amounts spent thereon
- √ Annual statistics on the number, nature and areas of the research published in refereed and specialized journals and conferences
- √ Annual statistics on published research derived from higher education dissertations
- √ Scientific research projects that meet the development needs of the local community and the productive and service sectors
- √ Statistics on the number of conferences, seminars and scientific workshops held annually by the Faculty
- √ Agreements concluded with educational institutions and research centres inside and outside Jordan
- √ Minutes of meetings of concerned committees and councils

- √ Samples of research projects and books written by teaching staff members and published, or approved for publishing, together with the mechanisms for documenting them within the university
- √ Annual expenditure on each individual scientific research element
- √ Annual expenditure on awards and merit incentives
- √ Policies, regulations and procedures relating to scientific research, innovation, and holding of conferences, and symposia
- √ 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 scientific research purposes and follow-up
- √ Samples of teaching staff members' research and innovations
- √ The criteria and procedures used in the evaluation of teaching staff members with respect to published research
- √ A summary of faculty members and students studies, scientific research and innovations, their quality and the names of the periodicals in which they were published.
- √ A summary of teaching staff members' role in the development and follow-up of the policies and practices on scholarships, innovation and scientific research, conferences and seminars
- √ Number of conferences held at the Faculty during the previous three years, and the number of conferences attended by teaching staff members at the local, regional and global levels
- √ The balance sheet and the budget of scientific research for the previous three years and their regulations
- √ Lists of the amounts spent on supporting research carried out by teaching staff members and students in the previous five years

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

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

1. Scholarships for getting Master's and Doctoral degrees
2. Research and development training courses

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

1. Availability of a declared policy and an integrated plan on scholarships
2. The regulations and instructions on scholarships
3. Transparency and fairness in the selection for scholarships
4. Follow-up of persons on missions in respect of their academic studies
5. Instructions and procedures related to conducting and participating in training courses
6. Extent of consistency of training courses with the teaching and research needs of faculty members
7. The role of the concerned committees and councils
8. Expenditure on scholarships and training courses
9. The Faculty's budget shall include clear provisions on supporting scholarships and educational exchange.
10. The Faculty shall have clear policies and specific procedures on scholarship and missions, and shall commit itself to implementing these policies and procedures.

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

- √ Annual plan for scholarships
- √ The criteria and forms used in sending people on academic missions and scholarships
- √ Mechanisms for following up the persons sent on scholarships and evaluating their performance
- √ Annual statistics on the number of persons sent on scholarships, their precise specialties, the universities they are attending and their progress in their academic studies.
- √ Annual expenditure on missions / scholarships
- √ Agreements concluded with universities and other institutions for getting scholarships
- √ Annual statistics on the number of persons participating in training courses inside and outside the university

- √ Annual expenditure on training courses
- √ Faculty policies and procedures concerning sending students or teaching staff members on scholarships or other missions.

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

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

1. Patents

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

1. Regulations and procedures related to the registration of patents and protection of intellectual property
2. Expenditure on innovations of all kinds
3. The role of the committees and councils concerned with innovation

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

- √ Criteria and forms used in documenting patents
- √ Annual statistics of patents registered locally and globally
- √ Separate annual expenditure on each element of creative works
- √ Mechanisms for following up the implementation and evaluation of innovations of all kinds
- √ Minutes of meetings of committees and councils
- √ Samples of certificates of patents and other scientific innovations

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

The importance of this criterion is due to the fact that it constitutes the environment hosting all activities and tasks undertaken by the Faculty such as teaching, learning, scientific research and community services. It also comprises the environment hospitable to human resources, which make up the Faculty's family including students, academics, researchers, and administrators. Therefore, the healthy condition and good quality of this environment is one of the foundations for which the Faculty must develop efficient plans for sustaining, monitoring and

improving and for implementing measures that ensure implementing these plans and monitoring them on a regular basis.

Perhaps one of the main criteria for ensuring a high quality sound university environment, is to ensure availability of the required financial resources, in addition to good management in terms of sound financial planning, drafting clear budgets for the activities of the Faculty and its tasks consistent with its vision and mission, and to develop plans that can secure these, financial resources within or outside its academic resources and to lay down plans for managing potential risks. The Faculty shall also ensure accountable and transparent financial management that follows established financial procedures.

When considering the financial and human resources provided by the Faculty, it is not enough to look for the adequacy of these resources in terms of number and availability, but focus must be on efficiency and expertise, which should be used in achieving the tasks undertaken by the University, whether academic, research or related to community service. Focus shall also be on the plans laid down by the Faculty to monitor the performance of these resources and to assure their quality. Special attention must also be paid to the procedures followed by the Faculty for on-going improvement, both in terms of on-going modernization of material resources or upgrading and development of human resources through programs for the development of their skills and competence.

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

## **5-1 Sub-criterion One: Financial Resources**

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

1. Financial Planning and Budgeting

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

1. Financial planning policies and procedures
2. Budget preparation policies and procedures
3. The faculty shall identify the financial resources required by the various councils and include them in the university's budget in a manner that ensures coverage of the Faculty's needs, including implementing the study plan.

4. The Faculty shall provide evidence proving the availability of appropriate and adequate financial resources to support its educational programs and services in a manner consistent with its vision, mission and objectives.
5. The Faculty shall fully control all its expenditures, and the Dean of the faculty shall submit regular reports to the institution's governance board about the Faculty's future expenses and needs.

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

- √ Financial planning and budgeting records
- √ The Faculty's budget for several previous years
- √ External financial audit reports for several previous years

### **5-2 Sub-criterion Two: Material Resources**

#### **5-2-1 Elements of Sub-criterion Two**

1. Academic elements
2. Research elements
3. Administrative elements
4. General services
5. Sources of information

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

1. The faculty shall have a committee for quality control and management, and a committee for the development of faculty members and employees.
2. The faculty shall provide all educational and training laboratories and units required for the academic programs and their plans, in addition to a computer laboratory equipped with modern computers provided with modern programs, linked to the university library and connected to the internet to promote online learning
3. The teaching staff members and students must be able to use information and communication technologies for self-learning, to access information, to deal with patients and to work within the health-care system.

4. Teaching and learning facilities allocated to teaching and educational functions shall be sufficient for implementing these functions effectively.
5. There shall be clear, well identified, declared and periodically reviewed policies and procedures for selecting of technical and administrative staff for the Faculty. These policies and procedures shall be used for cover evaluation, promotion, and termination of staff services.
6. The responsibilities, duties, and behavioural and ethical practices entrusted to the technical and administrative staff shall be well defined, and shall contribute to achieving cooperation between different departments and units.
7. There shall be an accountability system applied at the academic and administrative units of the Faculty, and the Faculty shall carry out official and regular evaluation of its technical and administrative staff.
8. The faculty shall provide training and development opportunities for the professional growth of its technical and administrative staff.
9. The salaries and incentives offered by the Faculty to its technical and administrative staff shall be appropriate for attracting and retaining them at the faculty in compliance with its vision, mission and objectives.
10. The Faculty shall make available the resources, learning grounds and facilities appropriate for staff and students, such as classrooms and practical training grounds.
11. Teaching facilities shall be furnished in a manner appropriate for the requirements of work, study and research that may be carried out by students, teaching staff members and other faculty staff.
12. Teaching and learning grounds shall allow easy access for persons with special needs. Teaching grounds management, operation and maintenance shall be appropriate to ensure sustainability of quality and safe use to support the educational programs and their teaching services.
13. The Faculty shall guarantee provision of all safety procedures.
14. There shall be plans and mechanisms for periodic maintenance of the laboratories to ensure sustainability and validity of their equipment and to ensure their complete good quality and safe use in carrying out their function.
15. The laboratories shall be supervised by qualified technical staff.
16. The laboratories shall have the necessary tools and devices as per general and special discipline accreditation criteria.
17. The Faculty's holdings of information technology devices and tools and information sources shall be sufficient and effective as regards quality,

quantity, diversity and modernity, and shall also meet the requirements of the Faculty's academic programs and plans.

18. The laboratory materials shall be used, stored and destroyed in accordance with special specific regulations.
19. The Faculty shall have a clear policy on the use of information and communication technology in its educational programs.
20. Learning resources such as books, databases and periodicals shall be diversified.
21. The Faculty shall pay due care to providing a number of references, refereed and scientific periodicals and books in the English.
22. The Faculty shall make available on the university's intranet a website comprising all academic, educational and administrative information related to the Faculty and its departments.

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

- √ Printed documents that familiarize students with the services and sources of information available, such as libraries, computer labs and available audiovisual equipment available, and a schedule for their use.
- √ Policies, regulations and procedures for the development and management of the Faculty's laboratories and library, and their future expansion plans.
- √ The policy followed by the Faculty and its implementation plan for the safe use of its facilities and their sustainable maintenance
- √ The additions or improvements in facility resources during the last three years, and expected improvements and additions during the following three years.
- √ Specialized research laboratories and equipment
- √ Maintenance order forms and records
- √ A table showing replacement of teaching devices and equipment in the previous three years, and updating or renewing available devices.
- √ Statistics on available occupancy rates of the Faculty's laboratories and library.
- √ Subscription contracts in respect of electronic global libraries and journals

- √ Annual statistics on the use of the library and information resources and media
- √ Annual statistics on the use of the internet and electronic portals.
- √ Statistics on the use of computer services, and using library resources in the last three years
- √ Studies or documents showing the effectiveness and adequacy of facilities provided by the library and the other sources of information
- √ Documents showing the level of satisfaction of the Faculty's students and teaching staff members with the facilities it provides

### **5-3 Sub-criterion Three: Human Resources**

#### **5-3-1 Elements of Sub-criterion Three**

1. Academic staff
2. Administrative staff

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

1. Attraction, appointment and employment policies and procedures
2. Tenure and promotion policies and procedures
3. Policies and procedures for sabbatical and research leaves
4. Professional and career development of human resources
5. Support and services provided to human resources
6. Maternity benefits
7. Human Resources satisfaction with services provided: (appointment, training and rehabilitation, services and benefits)
8. Teaching staff members shall take part in academic planning, program development and review, student academic guidance and local community service.
9. The faculty shall adopt a policy based on maintaining a balance between the teaching staff members' abilities in teaching, training and academic advising and in doing community service, and shall provide them with opportunities to show their talents and innovations. They shall also be

provided with adequate time and support as necessary for their professional development and continued learning.

10. The salaries and incentives received by faculty members shall be appropriate for attracting and retaining them in the Faculty in compliance with its vision, mission and objectives. Procedures for granting these salaries and incentives shall be clear and declared, and shall be implemented in complete fairness and integrity. The necessary equipment shall be made available to serve faculty members.
11. The Faculty shall carry out an official and regular evaluation of the performance of its teaching staff members to determine the effectiveness of the teaching process, and their commitment to their teaching and other responsibilities. Legislation, policies and regulations governing the Faculty shall clearly state the procedures for this evaluation.
12. The Faculty shall have specific principles for promotion and for granting sabbatical leaves to faculty members. The Faculty's regulations shall specify retirement age, and its procedures, and policies on making use of retired teaching staff members. The instructions, regulations and policies concerning faculty members shall be published and available.
13. The Faculty shall make available for its faculty members all scientific and information resources (both hard copy and electronic) to help them keep abreast of new developments in their fields of specializations.
14. The Faculty shall provide academic freedom to its faculty members to conduct studies and scientific research, which it shall fully support
15. Teaching staff members shall actively participate in activities of continuing learning, scientific research, and shall attend training courses, specialized workshops, conferences and seminars.
16. The Faculty's teaching staff members shall participate in joint projects and research with other researchers at the local, regional or global levels.
17. Researchers from among the teaching staff members shall make research contributions in serving the local community.
18. Teaching staff members shall compete for local, regional and global prizes.
19. Teaching staff members shall publish books and research papers in refereed scientific journals and indexed magazines.
20. Teaching staff members shall get local, regional and global competitive awards.

21. There shall be patents registered for the Faculty's teaching staff members.

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

- √ Documents showing recruitment policies and procedures at the Faculty
- √ Training workshops and staff development records: (statistics on the workshops held, attendance, and participant feedback forms)
- √ Leave-of-absence forms
- √ Data relating to the salaries of teaching staff members, technical and administrative staff, and incentives and financial allowances
- √ Policies, regulation and procedures relating to faculty members and technical and administrative staff
- √ The committees in which faculty members participate
- √ Policies and procedures for evaluating faculty members and technical and administrative staff
- √ Evaluation forms for faculty members, and a summary of the outcomes of the student evaluation survey of faculty members for the previous three years
- √ Evaluation forms of the Faculty's technical and administrative staff, and a summary of evaluation outcomes for the previous three years
- √ Samples of faculty members files and curricula vitae
- √ Samples of technical and administrative staff files and curricula vitae
- √ Regulations governing the appointment and quality of full-time and part-time faculty members, and technical and administrative staff
- √ A summary of the activities of faculty members, the courses they taught, and the conferences and workshops they participated in during the previous three years
- √ Statistics on the promotion and retirement of faculty members
- √ A summary of the most prominent innovations, scientific activities and research carried out by faculty members, the prizes they won, the patents they registered and the number of projects they carried out in partnership with other researchers at the local, regional and global levels in the previous five years

- √ Documents showing student, and graduates' satisfaction with the performance of faculty members, and the technical and administrative staff

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

Student Services are the essential pivot of the Faculty through which students interact with all Faculty staff with a view to developing them academically, professionally, socially and culturally in the quest of achieving student academic and personal integration. Student guidance and counseling, communication with the graduates and the support services help students professionally, psychological and socially engage in the academic life ,broaden their horizons, and knowledge, enhance their personalities and prepare them for the labour market through a collection of varied programs, facilities and services. This contributes to promoting their personal development and academic progress. There are three sub-criteria that fall under this criterion. Below is a description of the elements of these criteria, together with the indicators, evidence and documents necessary to achieve them.

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

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

1. Raising student awareness
2. Professional training

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

1. The Faculty shall make available for students an academic guidance and counselling program that enables them to take academic decisions on the basis of relevant information.
2. Guidance should be given on the basis of monitoring student development, taking into consideration the psychological and emotional challenges students face and their personal and social needs.
3. The program shall include plans for awareness-raising and professional guidance to help students when they join the program and in landing jobs after graduation.
4. The Faculty shall provide appropriate activities to enhance social interaction among students.
5. There shall be an academic counselling committee at the Faculty with a specific work plan and tasks, and with most of the faculty members participating in its activities
6. The Faculty shall provide a student guide (hard copy and electronic) covering the following points:

- The Faculty's vision, mission and objectives
  - Admission procedures and requirements
  - Basic information about the programs offered, their study plans and their courses of study .
  - Requirements for the programs and for granting scientific degrees
  - Laws and Regulations on procedures needed by students, such as deferment, withdrawal and absence
  - The opportunities available for obtaining grants, financial support or loans
  - Fees and procedures for payment and recovery
  - Academic Facilities provided by the Faculty
  - The Faculty's academic calendar
7. The academic counseling program shall be improved in accordance with the outcomes of evaluation and feedback.

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

- √ Minutes of meetings of committees and councils concerned with student guidance and counseling
- √ Instructions related to student guidance and counselling
- √ Documents showing student academic counselling (activities)
- √ The forms used in student guidance and counseling
- √ Annual reports on student guidance and counseling and the extent of benefiting from them
- √ Student Guide
- √ Samples of examinations and evaluation forms used in the different programs offered by the Faculty
- √ Studies conducted to assess evaluation procedures and methods followed at the faculty
- √ The Faculty's grading system
- √ The general policy document on grading, testing and applying / using evaluation tools
- √ Evidence of on-going education for faculty members in the areas of measurement, evaluation, and preparing of examinations of all kinds
- √ Documents showing practical training mechanisms and records

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

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

1. Student elections
2. Student facilities
3. Extra-curricular activities

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

1. Regulations on student elections and procedures
2. The faculty's policy on extra-curricular activities
3. Follow up and development of ancillary services
4. A reception program for new students to familiarise them with the University and faculty regulations and services. The student guide shall be distributed to students during the reception.
5. Provision of extra-curricular activities (sports, arts, 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 also make sure student services and facilities are provided

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

- √ Regulations or statute of the student union
- √ Evidence of conducting student elections
- √ Reports on the extra-curricular activities and number of participants therein
- √ Minutes of meetings of committees and councils concerned with support services
- √ Mechanisms for looking into student complaints and the benefit obtained from them
- √ Student Guide

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

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

1. Graduates data
2. Means of communication with the graduates

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

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

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

- √ Minutes of meetings of the concerned committees and councils
- √ Reports on graduates participation in the Faculty's activities
- √ Opinion polls oriented toward graduates and employers
  - √ Studies on the employment status of the Faculty's graduates and the level of their performance
  - √ Studies conducted to follow up on the performance of the students enrolled at the Faculty
  - √ A table of student services and their employees
  - √ Samples of data available in graduates data bases
  - √ Documents showing the tasks of graduates career office and the names and C.V.'s of those in charge of it

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

The importance of this criterion is due to the fact that it is the main factor that governs the relationship between the Faculty and the external community, whether at the local, national or international levels as it involves organizing the relationship between the Faculty and the various bodies such as the institutions, communities and individuals etc. within an institutional framework that allows exchange and sharing of scientific, cognitive, humanitarian etc.

With the Faculty being an integral part of the local community and one of the engines of economy, it has to preserve the natural environment hosting it through conserving natural resources and the natural habitat, contributing to boosting the economy and upgrading the social well-being through physical and academic support and community development projects, participation of community members in its governance boards within the decision-making structure. Providing the local community with efficient graduates is one of the direct contributions to the development of local communities.

Cooperation at the regional and international levels, especially with donors, research centres and universities, is a major contributor to the development of the Faculty's performance progress toward advanced scientific levels and to improving the outcomes of higher education. This is to be done through the necessary agreements, joint projects, and participation in the various conferences and training courses that enrich the exchange of knowledge and the transfer of technology and the best practices in all fields. At the national level, the Faculty is an integral part of the kingdom's higher education system. Teamwork is carried out in harmony with the universities and the various higher Education institution for enhancing the prosperity and high visibility of the nation, and for community development and providing the local market with graduates who are capable of shouldering the mission and performing their duties in the best possible manner by having governing policies that are in harmony with the strategic policies of the higher education sector.

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

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

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

1. The areas of local community development
2. Representation on governance boards

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

1. The mission and objectives of the Faculty shall comprise encouraging interaction with the local community and the related sectors, and giving it due interest through research activities
2. The Faculty shall adopt a clear policy for strengthening its relationship with the local community and related sectors, and for representing them as members on councils and committees concerned with development.
3. There shall be constructive interaction between the Faculty and related sectors, in addition to interaction with Arab, regional and global institutions.
4. The Faculty shall conduct necessary surveys and studies to assess the needs of the local community and other concerned sectors, and develop plans to meet those needs, allocate the necessary budget for that and establish procedures to monitor the extent of their implementation and effectiveness.

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

- √ Reports on the number of studies, projects and research work related to the local community and the extent of benefit obtained from them.
- √ Statistics on the actual annual expenditure on all activities of local community service
- √ Statistics on the number of teaching staff members/administrative staff/students who participated in local community service activities
- √ Statistics on the number of the local community members annually benefiting from health services and medical days, and the extent of benefit obtained from them
- √ Mechanisms and decisions on the selection of local community members to governance board
- √ Statistics on the awareness-raising lectures and training courses related to community service

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

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

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

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

1. Teaching staff members shall effectively participate in activities of continuing learning, scientific research and in attending training courses, specialized workshops, conferences, and seminars at the local level
2. Teaching staff members shall take part in joint projects and research with other researchers at the local, regional or global levels.
3. Researchers from among teaching staff members shall make research contributions to community service.
4. Teaching staff members shall compete for local, regional and global prizes.
5. Availability of memoranda of understanding

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

- √ Documents showing the policies, plans and procedures associated with cooperation at the national, regional and global levels
- √ Annual statistics on grants and assistance provided to the Faculty inside and outside Jordan
- √ Annual statistics on joint projects, studies, training courses, conferences and workshops
- √ Annual statistics on the number of graduates who benefited from recruitment and career days
- √ Evidence of attracting students from inside and outside Jordan
- √ Samples of memoranda of understanding and agreements

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

Quality assurance management is one of the basic pillars of any successful management model in academic education, as the quality assurance management process aims at applying advanced methods for quality assurance, and continuous improvement at the Faculty. It also helps faculties in building up an appropriate management system that is achieved through processes that help the Faculty embark on improving its performance. Following is a presentation of this criterion's components, indicators, evidence and documents required for achieving it.

### **8-1 Sub-criterion One: Quality Assurance Management**

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

1. Quality assurance shall comprise inputs, processes and outputs
2. Key performance indicators
3. Feedback obtained through surveys
4. On-going periodic evaluation
5. Verification / validation of learning outcomes

#### **8.1.2. Indicators of the Criterion**

1. Dissemination of the of quality assurance culture
2. Involving all Faculty's staff
3. Commitment to the areas of improvement and benefiting from feedback in the improvement processes
4. Applying and following up the Faculty's quality assurance management process
5. Quality control and improvement, and dissemination of relevant results arrived at through evaluation of inputs, processes and outcomes
6. Inclusiveness and integration of key performance indicators and their being measured in an objective manner
7. Verification of the learning outcomes achieved by the students, and comparing them with the requirements and needs of the labour market

8. Self-assessment processes of performance quality shall be based on multiple sources of relevant evidence and proofs whenever possible. This includes feedback through surveys of users and beneficiaries (the stakeholders), such as: students, teaching staff members, employees, graduates and employers (of the institution's graduates).
9. Verification and validation of the conclusions based on the interpretation of the quality assurance with evidence and proofs on the advice by disinterested independent persons' experience and expertise in the type of activity in question, as impartial mechanisms are used for eliminating of discrepancies among different views.
10. Verification of the outputs of the learning outcomes achieved by the students in comparison with the national qualification requirements and the levels achieved by the Faculty in comparison with similar faculties of pharmacy.

### **8-1-3 Evidence and documents required for Sub-criterion Three**

- √ Improvement plans for quality assurance management
- √ The Faculty's quality assurance manual
- √ Evidence of dissemination of the culture of quality assurance
- √ Periodic reports on the Faculty's performance
- √ Training programs related to improving quality level
- √ Committees on quality assurance and the minutes of their meetings
- √ Reports on on-going periodic evaluation
- √ Evidence and procedures followed in quality assurance management
- √ Periodic and on-going reports on the key performance indicators and the areas of their application
- √ Studies or reports related to the benchmarking of the quality of the Faculty's institutional performance.
- √ Comparison between the Faculty's learning outcomes and those of other similar institutions
- √ A verification matrix of the teaching and learning outcomes (compatibility between outcomes and content) and the correlation between the Faculty's vision and mission and the labour market
- √ The self-assessment study and the of graduates views