

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

**Guide for Quality Assurance Criteria and Procedures for
the Educational Sciences Program**

2021

Preface

This Guide for Quality Assurance Criteria and Procedures for the Educational Sciences Program presents guidelines for the Jordanian Educational Sciences faculties which apply for the Quality Assurance Certificate issued by the Jordanian Accreditation & Quality Assurance Commission for Higher Education Institutions. This Guide encompasses the approved set of quality assurance criteria for the Educational Sciences program and the regulations issued by the Commission in this respect. This will help the Jordanian Educational Sciences faculties conduct the self-study, which is an important part of the procedures for obtaining the Quality Assurance Certificate for the Jordanian Educational Sciences faculties.

In addition, the Jordanian Educational Sciences faculties can get further information about quality assurance by participating in workshops that are periodically conducted by the Commission for those in charge of the self-study, or through communicating with the Commission's Quality Assurance Directorate.

It is our hope that those in charge of the self-study at the Jordanian Educational sciences 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 Faculty of Educational Sciences shall have a clear, approved and declared mission that reflects its educational vision that is consistent with the university's vision and mission. The Faculty shall translate its mission into achievable objectives, and shall use it in planning activities and operations and in identifying implementation mechanisms and priorities with a view to achieving the Faculty's vision, mission and, objectives within a clear time frame.

1-1. Sub-criterion One: Vision, Mission, Objectives and Values

1.1.1 Elements of Sub-criterion One:

- The Faculty's vision
- The Faculty's mission
- The Faculty's objectives
- The Faculty's values

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

1. **Accuracy and clarity:** The Faculty's vision, mission, objectives and values are clearly identified and understood by all concerned parties
2. **Methodology of preparation:** Several parties (the Faculty's management and councils, members of the teaching staff, representatives of the Ministry of Education and the Teachers' Union and other parties interested in educational affairs) shall take part in preparing and writing the mission, message and objectives.
3. **Appropriateness and feasibility:** The mission, message and objectives shall be used as a basis for decision making and informing academic activities in the fields of education, learning, scientific research and community service and in describing the educational process, which leads to the preparation of graduates with high scientific and training competencies.
4. **Compatibility and harmony:** The Faculty's objectives shall be compatible with its vision and mission, and shall be based on its human, physical and financial resources.
5. **Means of raising awareness and publicity:** The Faculty's vision, mission and objectives shall be declared and well-known to all those concerned with education.
6. **Review and evaluation means and tools:** Availability of declared and on-going procedures and processes appropriate for the review and development of the mission and objectives.

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

- √ Minutes of meetings, decisions, recommendations and questionnaires related to the drafting of the Faculty's vision, mission and objectives;
- √ The committees, forms and procedures followed in preparing the Faculty's vision, mission and goals;
- √ Consistency and integration of the vision, mission and goals;
- √ The workshops, training courses and seminars;
- √ Dissemination of the Faculty's vision and mission through all means available;
- √ Minutes of meetings, questionnaires and tools followed for the purpose of review and evaluation;

1-2 Sub-criterion Two: The Strategic Plan of the Faculty

1-2-1 Elements of Sub-criterion Two

1. Analysis of the Faculty's internal and external environment of the faculty
2. The domains of the Faculty's strategic plan
3. The Faculty's strategic goals
4. The Faculty's implementation plan (plan of action)
5. The Faculty's risk management plan
6. The Faculty's performance indicators
7. Benchmarking with similar equivalent faculties at the national, regional and global levels

1-2-2 Indicators of Sub-criterion Two

1. Consistency and integration of strategic analysis and how its results impact the faculty's vision, mission and goals;
2. The Faculty's strategic goals coverage of its aims and aspirations;
3. Results of benchmarking at the local, Arab and global levels
4. Objectives must be accurate, clear, measurable, and verifiable
5. completion of all elements of the Faculty's implementation plan
6. Availability of a risk management plan at the Faculty;
7. Adherence to the review and evaluation mechanisms and means at the Faculty to ensure achievement of its vision, mission and goals.

1-2-3 Evidence and Documents Required for Criterion Two:

- √ A mechanism for identifying the internal and external elements of the environment
- √ The Faculty's strategic plan for the next five years
- √ Evidence of faculty staff participation in the preparation of the implementation plan
- √ Minutes of the meetings held at the Faculty and its departments and the means related to the follow up of the Faculty's strategic plan
- √ The Faculty's procedures and improvement plans on the basis of review, benchmarking and self-evaluation studies

2- Criterion Two: Governance at Educational Sciences Faculties

There shall be an effective leadership for the Faculty that directs its activities to serve itself as a whole, and the interests of its students. The leadership activities shall attain high levels of integrity and ethical practice. These leadership activities shall be carried out within a framework of legislation and laws that ensure accountability and allocation of clear roles to the Faculty's staff. This framework shall help in making decisions and adopting procedures within the Faculty on the basis of a high level of transparency and supervision, in order to achieve excellence and distinction in its performance.

2-1 Sub-criterion One: Legislation

2-1-1 Elements of Sub-criterion One

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

2-1-2 Indicators of Sub-criterion One

1. Abiding by the regulations, by-laws, and laws of the university to which the Faculty belongs
2. Availability of declared policies on the different aspects of the Faculty's business in respect of students, teaching staff, and other workers and concerned people
3. Compatibility of the principles, procedures and criteria in effect at the Faculty with the university's by-laws and regulations

2-1-3 Evidence of Sub-criterion One

- √ The University laws, by-laws and regulations and legislation manuals pertaining to the Faculty
- √ The files and minutes of meetings on the implementation and development of legislations, especially those pertaining to the Faculty
- √ Documents about the Faculty's policies and educational plans, including the policies, regulations and procedures pertaining to the affairs of faculty members, administrative staff and the criteria of their appointment
- √ Evidence of publication and dissemination of the Faculty's statutes to all parties concerned on the University's website and other venues of publication.

2-2 Sub-criterion Two: Leadership and Management

2-2-1 Elements of Sub-criterion Two

1. The Faculty's organizational structures
2. The councils and departments of the Faculty
3. The tasks and responsibilities of the Faculty's councils and various Committees
4. The job description of the Faculty's personnel
5. Evaluation of the Faculty's personnel performance and holding them accountable (for what they do)

2-2-2 Indicators of Sub-criterion Two

1. Availability of organizational charts at the Faculty covering the academic and educational areas
2. Availability of a clear mechanism for reviewing the organizational charts at the Faculty
3. The authorities, responsibilities and duties of the various councils at the faculty shall be identified
4. The behavioural and moral responsibilities, duties and practices of the Faculty's Dean, his deputies, assistants, department chairs and other staff working at the Faculty shall be identified and well defined, and There shall be mechanisms and commitment for their –follow- up and implementation.
5. Availability of a clear mechanism for forming the committees of the Faculty and its various departments and the specification of their authorities, responsibilities and duties.
6. Availability of a mechanism for the preparation, documentation, and review of the tasks, responsibilities and job descriptions of the Faculty's staff

7. The academic leadership shall work on facilitating work and the cooperative relations between the Faculty's various departments and units and shall encourage dialogue and open communication between them
8. Availability of clear and declared procedures for performance evaluation, accountability, and documentation of results and making the necessary amendments

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

- √ The organizational structure of the Faculty and its departments and the changes made thereto
- √ Evidence of the Faculty's administration commitment to directing the Faculty's activities toward the development of the Faculty and serving its students and staff
- √ Minutes of meetings of the Faculty's councils, various departments, and committees
- √ The documents, letters and decisions that show the tasks, responsibilities and authorities of the Faculty's councils, committees and staff including the Dean, departments heads and other staff working at the Faculty
- √ Performance and accountability files (records of actual cases at the Faculty)

2-3 Sub-criterion Three: Institutional Integrity

2-3-1 Elements of Sub-criterion Three

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

2-3-2 Indicators of Sub-criterion Three

1. Applying and abiding by the principle of transparency in implementing all governance criteria at the Faculty
2. Measures for attaining fairness and equal opportunities for faculty members and other staff working at the Faculty
3. Identification of principles and procedures for granting incentives and issuing penalties, especially with respect to the Faculty's students
4. The grievance procedures followed at the faculty and the degree of fairness in implementing them

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

- √ Files of appointment, promotion, upgrading and termination of services of the Faculty's administrative and technical staff and faculty members
- √ Evidence of following up, on cases of grievance, and maintaining fairness to the students and staff
- √ Sabbatical leave files
- √ Files of missions, scholarships, training courses and conferences

3. Criterion Three: Academic Programs

The Faculty shall have an effective system to ensure that all academic programs are compatible with the highest teaching and learning standards. The Student learning outcomes shall be clearly identified, and compatible with the work requirements and professional standards. The learning outputs shall be evaluated in accordance with external benchmarks.

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

3.1.1. Elements of Sub-criterion One

1. Introducing and developing new, academic programs at the Faculty
2. Admission, equivalence and transfer policies at the Faculty
3. Teaching and learning methods at the Faculty

3.1.2. Indicators of Sub-criterion One

1. Policies on introducing, developing and terminating academic programs at the Faculty
2. Policies and procedures on admission and graduation in respect of the Faculty's academic programs
3. Policies and procedures on the transfer of students from other faculties and equivalence of courses of study.
4. On- going improvement of the learning and teaching methods at the Faculty and relating the theoretical and applied aspects to each other

5. The faculty members annual plan that shows areas of improvement in the teaching methods followed in the Faculty
6. Integration of the relationship between the Faculty members and the library and data – base personnel
7. The role of the councils and their responsibility for the implementation and follow-up of the teaching and learning policies
8. Disseminating the learning outcomes of all academic programs offered at the Faculty

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

- √ Procedures and evidence used for the creation, development and termination of the Faculty's academic programs
- √ Forms and files of student admission, graduation and transfer to the Faculty and equivalence of courses of study
- √ Studies and surveys on program effectiveness as per the points of view of students, graduates and employers
- √ Minutes of meetings of committees and councils related to the Faculty's programs
- √ Correlation matrix of goals and learning outcomes for the Faculty's various programs
- √ Evidence of disseminating the learning outcomes
- √ Samples of the faculty members' annual plans

3-2- Sub-criterion Two: Study Plans

3-2-1- Elements of Sub-criterion Two

The study plans include two key elements:

1. The Bachelor's degree program
2. The Graduate program

3-2-2 Indicators of Sub-criterion Two

3-2-2-1 Bachelor's Degree Program Indicators

1. There shall be a Faculty committee for the study plans fully empowered to design curricula and study plans in compliance with the Faculty's vision, mission and goals
2. The Faculty's study plans committee shall design the curricula and study plans in cooperation with the department, and faculty councils taking into consideration the feedback received from faculty members, students, graduates, the local community, employers and other parties concerned with the field of specialization in modifying and improving the curriculum
3. The courses of study included in the study plans shall be inclusive, thorough and logically sequenced A comprehensive syllabus shall be laid down for each course of study detailing its content, objectives, learning and teaching strategies, output evaluation methods and the reference books required for the course of study.
4. The study plans and teaching methods shall include techniques that enable the student to be fully responsible for his/ her learning, and to prepare him/her for life-long learning through continued self-learning, keeping in mind graduating highly qualified students as per the requirements of manpower planning and national and global policies
5. The Faculty shall adhere to the national and global educational standards and to the professional and organizational practice requirements when carrying out program planning and design, through making available effective educational, human, physical and financial resources and technology for program implementation and for facilitating the student's task of acquiring the required learning and teaching outcomes.
6. Availability of policies and procedures for the evaluation and periodic development of the study plans
7. The faculty shall provide the students with an academic advising plan that provides them with the necessary information when needed. Such a plan shall be implemented by specialized members of the teaching staff in a manner that ensures provision of high quality professional consultancy and academic advice.
8. The faculty shall provide opportunities for field training in a gradual and balanced manner in a way that ensures providing graduates with competence and preparation necessary for their success in their future jobs/ careers.
9. There shall be a clear and practical linkage between the basic educational program provided by the Faculty and the subsequent stage of training and practice before and after graduation

10. The Faculty's academic departments shall provide a fully-developed and thorough report on each course of study offered by the Faculty within its study plans.
11. Degree of adherence to the accreditation regulations and criteria for the specialization as detailed in the specialization accreditation regulations and criteria for the educational sciences programs and whatever amendments are approved by the parties in charge of higher education and/or the Accreditation Commission.

3-2-2-2 Graduate Program/s Indicators

In addition to the indicators of the undergraduate program, the following indicators are required for the graduate programs:

1. There shall be well-defined policies and procedures for admission to the graduate diploma, Master's and doctoral programs in a manner that ensures a high degree of competition in accordance with merit and eligibility standards
2. Research and statistical skills shall be a compulsory and integral part of all graduate programs offered by the Faculty including the Master's and Doctoral levels
3. The programs offered by the Faculty shall be comprehensive, up-to-date, thorough and logically sequenced.
4. There shall be well-defined policies and requirements for graduation in the graduate diploma, Master's and doctoral programs such as the prelims / qualifying examination for the doctoral programs, the comprehensive examination for the Master's programs, and any other requirements
5. Availability of regulations, procedures, and procedure manuals for the preparation of dissertations and theses
6. The faculty shall make available an adequate number of qualified full time faculty members commensurate with the number of students enrolled in the programs offered and the levels of those programs.
7. Adherence to the time limits allocated for the offered programs
8. Provision of assistantships, grants and training opportunities for the graduate students, especially for academically excelling students
9. There shall be on- going review of the Faculty's programs and study plans in order to keep up with developments in the field of educational sciences, and the future learning requirements of the students and their expected professional roles, with a focus on the

needs of the local community and the labour market in order for the programs to be at a high level of excellence

10. The Faculty shall evaluate all aspects and components of the programs with the participation of faculty members, students, beneficiaries and institutions where the graduates are expected to work and all those concerned. Moreover, the Faculty shall benefit from the results and feedback of the evaluation process in program development and improvement.

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

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

- √ The study plans, objectives and outcomes of each of the Faculty's programs
- √ The tools and procedures used in developing the study plans of the Faculty's programs
- √ Student guides and regulations for obtaining a bachelor's degree in educational subjects
- √ Minutes of meetings of committees and councils
- √ Statistics of the number of faculty members, their academic ranks and specializations, and the ratio of students to faculty members
- √ Examination regulations, procedures, and samples, and allocation and review of grades.
- √ The forms used in student academic counselling
- √ Evidence of quality assurance of the programs offered
- √ Files of the courses of study and plans for developing them

3-2-3-2 Evidence and Documents Required for the Graduate Program

In addition to the aforementioned evidence related to the undergraduate program

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

- √ Evidence and procedures for conducting the prelims qualifying, and comprehensive examinations, together with samples and records of their documentation
- √ Statistics of the numbers of students benefiting from assistantships, grants and scholarships offered to graduate students
- √ The policies on admission into the Master's and doctoral programs

3-3 Sub-criterion Three: Evaluation of Learning outcomes

3-3-1 Elements of Sub-criterion Three

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

3-3-2 Indicators of Sub-criterion Three

1. Policies and procedures for the student performance evaluation process
2. The Faculty shall disseminate the intended learning outcomes of each program it offers and shall provide evidence which shows that the graduates of its programs have acquired these outcomes.
3. The Faculty shall regularly engage the students, members of the teaching staff and concerned sectors in the evaluation of the educational programs
4. The Faculty shall use standard measures and procedures for identifying program outcomes achieved by its graduates
5. The policies on and procedures of the teaching staff members' evaluation process
6. Compatibility and consistency between the teaching outcomes and the labour market requirements
7. Cooperation agreements for training the Faculty's students

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

- √ Surveying the Faculty students' opinions concerning the educational process and the degree of their satisfaction with it

- √ Surveying the faculty members opinions concerning the teaching outcomes
- √ Studies on the labour market and the graduates' and employers satisfaction with it
- √ Plans for on-going improvement
- √ Samples of agreements and partnerships with the other faculties and educational institutions
- √ Documents on the evaluation of the outcomes of the academic programs including:
 - Studies assuring the Faculty's effectiveness and achievement of its goals
 - Studies about the outcomes achieved by the Faculty's students and graduates
 - Studies on the effectiveness of the programs, level of graduates, and the employers' satisfaction with their performance
 - The percentage of the Faculty's graduates in the last three years for each of the programs offered by the Faculty and the percentage of the graduates who got jobs related to their specializations
- √ Samples of student transcripts of grades showing sequence of courses in accordance with the guidelines of the study plan
- √ Self-evaluation conducted by the Faculty or reports on the evaluation reports results obtained by the Faculty from external parties within the last five years
- √ A copy of the Faculty's Guide/ manual and a summary of the following information appearing in the manual with reference to the pages where the information appears:
 - All academic degrees granted by the Faculty
 - The general and special graduation requirements for the Faculty, the department and the specialization
 - Requirements for admission into the graduate programs (the Masters, and the Doctorate)
 - Names of the faculty members who teach at the bachelor's program level and those who teach at the graduate level, together with their qualifications, ranks and exact specializations in accordance with the certificates of equivalence for their degrees, and the universities where they graduated.

4. Criterion Four: Scientific Research, Scholarship and Innovations

All members of the teaching staff shall effectively take part in conducting and publishing research in their respective fields of specialization. This activity shall reflect on their teaching performance and supervision of graduate students. Their contributions in this research shall be included in the evaluation and promotion criteria. The Faculty shall issue reports on the teaching staff members' scientific output and professional development which is to be compared with that of similar faculties. In addition, the Faculty shall provide an environment conducive to innovations and entrepreneurship.

4-1. Sub-criterion One: Scientific Research

4-1-1 Elements of Sub-criterion One

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

4-1-2 Indicators of Sub-criteria One

1. Policies, by-laws, regulations and procedures related to the support and publication of scientific research
2. The Faculty shall provide academic freedom for the members of the teaching staff to conduct studies and scientific research. The Faculty shall significantly support these activities in a manner that serves its vision, mission and goals and impacts planning, development and improvement of its programs.
3. There shall be a plan for scientific research follow-up and evaluation
4. Identification of research priorities and concerns in the light of educational specializations and issues.
5. Cooperation with faculties, the Ministry of Education, and research centres inside and outside Jordan
6. Provision of financial, physical and information support as needed for conducting research and writing books and publishing them
7. Members of the teaching staff shall publish books and research papers in refereed scientific journals, conference proceedings, and indexed journals

8. The Faculty shall demonstrate a clear commitment to the policies and procedures related to scientific research and participation in local and international conferences.
9. There shall be regulations and procedures related to granting encouragement incentives and awards
10. Specification of the roles and responsibilities of the committees and councils concerned with scientific research
11. Extent of graduate students' benefit from the supported scientific research projects
12. The Faculty shall seek to market scientific research
13. Researchers from among the teaching staff members shall make research contributions in service of the local community and its human and applied needs.

4-1-3 Evidence of Sub-criterion One

- √ Criteria and forms of supporting scientific research projects and following up their implementation
- √ Criteria and forms of supporting the publication of scientific research and in writing books and other manuscripts
- √ Annual statistics of the faculty staff members' supported scientific research projects and their expenditure
- √ Annual statistics of the number, nature and areas of the faculty staff members' research published in refereed, specialized scientific journals and conferences
- √ Annual statistics of published research projects derived from higher education dissertations
- √ The scientific research projects that meet the development needs of the local community and the various educational sectors
- √ Statistics of the number of conferences, seminars and scientific workshops in which faculty staff members participated
- √ Minutes of meetings of the committees and councils concerned with scientific journals and venues of publication.
- √ Samples of the faculty staff members' research projects and books published or accepted for publication, together with the mechanisms for documenting them within the Faculty

- √ The criteria and procedures for the evaluation of the teaching staff members in respect of published research projects
- √ The annual expenditure on scientific research, merit awards, and incentives

4-2 Sub-criterion Two: Scholarships

4-2-1 Elements of Sub-criterion Two

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

4-2-2 Indicators of Sub-criterion Two

1. The Faculty shall have clear policies and well-defined procedures on sending people on scholarships, and shall be committed to applying these policies and procedures
2. The Faculty's policies shall include clear statements supporting scholarship and educational exchange
3. The Faculty's teaching staff members shall take part in professional development programs through obtaining higher degrees and developing their research capabilities
4. There shall be by-laws and regulations for sending people on scholarships
5. Transparency and fairness in the selection process for scholarships
6. Following up the students sent on scholarships
7. Regulations and procedures for conducting and participating in training courses.
8. Degree of compatibility between the training courses and the teaching and research needs of faculty members
9. The role of competent committees and councils

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

- √ Scholarship Annual Plan
- √ The criteria and forms used in the process of sending persons on scholarships
- √ Mechanisms for following-up persons sent on scholarships, and for evaluating their performance.

- √ Annual statistics on the number of persons sent on scholarships, their exact specializations, the universities they are attending, and their progress
- √ Annual expenditure on scholarships and training courses
- √ The agreements concluded with universities and other institutions for getting scholarships
- √ Annual statistics on the numbers of persons participating in training courses held inside and outside the university.

4-3 Sub-criterion Three: Innovations

4-3-1 Elements of Sub-criterion Three

- Educational innovations in education and educational technology
- Entre prehearing educational research projects
- Pilot educational research projects

4-3-2 Indicators of Sub-criterion Three

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

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

- √ Criteria and forms used to document educational innovations
- √ Annual statistics on documented or published educational innovations
- √ Statistics on educational innovations submitted to national, regional or global competitions

- √ Samples of faculty teaching staff members' innovations
- √ Mechanisms for following up on the implementation and evaluation of educational innovations of all kinds
- √ Minutes of meetings of the Faculty's committees and councils

5. Criterion Five: Financial, physical and Human Resources

The financial and physical resources available at the Faculty shall be adequate for the effective provision of its programs. These resources shall help in creating an environment conducive to the support of human resources including students, academicians, researchers and administrative and services staff. Focus shall be on human resources effectiveness, experience and expertise in order to achieve the academic or research functions, and /or carry out community service responsibilities and guarantee their quality. Focus shall also be on the on-going development of financial resources and upgrading and development of human resources. The educational resources and their associated services shall be adequate for meeting of the program requirements and courses of study offered by the Faculty and available to students when needed. The Faculty shall make available all facilities and supplies required for the teaching and learning process.

5-1 Sub-criterion One: Financial Resources

5.1.1. Elements of Sub-criterion One

- Financial Planning and Budgeting
- Financial Management and Budgeting

5.1.2. Indicators of Sub-criterion One

1. The Faculty shall identify the financial resources required for the various councils and include them in the university budget. Such resources shall cover the Faculty's needs including implementation of the study plan.
2. The Faculty shall fully control all its expenditures, and the Dean shall submit regular reports to the university's governance board /council about the future expenses and needs of the Faculty.
3. Budget preparation policies and procedures
4. Financial allocation policies and procedures

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

- √ Financial planning and budgeting records
- √ Evidence of financial allocation for the budget items
- √ Financial forms (in financial planning and budget calculation)
- √ The faculty's budget allocations for several previous years

5-2 Sub-criterion Two: physical Resources

5-2-1 Elements of Sub-criterion Two

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

5.2.2. Indicators of Sub-criterion Two

1. The Faculty shall make available the resources, infrastructure and facilities as appropriate for the staff and students, such as modern buildings, teaching classrooms, practical training facilities, laboratories and workshops.
2. Appropriate Quality and Quality assurance
3. Security and safety policies and procedures
4. Facilities shall be designed to allow easy access for persons with special needs. Facility management, operation and maintenance shall be appropriate for ensuring sustainability of quality and safe use in order to support the educational programs and teaching services therein.
5. The laboratories and workshops shall contain the necessary tools and equipment and shall be properly furnished as needed for their function and for the requirements of the courses included in the study plan, and shall meet the scientific research requirements that may be conducted by the Faculty's students, teaching staff, and employees.
6. The Faculty shall provide appropriate equipment and modern means of communication (Worldwide Web), computers, seminar rooms, data shows, teaching support equipment (electronic or traditional), adequate notice boards,

whether conventional or electronic and a photocopying machine at every academic department to serve its administrative work and faculty members.

7. The Faculty shall work on offering some courses electronically, and to expand their scope in the future.
8. The Faculty shall provide a number of appropriate statistical programs and a personal computer for each member of the teaching staff.
9. The Faculty shall make available on the university's intranet a website covering all academic, educational and administrative information related to the Faculty and its departments.
10. The university shall provide an adequate number of books, periodicals, dictionaries, encyclopaedias and other resources as necessary for the programs offered at the Faculty.
11. Improvement and development plans and procedures
12. Quality management of facilities and services and monitoring, improving and maintaining them
13. Faculty teaching staff members, students and employees satisfaction with the facilities
14. Diversity of learning resources such as books, databases and periodicals

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

- √ Files of facility resources
- √ Follow-up and supervision records
- √ Security and safety regulations and guidelines
- √ Guides for persons with special needs
- √ Annual statistics and surveys about satisfaction with facilities and services, and follow-up and improvement thereof
- √ Internet subscription contracts
- √ Subscription contracts to electronic global libraries and journals
- √ Annual statistics on the use of the library and information resources and media
- √ Annual statistics on the use of the internet and electronic portals
- √ Specialized research laboratories and equipment
- √ Maintenance of order forms and records

5-3 Sub-criterion Three: Human Resources

5-3-1 Elements of Sub-criterion Three

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

5.3.2: Indicators of Sub-criterion Three

1. The faculty shall ensure attraction and appointment of an adequate number of professionally competent and dedicated teaching staff members who cover the fields and programs offered by the Faculty and are in line with the fields of specializations of the courses of study included in the study plans and their levels (at least one teaching staff member for each of the basic fields of specializations, but in special cases overlapping between two fields or more may be taken into consideration.) The number of the teaching staff members appointed shall be consistent with the program requirements (Bachelor's and graduate studies).
2. The Faculty shall adopt a policy based on balance between the teaching staff members' abilities in teaching, research, training, academic advising, and community service, and shall provide them with opportunities to show their abilities and creativity, and they shall also be provided with adequate time and support as necessary for their professional development and continued learning.
3. The salaries and incentives paid to the teaching staff members shall be appropriate for attracting and keeping them. These salaries and incentives shall be applied in a just and fair manner in accordance with clear and declared policies on tenure and promotion.
4. The Faculty shall have well defined principles for promotion and sabbatical leaves for the teaching staff members. Regulations shall specify retirement age and its procedures, policies for benefiting from the retired teaching staff members, and maternity benefits. Moreover, regulations, by-laws and policies concerning the teaching staff members shall be available and published.
5. The Faculty shall provide an adequate number of well qualified technical and administrative staff members to support offering the educational programs and their co-curricular activities. These staff members shall be selected, promoted, tenured

(and shall have their service) terminated in accordance with transparent principles of merit and fairness.

6. There shall be professional and career development of all of human resources through the provision of all printed and electronic scientific and information resources which facilitate access to all new and beneficial developments.
7. The Faculty shall have an administrative unit for quality control and management, a unit for the developing the teaching staff members and employees and an office for following - up graduates.
8. There shall be an accountability system in effect at the Faculty's academic and administrative units, and the Faculty shall perform official and regular evaluation of its technical and administrative staff.
9. Support and services offered to human resources
10. Staff satisfaction with the services provided: (appointment, training, qualifying, services, and benefits)

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 of the workshops held, attendance, and participant feedback questionnaires)
- √ Service and support committee files and statistics of the number of beneficiaries
- √ Questionnaires measuring staff satisfaction and follow-up thereof
- √ Records of the benefits offered (housing, savings...) and statistics on their beneficiaries.
- √ Samples of the teaching staff members files and CV.'s
- √ Forms of evaluation, leaves and other forms
- √ Statistics of the teaching staff members working at the faculty including their specializations, academic ranks, the universities from which they graduated, the number of males and females, numbers of those working full – time, and parttime, number of years of academic service, academic degrees and the scientific output of each of them in the last three years
- √ Documents showing students and graduates satisfaction with the performance of the Faculty's teaching staff members and technical and administrative staff

6. Criterion Six: Student Services

The Students shall be provided with clear information about the requirements of the Faculty's various programs and their admission and graduation criteria. Student dispute settlement mechanisms shall be clearly indicated, known to all and fairly carried out. Student guidance and counselling shall be provided, and there shall be communication and interaction with the graduates. There shall also be mechanisms for providing academic advice, counselling and support services. These mechanisms shall be responsive to the student needs with their knowledge of their rights and duties.

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

6-1-1 Elements of Sub-criterion One

1. Raising student awareness
2. Psychological and social counselling
3. Guidance and vocational training

6-1-2 Indicators of Sub-criterion One

1. The Faculty shall make available for students an on-going academic counselling program so that they can take academic decisions on the basis of relevant information.
2. Student training courses
3. The role of the committees and councils in student academic advising and counselling
4. The guidance program shall be developed on the basis of evaluation and feedback results.
5. The Faculty shall provide the students with a printed or electronic guide containing the following subjects:
 - The Faculty's vision, mission and goals
 - Admission procedures and requirements
 - The policies governing students' rights and responsibilities
 - Psychological and social counselling procedures
 - Professional counselling procedures
 - Basic information about the programs offered by the Faculty, its study plans and their courses of study
 - Requirements for programs and granting of academic degrees
 - Laws and regulations required of students such as deferment, withdrawal and absence
 - The opportunities available for obtaining grants, financial support or loans
 - Fees and procedures for payment and recovery
 - The facilities provided by the faculty for academic purposes
 - The Faculty's academic calendar

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

- √ Availability of organizational units or offices concerned with student guidance and counselling
- √ Evidence of student counselling and guidance activities
- √ Student guidance and academic counselling regulations
- √ Minutes of meetings of the committees and councils concerned with student guidance and counselling
- √ Annual statistics of the number of beneficiaries from:
 - Raising student awareness
 - Psychological and social guidance
- Professional guidance and training
 - √ Forms used in student guidance and counselling
 - √ The students' evaluation of student guidance and counselling activities
 - √ Annual reports on student guidance and academic counselling and their benefit

6-2 Sub-criterion Two: Support Services

6.2.1. Elements of Sub-criterion Two

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

6-2-2 Indicators of Sub-criterion Two

1. Regulations for student elections and procedures
2. Regulations for and procedures of grants and loans offered to students
3. Regulations and procedures for providing support services
4. Holding a reception for new students to inform them about the university and faculty instructions and services The student guide shall be distribute, during the reception

5. The Faculty shall provide, in cooperation with the Deanship of students, extracurricular activities (sports, arts, culture, media) which enhance the mental and personal development of students. The Faculty shall accelerate this development in a manner compatible with its vision, mission, and objectives. The Faculty shall also provide the required services and facilities, and extra-curricular activities
6. The role of student clubs in supporting ancillary services
7. Follow up and development of support services
8. The Faculty shall provide trained human services to supervise student services.

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

- √ Evidence of conducting student elections at the Faculty
- √ Number of student clubs and their objectives and quality
 - √ Annual statistics of the numbers of the Faculty's students benefiting from student grants and loans
 - √ Surveys of student views towards the Faculty's services offered to them (sports, health, restaurants, banks, bookshops ...etc.)
 - √ Annual statistics of extra-curricular activities organized by the Faculty and the number of participants therein
 - √ Minutes of meetings of the committees and councils concerned with ancillary services
 - √ Mechanisms for looking into student complaints and grievances and the benefit therefrom

6-3 Sub-criterion Three: Communication with Graduates

6.3.1. Elements of Sub-criterion Three

1. Faculty graduates data
2. Representation of graduates on governance boards
3. Means of communication with the graduates

6-3-2 Indicators of Sub-criterion Three

1. The faculty shall have a mechanism for following up the quality of its graduates' performance in the labour market in order to assure the quality of its outcomes and the realization of its vision, mission and goals, and to utilize these findings in development

2. The Faculty's graduates representation on its governance boards
3. There should be two-way communication channels between the graduates and the Faculty on the one hand and the employers on the other to exchange views about the programs offered by the Faculty, their effectiveness and methods of teaching and evaluation.
4. There shall be at the Faculty or university an office to follow up the graduates and their needs. The tasks and work mechanisms of this office shall be identified and performed by a specialized and trained team.
5. The Faculty shall provide on -going databases on graduates and shall maintain them and benefit from them.

6-3-3 Evidence and Documents Required for Sub-criterion Three

- √ Minutes of meetings of the relevant committees and councils
- √ Annual statistics of the participation of graduates in the Faculty's activities
- √ Evidence of the representation of graduates on governance boards
- √ Opinion polls directed towards graduates and employers
 - √ Annual statistics of alumni club activities and number of participants

7. Criterion Seven: Community Service and External Relations

The Faculty shall provide appropriate and important contributions to the community especially to the institutions of public education on the basis of the knowledge and expertise of the teaching staff members and the needs of the community.. The teaching staff members shall be encouraged to provide consulting services to the local community about issues related to their educational specializations. The community's perception of the Faculty shall be monitored and appropriate strategies shall be adopted to improve understanding and enhance the Faculty's reputation.

7-1. Sub-criterion One: Community Service

7.1.1. Elements of Sub-criterion One

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

7.1.2. Indicators of Sub-criterion One

1. The Faculty shall adopt clear policies to enhance its relations with the local community and concerned sectors, who should be represented on some of the Faculty's councils and committees concerned with development.
2. The Faculty shall conduct studies necessary for assessing the needs of the local communities and concerned sectors, lay down policies to meet these needs and establish procedures for monitoring implementation and effectiveness.
3. Training courses and development and awareness-raising lectures
4. The Faculty shall implement planned projects that contribute to the development of the local community and its relevant sectors, carry out regular evaluation studies to determine the effectiveness and impact of these projects, and periodically update plans in line with its priorities.
5. Educational support for meeting the educational needs of the local community
6. Contribution of faculty members and students to the local community's service and development

7.1.3. Evidence and Documents Required for Sub-criterion One

- √ Documents showing the policies, plans and procedures related to the local community
- √ Annual statistics of the number of studies, projects and research activities related to the local community and the extent of their utilization
- √ Studies conducted by the Faculty to assess the needs of the local community and the relevant educational sectors and the problems they face.
- √ A table showing the services offered to the community with respect to:
 - Type of activity
 - The Beneficiaries
 - The implementing party / Agency
- √ Annual statistics of joint initiatives, development projects, and the extent of their benefit and value
- √ Statistics of faculty members, administrative staff and students who participated in local community service activities

- √ Mechanisms and decisions on the selection of local community representatives to the Faculty council
- √ Annual statistics of the numbers of students from the local community who benefited from grants and student loans
- √ Statistics of 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. National relations
2. Regional and international relations

7.2.2. Indicators of Sub-criterion Two

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

7.2.3. Evidence and Documents Required for Sub-criterion Two

- √ Documents showing the policies, plans and procedures associated with cooperation at the national, regional and global levels

- √ Samples of memoranda of understanding and agreements concluded between the Faculty and other institutions within and outside the university, and the mechanisms for approving and signing them.
- √ Mechanisms for following – up, evaluating and implementing memoranda of understanding and agreements
- √ Annual statistics of grants and assistance provided to the Faculty from inside and outside Jordan
- √ Annual statistics of the joint projects, studies, training courses, conferences and workshops conducted in cooperation with the faculty and other educational institutions
- √ Annual statistics of the number of the graduates benefiting from career days.
- √ Evidence of attracting students from inside and outside Jordan

8. Criterion Eight: Quality Assurance

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

8-1 Sub-criterion One: The Faculty's Commitment to Improving Quality

8.1.1. Elements of Sub-criterion One

1. Leadership
2. Resources
3. Institutional participation

8.1.2. Indicators of Sub-criterion One

1. Follow-up and support by the Faculty's leadership for quality assurance activities
2. Availability of physical, human and financial resources that are necessary for improving and maintaining quality at the Faculty
3. Dissemination of the quality culture among the Faculty's teaching staff members and employees

4. Getting all faculty staff involved in the quality improvement process
5. Commitment to the areas of improvement
6. Benefiting from feedback in the improvement process

8.1.3. Evidence and Documents Required for Sub-criterion One

- √ Level of responsibility and representation on quality assurance boards
- √ Plans for improvement of the Faculty's quality assurance management
- √ The Faculty's Quality assurance manual
- √ Evidence of dissemination of the quality assurance culture among the Faculty's staff including academicians and other staff
- √ Periodic reports on the performance of the various units and departments of the Faculty
- √ Reports on the effectiveness of the academic and administrative development programs
- √ Integration and inclusiveness of the quality assurance reports and documents at the Faculty
- √ Training programs on improving the Faculty's quality assurance process

8-2 Sub-criterion Two: Scope of work of Quality Assurance

8.2.1 Elements of Sub-criterion Two

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

8.2.2. Indicators of Sub-criterion Two

1. Application and follow-up of quality assurance activities at the various departments and administrative and technical units of the Faculty to ensure a high-level of quality assurance in respect of all tasks and functions. The teaching staff and other staff from all of the Faculty's departments shall participate in the performance and planning evaluation processes for improvement.

2. Regular evaluation of inputs, processes and outputs, with a focus on the quality of the outputs of the programs implemented by the Faculty.
3. Quality control, improvement and dissemination of the related results

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

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

8-3 Sub-criterion Three: Indicators, Criteria and Benchmarking

8.3.1. Elements of Sub-criterion Three

1. Key performance indicators
2. Secondary performance indicators
3. Benchmarking standards of the quality of performance
4. Feedback
5. Verification of learning outcomes

8-3-2 Indicators of Sub-criterion Three

1. Inclusiveness and integration of the key performance indicators and their being objectively measurable in the Faculty and its academic departments
2. Selection of secondary performance indicators for following up the performance of the various academic and administrative units within the Faculty in a manner compatible with its character
3. Identification of standard benchmarking criteria for the Faculty's quality of performance
4. Identification of learning outcomes achieved by the students and comparing them with the requirements and needs of the labour market

5. Quality assurance self assessment processes shall be based on multiple sources of relevant evidence whenever possible. These include feedback through surveys of views of stakeholders: students, teaching staff members, employees, graduates, and employers of the Faculty's graduates.

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

- √ Periodic and on-going reports on the key and secondary performance indicators and the areas of their application
- √ Studies or reports related to the benchmarking of the quality of the faculty's performance and the effectiveness of its academic programs

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

8.4.1. Elements of Sub-criterion Four

1. Multiple resources of evidence
2. Feedback received through surveys
3. Verification of the learning outcomes

8-4-2 Indicators of Sub-criterion Four

1. Validation of conclusions of interpretations of the Faculty's quality evidence and proofs by external independent and competent parties in the area of educational Sciences
2. Validation of the learning outcomes achieved by students in comparison with the requirements of the national qualifications and the levels achieved by similar faculties

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

- √ Comparisons between the faculty's learning outcomes and those of other similar faculties
- √ Surveys of the views of the students, teaching staff, graduates and employers, and related improvement plans
- √ A verification matrix of the achievement of the teaching and learning outcomes (consistency between outcomes and content) and the correlation between the Faculty's vision and mission, and the labour market
- √ Study of the self-evaluation report and graduates' views and the effect of their feedback on the Faculty's programs
- √ Improvement plans for the Faculty's quality assurance processes