

# **Guide for Quality Assurance of Academic Programmes at Arab Universities Faculties**

**Association of Arab Universities  
Secretariat-General  
Amman – Jordan**

**Second Edition**

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## **Preface**

The Secretariat-General of the Association of Arab Universities prepared in the past a set of guides for institutional evaluation of Arab universities. It applied those guides to some of our Arab universities for evaluating the quality of the academic performance of the educational institute as a whole in terms of its inputs, processes and outputs with a view to detecting its points of strength to enhance them and points of weakness to avoid them. Such a process would help develop a vision for developing Arab universities.

It is our pleasure to present to you this second edition of the general guide for evaluating the quality of educational programmes. This guide will help in preparing standards for assuring the quality of the academic programmes of the various specializations at the higher education institutes in the Arab World. This new edition of the guide is an updated version that embodies amendments entered thereto on the basis of feedback received after the guide was first put into actual application. It also made use of observations submitted by colleagues who took part in various workshops held by the Association for introducing the standards and the mechanism of their application.

This guide aims at developing a general framework for evaluating the quality of the academic programmes at the Arab academic institutes. It is characterized by comprehensiveness, i.e., it shows all major elements of programme evaluation; by clarity and objectivity, making it possible to measure the evaluation indicators; and by flexibility, as it may be applied to all academic programmes. As self-evaluation is one of the most important measures of the evaluation and revision process, and, at the same time, it is the first step of the evaluation and revision process of an academic programme, this guide has been designed to help the academic

departments at all educational institutes carry out self-evaluation of their academic programmes.

The Secretariat General of the Association takes this opportunity to express its sincere thanks and appreciation to all colleagues who have contributed to and supervised the production of the first edition of this guide, namely:

1. Prof. Dr. Saleh Hashem, former Secretary-General
2. Prof. Dr. Faisal Abdullah Al-Haj, former Assistant Secretary-General
3. Prof. Dr. Sawsan Shakir Majeed, former Adviser to the Quality Assurance and Accreditation Board
4. Prof. Dr. Emadeddin Sadiq Abu-Elrub, Member of the Quality Assurance and Accreditation Board
5. Mr. Mohammad Amin Kharabsheh, former Adviser to the Quality Assurance and Accreditation Board

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1. Prof. Dr. Emadeddin Sadiq Abu-Elrub, Member of the Quality Assurance and Accreditation Board
2. Dr. Ali Abdelghani Yaghi, Member of the Quality Assurance and Accreditation Board
3. Prof. Dr. Abdulsalam Yacoub Ghaith, Consultant, Quality Assurance and Accreditation Board

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## Table of Contents:

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<b>Section One : An Introduction to the Quality of Academic Programmes .....</b>	<b>7</b>
I. Introduction .....	9
II. Objectives of the Guide.....	11
III. The Main Domains of the Quality of Academic Programmes.....	12
IV. Pre-requirements for Applying for Evaluating an Academic Programme.....	13
V. Mechanism for Evaluating an Academic Programme and Getting a Quality and Accreditation Certificate .....	14
VI. The Field Visit.....	18
VII. The External Evaluation Report and Conclusions .....	18
<b>Section Two : The Major Domains of the Academic Programme Quality.....</b>	<b>19</b>
Domain One: Programme Objectives and Learning Outputs.....	21
Domain Two: The Curriculum .....	23
Domain Three: Teaching and Learning.....	24
Domain Four: Faculty Members.....	25
Domain Five: Library and Learning Resources .....	27
Domain Six: Students' Progress and Evaluating their Performance .....	27
Domain Seven: Facilities and Support Services.....	28
Domain Eight: Academic Programme Management.....	29
Domain Nine: Scientific Research and External Communication .....	31
Domain Ten: Quality Management and Improvement .....	32
<b>Section Three : Evaluation of Academic Programmes .....</b>	<b>35</b>
I. Quantitative Evaluation .....	37
II. Qualitative Evaluation .....	47

<b>Section Four : The Self Evaluation Report .....</b>	<b>61</b>
I. Introduction .....	64
II. Evaluation of the Academic Programme .....	65
III. The Report Appendices .....	65
<b>Section Five : Appendices and References .....</b>	<b>69</b>
I. Appendices .....	71
II) References .....	81

# **Section One**

An Introduction to the Quality of  
Academic Programmes

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## **I. Introduction**

The issue of quality assurance and accreditation of Arab universities is one of the important and critical issues at the present time in light of the new trends for internationalization of the higher education in all fields. Thus, it has become imperative upon the ministries of higher education in the Arab World to upgrade their educational institutes, to give due attention to the application of total quality concepts and to adopt solid scientific criteria for the evaluation of the performance and quality of these institutes and the academic programmes offered by them.

The Quality Assurance and Accreditation Board of the Association of Arab Universities is one of the core Boards of the Association that has taken upon itself the task of developing and upgrading the Arab higher education institutes and programmes. This may be achieved through the dissemination of the culture of quality at the educational institutes and among the community and through developing Arab Standards that keep pace with the international standards. This task aims at improving the quality of the processes, outputs and academic programmes of the educational institutes in a way that leads to gaining the community's trust and upgrading their competitiveness on the local, regional and international levels as well as training the teaching and administrative staff on the concepts of quality.

In view of this, the AArU Quality Assurance and Accreditation Board felt the necessity of drafting a special guide for assuring the quality of the academic programmes of the various specializations. The academic programme is the core of the educational process, as it is the body that is in charge of offering the specialized knowledge and the related professional and intellectual skills to achieve the intended learning outcomes in accordance with approved international academic standards. Moreover, external challenges have made it inevitable for the academic programmes to work seriously and in a well-planned manner to improve the quality of their effectiveness in a manner that leads to upgrading their ability to predict the needs of the local,

regional and international labour markets of human resources and to plan for offering the various specializations of distinguished and skilled human resources as targeted.

This present guide, as amended and developed in accordance with the developments that have taken place in the field of academic programme accreditation and the views and observations of the experts and the persons who participated in the workshops organized by the Association of Arab Universities, is considered as the essential guide for evaluating and accrediting the academic programmes at the Arab academic institutes. Its contents reflect the role of the Quality Assurance and Accreditation Board in helping these institutes assure the quality of their academic programmes.

This guide contains the information related to the assurance of the quality of the academic programmes as determined by the Quality Assurance and Accreditation Board. The information included in it sets out the minimum standards expected graduates that are in line with the international standards in a form befitting with the Arab environment and its special circumstances. You may refer to Appendix (1) for the concepts and terms used in this guide.

The Association's Quality Assurance and Accreditation Board have issued other guides that are utilized by the educational institutes in evaluating the quality of their programmes, namely:

1. Quality Assurance and Accreditation for the Arab universities, members of the Association, 2008
2. Self and External Evaluation Guide and Accreditation of the Arab Universities, members of the Association, 2008
3. Qualitative Standards and Quantitative Indicators Guide for Quality Assurance and Accreditation of the Arab Universities, members of the Association, 2009

4. Standards and Indicators Guide for the Quantitative and Qualitative Indicators for Quality Assurance and Accreditation of Arab Universities, 2011

## **II. Objectives of the Guide**

This guide seeks to achieve the following objectives:

1. Informing the Arab educational institutes, members of the Association, and upgrading their awareness of the role carried out by the Quality Assurance and Accreditation Board in assuring the quality of the academic programmes they offer and the accreditation thereof, as well as achieving continued development of these programmes of all specializations.
2. Providing adequate and accurate information related to the stages of the process of quality assurance and accreditation of academic programmes and its mechanisms, rules and conditions, for the Arab educational institutes, members of the Association, and for the ministries of higher education in the Arab World.
3. Identifying the general framework of the process of assuring the quality and accreditation of academic programmes. This may be achieved through the key domains on which this process is based and the indicators, elements and features included in each element that must be fulfilled as basic requirements for submitting an application for getting the quality and accreditation certificate.
4. Assisting the societies of corresponding scientific faculties that are emanating from the Association in developing quality assurance standards for their academic programmes depending on the general framework as set out in this guide, as well as on the special requirements for each of the specializations of these societies.

5. Assisting the various Arab educational institutes, members of the Association, and the leaderships of the academic programmes in carrying out self-evaluation studies related to the academic programmes. The purpose is to assist these institutes so that they upgrade the level of their performance quality in accordance with the Arab and international standards by using a form specifically prepared for this purpose by the Quality Assurance and Accreditation Board.
6. Encouraging competition between the various academic programmes offered by corresponding Arab educational institutes as well as the internal competition between the various academic programmes at the same institute. Member educational institutes may apply to AArU QAAB for obtaining quality and accreditation certificate for one or more academic program.
7. Assisting the ministries of higher education in the Arab World in consolidating their efforts aimed at improving and upgrading the academic programmes they offer through the information provided by the Quality Assurance and Accreditation Board in this respect.

### **III. The Main Domains of the Quality of Academic Programmes**

The general framework of the standards adopted by the Quality Assurance and Accreditation Board of the Association of Arab Universities for assuring the quality of the academic programmes consists of ten major domains, as given in Table (1).

**Table (1): Domains of the Academic Programme Quality**

Domain One	Programme Objectives and Learning Outputs
Domain Two	The Curriculum
Domain Three	Teaching and Learning
Domain Four	Faculty Members
Domain Five	Library and Learning Resources
Domain Six	Students' Progress and Evaluating their Performance
Domain Seven	Facilities and Support Services
Domain Eight	Academic Programme Management
Domain Nine	Scientific Research and External Communication
Domain Ten	Quality Management and Improvement

#### **IV. Pre-requirements for Applying for Evaluating an Academic Programme**

Arab educational institutes may submit an application to the Quality Assurance and Accreditation Board of the Association for evaluating any of their academic programmes to obtain a quality assurance and accreditation certificate. This application is subject to the following conditions:

1. The educational institute must be a member of the Association of Arab Universities.
2. The educational institute shall have passed out/graduated no less than three batches from the academic programme to be evaluated.
3. The self-evaluation report of the academic programme to be evaluated must be prepared in accordance with the details shown in Section Four of this guide, and shall be attached to the application.
4. The academic programme evaluation fees, as determined by the Quality Assurance and Accreditation Board, shall be paid.

## **V. Mechanism for Evaluating an Academic Programme and Getting a Quality and Accreditation Certificate**

Granting a quality and accreditation certificate by the Quality and Accreditation Board of the Association depends upon a set of controls that should be very carefully studied and taken into consideration when applying for the certificate. These controls are:

1. The educational institute submits an application for obtaining a quality and accreditation certificate for the academic programme. This application shall be endorsed by the council of that institute and attached with the self-evaluation report.
2. If the Quality Assurance and Accreditation Board found that the academic programme does not meet the full pre-requirements for applying for the said certificate, the application for the quality and accreditation certificate for the academic programme shall be turned down. In this case, the institute may not submit a fresh application before the lapse of a minimum of six months after the date of the rejection of the original application.
3. If the academic programme is found to be meeting pre-requirements for applying for the Quality Assurance and Accreditation Certificate, the Board will inform the institute in writing of the acceptance of the application. This should be done within a period not exceeding one month from the date of submitting the application.
4. The Quality Assurance and Accreditation Board appoints a team of expert reviewers to make the external field evaluation visit related to the academic programme and the applicant educational institute.

5. The Board specifies, in coordination with the educational institute a date for the field visit and the external review of the academic programme. The Board also requests the institute to provide them with the names of the officials who are in charge of the programme to communicate and coordinate with on the external review activities.
6. The external evaluation team submits its report to the Quality Assurance and Accreditation Board within one month from the date of ending the field visit. The review team report becomes final only after it is endorsed by the Board.
7. The Quality Assurance and Accreditation Board notifies the educational institute offering the academic programme under evaluation of the outcome of the evaluation within two months from the conclusion of the evaluation process by a letter giving a recommendation for one of the following options:
  - a. Granting the Quality Assurance and Accreditation Certificate by the Quality Assurance and Accreditation Board after making sure of the ability of the academic programme at the educational institute to achieve the requirements quality of the domains of the academic programme on the basis of the report and recommendation of the external evaluation team. The Board declares this granting by adding the names of the academic programme and the educational institute to the list of Accredited Academic Programmes within the Board records and on its website.
  - b. Conditional granting of the Quality and Accreditation Certificate by the Quality Assurance and Accreditation Board subject to the educational institute completing the points mentioned in the report

of the external evaluation team. In this case, the educational institute is given a specified grace period to complete the shortages before the certificate is granted. In this grace period, the academic programme. The purpose from this grace period is to make sure of the ability of the academic programme of the educational institute to fulfill the quality requirements of the domains of the academic programme. Once the educational institute completes the shortages, the Board declares this granting by adding the names of the academic programme and the educational institute to the list of Accredited Educational Programmes within its records and on its website.

- c. Withholding the quality and accreditation certificate from the academic programme in the event of its inability to fulfill some of the standards of the academic programme quality, such as the design of the educational curriculum and teaching and learning, which are core standards for the quality assurance and accreditation process.
8. The quality and accreditation certificate granted by the Quality Assurance and Accreditation Board shall be valid for a period of five years only.

The Quality Assurance and Accreditation Board shall notify the educational institute of the final result and provide them with a detailed report showing the areas of strength in the educational programme and areas to be improved.

Table (2) gives a summary of the steps of obtaining the quality and accreditation certificate for an academic programme.

**Table (2)**

<b>1.</b>	<ul style="list-style-type: none"><li>●The educational institute submits an application for getting a quality and accreditation certificate for an academic programme including the self-evaluation report to the Quality Assurance and Accreditation Board of the Association of Arab Universities.</li></ul>
<b>2.</b>	<ul style="list-style-type: none"><li>●The Quality Assurance and Accreditation Board forms a team for carrying out the external review of the academic programme in coordination with the scientific society of the concerned corresponding faculties.</li><li>●The external review team consist of three members(Chair person and two members)</li></ul>
<b>3.</b>	<ul style="list-style-type: none"><li>●The rapporteur of the external review team identifies, in coordination with the University administration and the Quality Assurance and Accreditation Board the following issues:<ol style="list-style-type: none"><li>1. A date for the review team to visit the educational institute</li><li>2. The agenda of the visit</li><li>3. The logistics arrangements for the visit</li></ol></li></ul>
<b>4.</b>	<ul style="list-style-type: none"><li>●The evaluation review visit to the academic programme:<ol style="list-style-type: none"><li>1. It shall be for three consecutive days.</li><li>2. It shall take place in accordance with the schedule agreed upon in advance between the rapporteur and the university liaison officer.</li><li>3. It shall be concluded with a verbal report to the educational institute's administration.</li></ol></li></ul>
<b>5.</b>	<ul style="list-style-type: none"><li>●The external review team shall submit its report about the academic programme including its recommendation to the Association's Quality Assurance and Accreditation Board.</li><li>● The Quality Assurance and Accreditation Board shall review and endorse the report and shall take the necessary measures with respect to the quality and accreditation certificate on the basis of the Association's applicable instructions and bye-laws.</li></ul>

## **VI. The Field Visit**

The evaluation and review team, which is usually made of three members and assigned by the Quality Assurance and Accreditation Board, shall make a field visit to the educational institute to make sure of the information submitted by it about the academic programme for the purpose of evaluating it. The programme of this field visit usually covers several issues and aspects, including meetings with the head of the department, the faculty, administrative and technical staff, a random sample of students at all study levels and samples of the university graduates and contractors. It shall also include attending some lectures and inspection of premises, facilities and learning resources, in addition to examining the various documents and guides mentioned in the self-evaluation reports.

## **VII. The External Evaluation Report and Conclusions**

Once the field visit to the educational institute is completed, a comprehensive review report is prepared on the academic programme. The report shall include the findings reached by the evaluation and review team including the judgments and conclusions that show the strengths, weaknesses and the opportunities and areas for development and improvement in the academic programme. This report shall also include a recommendation made by the evaluation team to the Association's Quality Assurance and Accreditation Board to take the appropriate decision in respect of the academic programme.

# **Section Two**

## **The Major Domains of the Academic Programme Quality**

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This guide provides clear and precise criteria for the evaluation of the quality of academic programmes at Arab higher education institutes. These criteria are characterized by comprehensiveness, objectivity and flexibility and takes into consideration the environment, culture and circumstances of these institutes. The general framework of the academic programme quality assurance criteria is made of ten major domains, as shown in the preceding table (1), each of which includes a set of elements and indicators used in evaluating the academic programme quality. The domains of the general framework of these criteria may be used to help the academic departments at the educational institutes in making self-evaluation of their academic programmes by preparing the report of self-evaluation of these programmes and identifying the strengths and weaknesses of these programmes with a view to improving and developing the academic programme offered by them. In addition, this self-evaluation report may be used by the internal and external evaluation teams as a basis for evaluating academic programmes.

The process of preparing the self-evaluation report in respect of the academic programme to be evaluated and reviewed is carried out on the basis of the major domains, as each of these domains consists of indicators denoting thereto and help in measuring and evaluating the programme. Here are details of this:

### **Domain One: Programme Objectives and Learning Outputs**

An academic programme should have clear, specific and measurable objectives to be used by the evaluation and review teams for identifying to what extent the academic programme achieves its objectives and the learning outcomes. The self-evaluation report

should address the following indicators as a minimum, and it should have reference to the citations, evidence and data which prove the same:

- a. Availability of a general objective of the academic programme that is clearly documented and announced and circulated to the concerned parties. This objective should specify the envisaged knowledge and skills which should be in compliance with the labour market needs.
- b. Availability of detailed objectives that are documented and circulated and derived from the general objective of the academic programme.
- c. Compliance of the academic programme objectives with the general policy of the educational institute.
- d. Availability of learning outcomes such as measurable and verifiable knowledge and skills that are documented and circulated in a manner in line with the announced objectives of the academic programme.
- e. The programme objectives and learning outcomes should be based on referential benchmarks on the local, regional and international levels.
- f. Availability of mechanisms and tools for measuring the learning outputs and to be utilized for reviewing and evaluating the academic programme.
- g. The extent of achieving the learning outputs by the graduating students.
- h. Participation of concerned parties such as: faculty member, students, graduates and local community members in designing the academic programme objectives and in reviewing it.

- i. Understanding and comprehension of the academic programme objectives and learning outputs by faculty members and students.

## **Domain Two: The Curriculum**

The self-evaluation report should address the effectiveness of the curriculum in achieving the educational programme objectives and outcomes, in addition to providing the required citations, evidence and data. The report shall discuss the following issues as a minimum:

- a. The study plan is compatible with the educational programme objectives and the learning outcomes.
- b. Availability of a detailed study's plan for the educational programme that shows the curricula and their classification and sequence as well as the number of credit hours that the student is expected to take for each course.
- c. The dependence of the study plan on local, regional and international references
- d. Coverage in the study plan of various fields of knowledge in the specialization
- e. Availability of a detailed study plan for each course of study that includes the following:
  - A general description of the course of study
  - A statement of the ratios of the theoretical and practical aspects of the course of study (In the case of practical training, each credit hour is equivalent to two practical hours in the minimum)
  - The overall goal and the detailed objectives

- The learning outcomes
  - The detailed contents of the courses of study
  - The schedule of lectures
  - Methods of teaching and evaluation
  - The text book and support reference books
- f. Documenting the curriculum and making it well-known in all its details to those concerned
- g. How modern the curriculum is, and its compatibility with the recent trends in the related specialization and scientific research
- h. Regular review of the curriculum
- i. Balance between comprehensiveness and depth of the scientific content of the curriculum

### **Domain Three: Teaching and Learning**

The self-evaluation report must discuss the effectiveness of the teaching and learning methods in realizing the students' achievements and the learning outcomes, in addition to providing the necessary citations, evidence and data. The report should discuss the following issues in the minimum:

- a. Variation of teaching methods to suit the prescribed curriculum.

- b. The effectiveness of the teaching and learning methods used in achieving the academic programme objectives and the learning outcomes.
- c. Coverage of the theoretical and practical aspects in a manner appropriate to the nature of the content of the courses.
- d. Enrichment of the teaching process with outputs of the scientific research conducted by faculty members and the flexibility of the curriculum to achieve this purpose.
- e. The extent of contribution of the teaching and learning methods in delivering and developing the basic skills as required by the labour market.
- f. Promoting self-learning among students.
- g. Positive interaction between the students and faculty members.
- h. Positive interaction among the students and promoting the team spirit among them.
- i. The use of Information and Communication Technology in the teaching process.
- j. Availability of a system for regular evaluation of teaching process and the resultant procedures.

#### **Domain Four: Faculty Members**

The self-evaluation report should address the faculty members' efficiency in achieving the academic programme objectives and the learning outcomes, in addition to providing the necessary proofs, evidence and data. The report shall also discuss the following issues in the minimum:

- a. Availability of a full-time dedicated and appropriate teaching staff in terms of number, experience and variety of specializations.
- b. Coverage of all fields of knowledge of the specialization by the faculty members.
- c. The educational, professional and academic qualification of the new faculty members.
- d. Continued academic development of the faculty members to enable them to cope with the recent developments in the field of specialization.
- e. Communication between the faculty members and the support technical and administrative staff.
- f. Communication between the faculty members and the students.
- g. Availability of appropriate appointment and promotion mechanism.
- h. Availability of an integrated system for evaluating the faculty members periodically and progress their abilities.
- i. The stability of the faculty members and their retention.
- j. Participation of the faculty members in scientific conferences and activities.
- k. The faculty members freedom and responsibility for evaluation and development of the curriculum.
- l. Availability of the environment and time for the faculty members for professional development and research activities.
- m. Availability of a mechanism for attracting qualified faculty members.
- n. Activation of sabbatical leaves and any other incentives available for the faculty members.

## **Domain Five: Library and Learning Resources**

The self-evaluation report should address the effectiveness and the appropriateness of the library and the learning resources such as equipment, books, periodicals ... etc., in addition to providing the necessary proofs, evidence and data. The report shall also discuss the following issue in the minimum:

- a. Availability of equipment, supplies, materials and software suitable for the specialization.
- b. Suitability of the learning resources for the specialization.
- c. Proper use of learning resources in the teaching process.
- d. Availability of books and periodicals and their diversity, modernity and coverage of all fields of knowledge of the specialization.
- e. Availability of an integrated library with respect to data holdings, supplies and specialized technical staff for serving the specialization.
- f. Subscription to electronic data banks in the fields of the specialization.
- g. Availability of an electronic system for managing the electronic content and availability of electronic materials.
- h. Availability of an electronic system for searching for data at the library in addition to the electronic libraries.

## **Domain Six: Students' Progress and Evaluating their Performance**

The self-evaluation report should address the progress of the students, their scientific achievement and the effectiveness and appropriateness of the evaluation methods used for measuring the

learning outcomes in addition to the necessary proofs, evidence and data. The report shall also discuss the following issues as a minimum:

- a. The students' achievement of the learning outcomes that qualify them to obtain a degree.
- b. The student's ability to pass the efficiency exams upon graduation, if any.
- c. The graduating students' success in the labour market and their achievements.
- d. The students' progress and their acquisition of the required skills for each level of the study.
- e. Availability of procedures that provide the students with the ability to review and discuss their scores.
- f. The ability of the evaluation methods used to determine the students levels.
- g. The diversity of the students' performance evaluation methods and their suitability for the specialization.
- h. The evaluation methods' contribution to the learning process and making use of feedback.
- i. Transparency and fairness in the evaluation methods.
- j. Availability of internal and external examiners or evaluators.
- k. The evaluation methods' ability to measure the learning outcomes.

### **Domain Seven: Facilities and Support Services**

The self-evaluation report should address the effectiveness of the facilities and support services in addition to providing the necessary proofs, evidence and data. The report shall also discuss the following issues as a minimum:

- a. Availability of appropriate classrooms equipped with tools and equipment as necessary for the specialization.
- b. Availability of appropriate offices for the faculty members.
- c. Availability if appropriate laboratories provided with the equipment necessary for the specialization.
- d. Availability for integrated facilities (playgrounds, restaurants, exhibition rooms, activity rooms, gyms, prayer places ... etc.).
- e. Providing the faculty members with appropriate internet connection, printing services and any other electronic services necessary for the specialization.
- f. The ability of the faculty members, the technical and administrative staff and the students to use the supporting electronic data systems as required.
- g. The efficiency of the graduate recruitment office and providing the graduates with the skills needed for the labour market .
- h. Availability of a specialized psychological counseling unit.
- i. The efficiency of the Academic and Psychological Guidance.
- j. Covering the campus with a free internet service for the students and the staff
- k. Taking the persons with special needs into consideration in designing the facilities and support services.
- l. Availability of all administrative services and necessary facilities for the department's teaching staff.

### **Domain Eight: Academic Programme Management**

The self-evaluation report should address the effectiveness of the administrative mechanism at the academic programme's department, in addition to providing the necessary proofs, evidence and data. The report shall also discuss the following issues as a minimum:

- a. Availability of an induction leaflet that shows the department's goals, vision and mission and the extent of commitment thereto.
- b. Availability of a department head with an appropriate academic and administrative experience in the field of specialization to manage and develop the department.
- c. Availability of a department council and supporting committees that meet regularly, document their activities and follow up on their decisions.
- d. Availability of an appropriate environment that encourages team-work spirit.
- e. Students' participation in decision making and getting feedback from them.
- f. Availability of secretariat and an adequate and appropriate administrative staff at the department to ensure the progress of work.
- g. Availability of qualified technical staff to serve the academic programme.
- h. Development of and upgrading the technical and professional skills and abilities of the supporting staff to keep them up-to-date with the latest developments.
- i. Availability of a comprehensive document archive for the department.
- j. Availability of an induction and orientation programme for new students.
- k. Availability of academic support for students outside lecture hours.
- l. Availability of equal opportunities conditions for acceptance of students.

- m. Availability of a financial budget for the academic programme / department.
- n. Academic, administrative and financial independence for achieving the department's objectives.

### **Domain Nine: Scientific Research and External Communication**

The self-evaluation report should address the effectiveness of scientific research and external communication of the department of the academic programme, In addition to providing the necessary proofs, evidence and data. The report shall also discuss the following issues as a minimum:

- a. The scientific research activities of the faculty members.
- b. Faculty members' participation in community service.
- c. The academic department's relations and interaction with local community organizations concerned.
- d. Any agreements and cooperation with the local community, educational institutions and research centres.
- e. Representation of various concerned organizations at councils and committees.
- f. Communication with the graduates and availability of an alumni club for them.
- g. Making use of experienced part-time lectures from companies and institutes working in the field.
- h. Availability of an environment that supports and stimulates scientific research.
- i. Activation of sabbatical leaves for faculty members.
- j. Activation of scientific visits/leaves for faculty members to and from the department.

- k. Students' participation in scientific research.
- l. Availability of a scholarship programme for outstanding students.

## **Domain Ten: Quality Management and Improvement**

The self-evaluation report should address the quality management and improvement system across the educational institute and the related department, in addition to providing the necessary proofs, evidence and data. Furthermore, the report shall address the following issues as a minimum:

- a. Availability of appropriate and activated mechanism for continued improvement and development of the teaching process.
- b. Availability of an active quality assurance unit.
- c. Availability of self-evaluation practice at the level of all specializations at the university.
- d. Availability of a quality assurance manual documenting mechanisms and procedures and identifying responsibilities.
- e. Having relations with professional accreditation bodies working in the field of the specialization.
- f. Availability of an internal and an external evaluation system.
- g. Availability of mechanisms for continuing academic, professional and educational development of the faculty members and the supporting staff.
- h. Availability of student admission mechanisms that are clear and appropriate for the specialization.
- i. Implementation of quality management and procedures and their effectiveness in improving quality.

- j. Documentation by the department of all its procedures and data of relevance to the department's evaluation and development.
- k. The utilization of the evaluation outcomes for improvement and development according to a documented time plan.

Appendix (2) lists names of international institutes and organizations working in the field of specialization. Their assistance may be sought in expanding and developing criteria for specialized academic programme.



# **Section Three**

## Evaluation of Academic Programmes

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This part of the Guide covers the tools that help the evaluation team to record the evidence in accordance with a certain system that facilitates making an accurate judgment. Thereafter, the self-evaluation report may be prepared in its final form.

The academic programme evaluation tools require the use of two evaluation methods: Quantitative evaluation and qualitative evaluation, as follows:

### **I. Quantitative Evaluation**

When carrying out a quantitative evaluation, the team members concentrate on collecting quantitative data and indicators. Quantitative evaluation provides an opportunity for making a close look at each of the academic performance elements, individually and quantity-wise. Accordingly, they focus on the quality of inputs, processes and outputs.

Following are tables of the quantitative information and indicators that cover various aspects of the major domains of the criteria. An educational institute may take these tables as a guide when preparing a self-evaluation report. The external evaluation team may, likewise, take them as a guide during its field visit.

## 1. General Information about an Academic Department at a Faculty

Name of Institute: .....

Division	Name	Telephone	Mobile	e-mail
Dean				
Dept. Head				
Quality Officer				

Faculty:

Department:

Number of Branches at Department: (    )

Date Department Established:

Name of Academic Programme:

Data of Commencement of Study:

Number of Students at the Academic Programme:

Ph.D. (    )    M. A. (    )    High Diploma (    )

B. A. (    )

Number of Faculty Members at the Academic Programme:

M. A. (    )    Ph.D. (    )

Study System Followed: Semester/ Annual / Other

Number of Credit Hours of the Academic Programme: (    )

Website: .....

## 2. Department's Buildings:

Department's Buildings	Number	Average Area (Sq. Meters)	Average No. of Employees	Average Number of Hours of Operation or Use
Library				
Classrooms				
Research Labs				
Computer Labs				
Machinery and Equipment				
Centres (Teaching Technologies, Testing, Measurements)				
Technical Workshops				
Admin. Offices				
Faculty Members' Offices				

## 3. The Department Offering the Academic Programme and its Specialized Programmes

Name of Dept. (General Programme)	Branch Name (Specialized Programme)	Date Established	Number of Undergraduate Students	No. of Post Grade Students	No. of Faculty Members (M. A.)	Name of Faculty Members (Ph.D.)

#### 4. Admin Staff at the Dept. according to academic qualifications

Acad. Qual. for Admin Staff	No. of Permanent Staff	No. of Staff on Contracts
M. A. or Higher		
High Diploma		
B.A.		
Technical Diploma		
General Secondary Certificate		
Below GSC		

#### 5. The Library

Physical Resources of the Academic Programme	Number
Paper Books	
Electronic Books	
Encyclopedias & Dictionaries	
Periodicals	
Electronic Databases	
Research Equipment	
Reading Seats	
Total Staff at the Library	

#### 6. Financial Allocations

Financial Allocation for the Department for the Year Preceding Evaluation (in \$)	Financial Allocation for the Department for the Evaluation Year (in \$)

**7. Full-time Faculty members of the Academic Programme, distributed according to academic rank**

<b>Academic Rank</b>	<b>Number</b>	<b>Percentage</b>
Professor*		
Associate Professor		
Assistant Professor		
Lecturer		
Other Ranks (UNESCO chair, distinguished, honorary ... etc.)		
Total		100%

\* The Academic Ranks adopted by the educational institution may be used

**8. Part-time staff members of the Academic Programme, distributed according to job title used at the educational institution**

<b>Job Title</b>	<b>Number</b>	<b>Percentage</b>
Professor		
Associate Professor		
Assistant Professor		
Lecturer		
Other Ranks (UNESCO chair, distinguished, honorary ... etc.)		
Total		100%

**9. Faculty Members Assistants (Teaching Assistants) Distributed according to job titles adopted by the educational institution**

<b>Job Title</b>	<b>Number</b>	<b>Percentage</b>
Total		100%

**10. Academic Promotions of the Academic Programme Faculty Members**

<b>Academic Promotions Achieved by Faculty members over the past three years</b>	<b>Number</b>
To Professor's Rank	
To Associate Professor's Rank	
To Assistant Professor Rank	

**11. The Educational Institution's Performance appraisal of the Academic Programme's Faculty Members**

<b>Annual Performance Appraisal of Faculty members for the year Preceding the Evaluation</b>	<b>Number</b>	<b>Percentage</b>
Excellent		
Very Good		
Good		
Average		
Total		100%

**12. Average Number of Weekly Working Hours of the Faculty Members of the Academic Programme**

<b>Nature of Work</b>	<b>Average Number of Weekly Working Hours</b>		
	<b>Professor</b>	<b>Associate Prof.</b>	<b>Assistant Prof.</b>
Teaching			
Office hours with students			
Supervision of Theses			
Research			

Committees Membership			
Community Service			
Total Hours			

**13. Average Number of Additional Teaching Load of Faculty Members for the Current Semester of the Academic Programme**

Academic Rank	Number of Hours of Regular Load	Number of Hours Additional Teaching load
Professor		
Associate Professor		
Assistant Professor		
Lecturer		

**14. Number of Students in the Department Distributed According to Academic Programme and Gender**

Name of Academic Programme	Males	Females

**15. Number of Students in the Academic Department Distributed according to specialization and Level of Study**

Name of Academic Programme	Dept. Name	No. of Students at Level / Year					
		First	Second	Third	Fourth	Fifth	Sixth

**16. Number of dismissed, withdrawn and Deferred Students in the Last Three Years at the Academic Programme**

Academic Year	Total of the Dismissed Students	Total Number of withdrawn	Total Number of Deferred

**17. Grades of Graduates at the Programme in the Last Three Years\***

Rating		Excellent	Very Good	Good	Average	Weak	Total
Academic Year (...)	No. of Students						
	Percentage						
Academic Year (...)	No. of Students						
	Percentage						
Academic Year (...)	No. of Students						
	Percentage						

\*The grades adopted by the educational institute may be used

**18. Totals of Students and the Ratio of their Numbers to Faculty Members at the Academic Institute**

Indicator	Number in the evaluation year	Number in the year preceding the evaluation	Faculty members to students Ratio	Increase or decrease percentage in comparison with the year preceding the evaluation
Total Number of Students at B.A. level				
Total Number of Students at Higher Education				

Total Number of Faculty Members				
Total Number of Lab. Technicians				
Total Number of Admin Staff				

### 19. Information about Graduates in the Year Preceding the Evaluation

Number of Graduates Distributed according to Gender		General Average of Graduates	Number of Graduates Pursuing Higher Education	Ratio of Enrolled Students to Graduates	Average Period a Graduate Spends at the Academic Programme in Years
Males					
Females					
Total					

### 20. Academic Programme Requirements of Courses of Study

	Type of Prescribed Courses of Study	Number of Credit Hours	Percentage
1.	University Requirements		
2.	Faculty Requirements		
3.	Specialized Department Requirements		
4.	Optional Department Requirements		
5.	Free Requirements		
	Total		

### 21. Scientific Research and Research Activities of the Academic Programme during the Year Preceding the Evaluation

	<b>Indicators</b>	<b>Number</b>
1.	Scientific research published in international specialized and indexed journals	
2.	Scientific research published in Scientific Arab-Indexed Journals	
3.	Scientific research published in scientific local-Indexed journals	
4.	Scientific books written by faculty members	
5.	Textbooks written by faculty members	
6.	Books translated by faculty members	
7.	Faculty members committed to research contracts	
8.	Higher diploma Theses discussed	
9.	M.A. Theses discussed	
10.	PH.D. Theses discussed	
11.	Conferences, seminars and workshops organized by the department or faculty	
12.	Conferences, seminars and workshops in which faculty members took part inside the institute and outside it	
13.	Faculty members who participated in conferences, seminars and workshops	
14.	International Conferences in which Faculty members participated	

## **22. Scientific Awards Received by the Programme within the level Five Years**

<b>Name of Award</b>	<b>Granting Party Local/ Arab/ International</b>	<b>Field of Specialization</b>	<b>Name of Faculty Member</b>	<b>Date Obtained</b>

**23. Achievements of the Department in the Community Services Field during the Year Preceding the Evaluation\***

Achievements	Number
Arts and industrial exhibitions and book fairs	
Cultural seminars, conference and scientific seminars	
Scientific consultancies provided to the local community organizations and solving social problems and issues	
Development of computer technologies and programmes	
Temporary and permanent scientific, social and cultural committees in which faculty members and admin staff of the Department participate with other organizations, ministries, trade unions and federations	
Contribution to scientific societies	

\* The Department may add other achievements and activities as seen fit

**II. Qualitative Evaluation**

For the qualitative evaluation, several tools and methods are used such as discussions, interviews, observations, examination of records and works, case studies, standards and questionnaires. In this way, the evaluation team will have followed the qualitative evaluation method. In the light of the information, data and evidence accumulated by the team. The team summarizes the outcomes and judgments it has reached through the responses to the written items and expressions which reflect the academic programme quality. Focus is placed here on the quality of inputs, processes and outputs, i.e., when issuing judgments, an evaluator has to utilize his experiences and must use the various standards and tools. He must also study how all these various factors affect the concerned department in terms of student achievement, teaching and learning quality and students' behaviors and trends and their overall development.

The qualitative evaluation of each of the domains approved by the Quality Assurance Board includes a set of indicators that cover the various aspect of each domain. This will help the educational institution take these indicators

as a guide when preparing the self-evaluation report. The external evaluation will also study and analyze all these aspects when evaluating the domain during their field visit to the educational institute. The set of basic indicators studied by the evaluators for each of these domains is given below:

### 1. Programme Objectives and Learning Outcomes

<b>Indicators</b>	
1.	The academic programme has clear and specific objectives
2.	The academic programme's mission has been translated into measurable procedural goals
3.	The faculty members and students took part in formulating the academic programme mission
4.	The academic programme mission is based on the faculty goals and mission in the planning and decision making process
5.	The academic programme objectives and the learning outcomes are measurable
6.	The academic programme mission, objectives and its learning outcomes are endorsed by the faculty council
7.	The academic programme mission, objectives and its learning outcomes are published, declared and are known to the community, the faculty members, the admin staff and to the students
8.	The academic programme objectives include the learning outcomes expected from the graduates
9.	The academic programme objectives and the learning outcomes focus on providing opportunities for study, specialization and in-depth study in the field of knowledge
10.	The academic programme objectives and learning outcomes focus on encouraging scientific, intellectual independence and promoting teamwork spirit
11.	The academic programme objectives and learning outcomes include familiarization with advanced technology, upgrading capabilities for absorbing it and using it in the field of specialization
12.	The academic programme objectives and the learning outcomes make

	a connection between academic education and various labour sectors
13.	The academic programme objectives and the learning outcomes focus on introducing into the educational system modern methods that promote students' innovation and creativity.

## 2. The Curriculum

1.	The curriculum and its courses of study are in line with the institution's general philosophy and they achieve its mission, goals and the needs of the students and the community.
2.	The Department gives full definition of the components of each programme of study in terms of the system followed (semester, annual, credit ours)
3.	The Department makes sure that various roles and responsibilities of the parties taking part in the design and review of its programme (department council, committees ... etc.) are quite clear.
4.	The Department gives due care to the suitability of the academic programme to the labour market, community needs and the requirements of cognitive development.
5.	The Department makes sure that the academic programme's learning outcomes are in line with the local and global standards for higher education through evaluating the teaching outputs, the academic programme's courses of study and certificates.
6.	The observation of specialists, practitioners and beneficiaries are taken into consideration in designing the academic programme
7.	The specializations and academic programme implemented by the Department are reviewed regularly
8.	The Department has an approved system for evaluating the students' field training results
9.	The Department requires the students to carry out a graduation project at the end of the university cycle
10.	The Department has complete files with detailed information about each course of study
11.	The Department has a course file about the courses of study for the last two semesters including (course specification, copy of students' homework, exercises, projects, tests distribution of grades etc.)
12.	The Department offers advanced curriculums that keep pace with

	recent developments and ensures their quality and continued improvement.
13.	The Department compares the content of each course of study with the corresponding Department at distinguished educational institutions
14.	The Department prepares a list of the books adopted as references/sources for each course of study
15.	The curriculum and its content achieve the skills required for the labour market.
16.	The prescribed courses of study achieve the scientific thinking and self-learning skills.
17.	The curriculum takes into account the basic principles and the theories, trends and schools of thought in the field of specialization.
18.	The curriculum takes into account deep and rich scientific knowledge in teaching the basic subjects in the specialization.
19.	The curriculum takes into consideration the ability to use the concepts, terminology and content properly.
20.	The curriculum takes into consideration the experience in utilizing the knowledge and skills acquired by the student during the study period in his field of work or when pursuing his higher education.
21.	The curriculum takes into account the modern developments and trends and the recent issues relevant to his field of specialization.
22.	The curriculum makes a link between the students' academic knowledge that is relevant to his specialization and other fields of knowledge

### 3. Teaching and Learning

Indicators	
1.	There is a documented and declared plan for the teaching/learning strategy that achieves its mission and objectives.
2.	The Department has a clear vision of the level of information and knowledge that should be offered to achieve its mission and vision.
3.	There is a mechanism for reviewing the teaching/learning strategy in light of the results of examinations, the survey of the students and faculty members opinions

4.	The equipment and tools are kept up-to-date in accordance with the requirements of each field of knowledge.
5.	The Department makes sure that the teaching methods applied are relevant to the academic programme's objectives, to the teaching content and to the targeted teaching outcomes.
6.	Various teaching methods are used such as lectures, discussions, brain storming, project proposal preparation ... etc.
7.	The courses of study include certain fields for developing self-learning
8.	There are procedures adopted by the Department's council in respect of the textbooks approved for each course of study
9.	The Department provides effective programmes for practical training of the students as per their actual needs and the targeted result.
10.	The Department uses clear and specific mechanism for the implementation, follow up and evaluation of the practical training programme.
11.	The student practical training programmes are diversified and cover the various specializations.
12.	Appropriate forms are used for carrying out the evaluation of students during and after the training.
13.	The Department makes sure of the effectiveness of the practical training in achieving the targeted training results (surveys of students' opinions / analysis of evaluation results).
14.	The Department carries out evaluation research about the methods used in teaching the students.

#### **4. Faculty Members**

<b>Indicators</b>	
1.	The Department has a clear vision of its needs of faculty members.
2.	The Department provides an adequate number of qualified faculty members for implementing the academic programme and the educational services.
3.	The Department adopts clear and transparent principles for selecting faculty members.
4.	Professional development and continued education programmes are made available for the Department's faculty members.

5.	The Department maintains statistics and data about the faculty members and the assistant staff organized according to academic qualifications, scientific degrees, experience ... etc.
6.	The Department applies the instructions on the teaching hours as determined for faculty members in accordance with their scientific ranks.
7.	The Department identifies a group of students for each faculty member to guide them academically during their years of study
8.	The Department provides opportunity for each faculty member to take part in permanent and temporary scientific committees inside and outside the Department.

### **5. The Library and Learning Resources**

<b>Indicators</b>	
1.	The Department provides a library, internet hall, electronic database ... etc.
2.	The Department provides guides for the use of the equipment available at laboratories and workshops.
3.	The Department provides educational equipment and technologies as required for the teaching process. (data shows, etc.)
4.	Data about students and their grades are saved electronically.
5.	The Department has a library of educational films and electronic slides.
6.	The library allows enough time to provide assistance to its beneficiaries.
7.	Appropriateness of the library holdings and the courses of study to the academic programme.
8.	The library follows a classification system based on the Library of the Congress or the Dewy Decimal classification system.
9.	The library obtains reference books and periodicals as holdings in the field of the specialization.
10.	Computers at the library are used for research and book lending

## 6. Progress of Students and the Evaluation of their performance

Indicators	
1.	The Department adopts high-quality criteria in selecting students.
2.	The Department ensures to accept the numbers of students in accordance with its plans.
3.	The Department applies tests for evaluating students' scientific and mental capabilities.
4.	The Department applies the instructions of behavioral sanctions to the students.
5.	A file is kept for each student including data about his conduct, activities and academic and social level.
6.	The Department distributes guides to the new students to familiarize them with the department and its facilities.
7.	The Department gives its students opportunities to share in decision making and in solving problems related to student issues and academic aspects.
8.	The Department informs the labour market about the competences of its graduates and seeks to provide job opportunities for them.
9.	The Department provides statistics about the number of students, their distribution according to type, educational cycles, educational programmes and the social and economic conditions... etc.
10.	The Department adopts purposeful social and recreational programmes for its students.
11.	The Department explores the views of the students regarding the teaching/ learning quality.
12.	The Department explores the views of its students regarding the evaluation of the teaching process.
13.	The Department seeks to attract and select outstanding students and encourages them to join its academic programmes.
14.	The Department evaluates the level of the academic achievements of its students and submits them to its council
15.	The Department explores the views of employers about the quality and level of its graduates of all specializations with a view to identifying deficiencies in skills in order to address and correct them.
16.	The Department verifies the academic background of students upon

	registration in the academic programme.
17.	The Department conducts studies where it regularly explores the students' views regarding supplementary services (sports activities, dormitories, restaurants, car parks ... etc.).
18.	The Department gives attention to extra-curricular activities to deepen the relationship between the faculty members and the students.
19.	The student evaluation methods are in line with the content of the courses of study as declared to the students.
20.	Examinations measure the different cognitive levels of students.
21.	Student evaluation methods are diverse and are not restricted to written tests.
22.	The student evaluation methods followed are fit to measure the educational outcomes targeted
23.	The evaluation methods followed are in line with the content of the courses of study as declared to the students.
24.	The student evaluation outcomes and the external reviewers' observation are utilized in taking proper corrective actions and in developing programme and courses of study.
25.	The examination schedules are announced in dates suitable for the students.
26.	The examination schedules are commensurate with the students' needs and wishes.
27.	The results of the examinations are announced at appropriate times and without any delays.
28.	Students are given feedback about the evaluation results.
29.	The feedback is reviewed and corrective actions are taken in light of the students' results.
30.	There is declared and applied mechanism for dealing with student complaints in respect of the examination results and their grievances.
31.	The Department adopts various evaluation methods.
32.	The Department uses external examiners for evaluating the students.
33.	The students' examinations are in line with the contents of courses of study.

## 7. Facilities and Support Services

<b>Indicators</b>	
1.	The Department's buildings are designed for same purpose as they are being used for.
2.	The size of the Department's buildings is commensurate with the absorption capacity of students.
3.	The Department has appropriate halls for study in terms of space, ventilation, lighting ... etc.
4.	The Department provides appropriate offices and places for the faculty members.
5.	The Department provides a library, internet hall, databases and so on.
6.	The Department provides safety and security requirements at all its facilities.
7.	The Department provides the guides for the use of the equipment available at laboratories and workshops.
8.	The Department provides opportunities for the faculty members for training on the educational technologies available at the department.
9.	The Department uses modern technologies in the administrative and office works.
10.	Data on the students and their grades are stored and retrieved by suing modern and appropriate databases and information technology systems.
11.	The Department has a seminar hall and other halls in accordance with the academic programme's nature and needs.
12.	The Department has its own meeting room.
13.	The Department has a rest room for its members.

## 8. Academic Programme Management

### a. Department Leadership

1.	The leadership of the academic programme enjoys leadership characteristics suitable for the requirements of the total quality of the academic program.
2.	The leadership of the academic programme shows interest in providing appropriate scientific environment and humane relationships at the Department to ensure the success of the educational process.
3.	The academic programme leadership uses the human, physical and technological resources in an optimal manner.
4.	The academic programme leadership seeks to meet its requirements of the new scientific specializations.
5.	The academic programme leadership supports the mechanisms for promoting scientific research.
6.	The academic programme leadership obtains the views of the local community representatives in developing the performance of the academic programme.
7.	The academic programme leadership is keen on having an effective work relationship between the senior management and the faculty members.
8.	The academic programme leadership exercises all powers vested therein.
9.	The academic programme leadership is concerned with enhancing interaction with the local community organizations.
10.	The academic programme leadership shows interest in the views of the students' representatives at the specialized councils.
11.	The academic programme leadership is keen on solving the problems facing the work.
12.	The academic programme leadership is keen on taking the views and suggestions of the Department employees and discussing their complaints.
13.	The academic programme leadership follows up on its works in the field.
14.	The academic programme leadership encourages initiatives for

	improving work performance.
15.	The academic programme leadership has an information system that meets the requirements of planning, follow up and decision making.

**b. Department Plans**

<b>Indicators</b>	
1.	The Department has future work plans which show how its objectives may be achieved.
2.	The Department plans are flexible and can absorb educational developments.
3.	Plans are reviewed and amended periodically.
4.	The Department is keen on having the faculty members, specialists and beneficiaries/graduates involved in the preparation of annual plans as well as in decision making.
5.	The Department offers a comprehensive plan for all branches and sections within its academic programme.
6.	The academic programme plans are transferrable into implementation projects.
7.	The Department provides an internal audit system for the outcomes of plans for continued improvement.
8.	The Department prepares the required statistics about the numbers of employees and the faculty members and their qualifications, experiences, careers, etc.

**9. Scientific Research and External Communications**

1.	The Department has clear and declared mechanisms for following up on the implementation of its research plans.
2.	The Department's research plan is compatible with the available human and physical resources.
3.	The Department documents its research plan and gets it endorsed by the Department council.
4.	The Department provides an appropriate scientific research environment that encourages faculty members to carry out scientific

	research related to the labour market and the community needs.
5.	The Department encourages joint scientific research.
6.	The Department cooperates with research and scientific institutes in conducting joint scientific research.
7.	The Department utilizes its scientific research activities in addressing the community problems and its development.
8.	The Department gives priority to the practical scientific research that has material and economic returns for the local community and its organizations.
9.	The Department encourages innovative research that opens new scientific or applied horizons.
10.	The Department adopts means for motivating researchers and sponsor and support them.
11.	The Department encourages the faculty members to obtain research scholarships inside the country and from outside.
12.	The Department encourages the faculty members to participate in conferences, seminars and workshops.
13.	The Department contributes, through research work teams, to serving various productive sectors of the local community.
14.	The Department benefits from the outcomes of scientific research in developing the courses of study.
15.	The Department has programmes for developing the research skills of the teaching assistants (programmes for developing the scientific research skills methodology)
16.	The Department encourages the teaching assistants and the students to participate in research projects.
17.	The Department allocates a financial budget for supporting and publishing scientific research.
18.	The Department provides the equipment and tools required for scientific processes and lays down rules to ensure efficient use thereof.
19.	The students take part in conferences and scientific seminars.
20.	The students take part in scientific projects.
21.	The Department seeks to consolidate good relations between its students and the community organizations before their joining the labour market.

22.	The Department seeks to hold scientific, cultural, developmental and training seminars.
23.	The Department offers consultancy to public and private organizations.
24.	The Department motivates the faculty members to take part in community service.
25.	The Department is keen on the faculty members' participation in conferences, seminars and workshops.
26.	The Department regularly conducts surveys to explore the views of the organizations where department graduates are working to identify the graduates' efficiency.
27.	The Department seeks to provide its specialized services to the various community sectors.

### **10. Quality Management and Improvement**

1.	The college has a quality assurance unit.
2.	The Department has specialized guides for the quality of academic programmes under which it applies mechanisms of operation.
3.	The Department periodically conducts self-evaluation for its specialized programmes.
4.	The Department has a close relationship with the programme accreditation authorities.
5.	The Department has a system for self and external evaluation.
6.	There are activated mechanisms for continued improvement and development of the teaching process.
7.	There are active mechanisms for evaluating the faculty members' performance.
8.	There are mechanisms for continued development of the faculty members and the support staff.
9.	There are clear mechanisms for acceptance of students at the specialization.
10.	The mechanisms and procedures of quality management and effectiveness are applied in quality improvement.
11.	The Department documents all its data and procedures related to the evaluation and improvement process.

12.	The Department utilizes the outcomes of evaluation, development and improvement in accordance with a specific time plan.
13.	The academic programme underwent a performance evaluation by third parties.
14.	The Department is concerned with the evaluation report outcomes and it utilizes them in formulating plans for improving and developing all fields of faculty (college) performance.
15.	The Department provides material and moral support for conducting evaluation studies.

# **Section Four**

## **The Self Evaluation Report**

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The self-evaluation process is one of the most important procedures that are taken within the review and evaluation process of an academic programme. It is the first step in this series of actions and it means that the educational institute itself evaluates its academic programme on the basis of the approved quality domains, and then it prepares "the self-evaluation report of the academic programme" which includes a detailed analysis of each of the quality domains. While the self-evaluation report is a document of the institute, it is the basic referential document on which the external evaluation team depends during its visit to the institute, as it provides a general framework for evaluating the academic programme's quality in accordance with scientific and objective principles.

The self-evaluation report includes a discussion of each of the aspects of the academic levels and the aspects of the quality of education opportunities for the strengths and weaknesses of the academic programme. This is aimed to show the current strengths of the academic programme, how it is being dealt with and the solutions envisaged for rectification, in addition to any weaknesses that were discovered in prior programme evaluation stages, the mechanism adopted for handling it to overcome it, as well as the aspects of the academic programme that are in need for improvement. It is to be noted that the main purpose of the evaluation process is improvement, development and upgrading. This cannot be achieved unless the self-evaluation process is carried out in an objective manner, its outcomes are reflected on the university plans for enhancing the strengths and rectifying weaknesses, utilization of the available chances for development, close follow up made by the leadership of the educational institute and maintaining a team spirit in work.

When preparing the report, due care should be exercised for maintaining transparency and accuracy and avoiding rhetorical narration, relying mainly on analysis and drawing conclusions based on facts together with providing supporting evidence and proofs. In conducting its work, the external review

and evaluation team will rely mainly on this report. Care should also be given to accuracy of the report data, as the review and evaluation team will check its validity during its field visit when they will review the evidence and citations mentioned in the report. Any incorrect data would reflect negatively on the outcome of the evaluation.

The self-evaluation report should include the following information as a minimum:

## **I. Introduction**

It is a brief overview on the university, the faculty and the department offering the academic programme to be evaluated, as the review and evaluation team will evaluate the coherence and harmony of the academic programme objectives with the mission and objectives of the university and faculty, in addition to the extent of achievement of these objectives.

**The information to be presented should include:**

### **a. An overview about the university**

One paragraph demonstrating the establishment of the university and its faculties, departments, academic programmes, number of students and the members of its teaching and administrative staff

### **b. The university mission**

One paragraph presenting the university goals, vision and mission

### **c. An overview about the faculty**

One paragraph demonstrating the establishment of the faculty and its departments, academic programmes, number of students and the members of its teaching and support staff, in addition to any other information of relevance to the evaluation process such as the last

evaluation of the academic programme and the party that conducted such evaluation.

## **II. Evaluation of the Academic Programme**

The academic programme evaluation process is carried out in accordance with the domains shown in Table 1. Each of those domains will be individually evaluated on the basis of the indicators denoting thereto. The evaluation of a domain handles five major sections, namely:

1. A description of the procedures and activities carried out by the department offering the academic programme for achieving the domain aspects
2. The strong points seen by the party offering the academic programme in the domain
3. The weaknesses seen by the party offering the academic programme in the domain
4. The means and procedures that the department may carry out to improve the domain aspects
5. A reference to the citations and evidence to the procedures and activities carried out by the department

## **III. The Report Appendices**

The self-evaluation report should be attached to a set of basic documents in the form of detailed appendices illustrative of the content of the report, such as:

### **a. The Academic Programme Specifications Document**

The report should include a clear and detailed presentation of the specifications of the academic programme. The information that should be presented includes the following as a minimum:

- The learning outcomes related to the academic programme with respect to knowledge and understanding, the mental and cognitive skills, the skills related to the academic programme and the specialization to be evaluated, the general skills that a student is supposed to acquire and a demonstration of the relationship of the courses of study with these outputs and the teaching and evaluation methods applied
- The teaching and learning methods that enable the student to acquire the learning output, in addition to the measuring methods to identify the progress of the students
- The curriculum structure and the interrelations between the courses of study, thus showing all the required courses of study, the number of the required credit hours for each of them and the type of the requirement (university requirement, faculty requirement, free requirement) for the various study levels (first year, second year, third year, fourth year)

**b. Information on the students and the teaching and supporting staff**

The report should include detailed information on the students and the teaching and supporting staff. The information that should be presented includes the following as a minimum:

- The students acceptance mechanism
- The minimum and maximum grades and the numbers of the students accepted in the last five years for all the academic programmes offered by the department, including the programme to be evaluated
- A table of the progress of the students over the last five years showing the number of students accepted in each year and their progress at each stage (level) of study (first year, second year, third year, fourth year). By progress we mean their number after passing the present stage.

- A table of details on the faculty members and their academic qualifications showing the name, the academic rank, the highest scientific degree obtained together with the place and date of obtaining thereof, the general specialization, the minor specialization, the research fields, the teaching load and the year of joining the department
- A table containing information on the supporting staff and their qualification, their names, highest scientific degree obtained, place of obtaining the qualification and date thereof and the date on which the faculty staff joined the Department.

### **c. The Learning Resources**

The report should include an indexed table giving the detailed information that has been prepared for the perusal of the external review team about the supplies of the academic programme, the classrooms, books and periodicals, the internet infrastructure and so on.

### **d. The Supporting Documents Table**

The report should include an indexed table of the supporting documents that have been prepared for the perusal of the external review team during their field visit. Those documents may include the minutes of the department meetings, minutes of meetings of the department committees, the local evaluators' reports, the external evaluators' reports, the external examiners' reports, outcomes of questionnaires, feedback from students, accreditation reports, the study plan of the academic programme and the mechanism of updating thereof, a sample of students' examinations after being scored, a sample of the students' works such as reports, homework and the like, a sample of the plans of the courses of study, employers' reports (on graduates), reports about any scientific activities of the department which offers the academic programme, student guide, information brochures about the department and specialization, the

counseling mechanism, any relevant documents, the score accreditation mechanism, etc.

# **Section Five**

## Appendices and References

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## **I. Appendices**

### **Appendix (1): Concepts and Terminology**

- **Quality**

Quality is correspondence with certain requirements or specifications, and it was defined by the American National Standards Institute as a set of features and characteristics of the product, or service that makes it able to meet certain requirements.

- **Quality Control**

It is a system that achieves desired levels in the product by examining samples of it. It is also known as "the supervision of the production processes to give out a commodity at the lowest cost but of the quality required in accordance with substantive quality production standards." It is the basic step that precedes quality assurance.

- **Quality Assurance**

It is the fulfillment of quality for all the practical educational elements of the curriculum, facilities, students and faculty members and various activities associated with the educational process, in accordance with specific criteria.

- **Evaluation**

Analysis of the performance of educational institutes and programmes, measuring the quality of performance level and identification of possible deficiencies and what is needed to avoid them in order to achieve the desired level of quality.

- **Qualitative Evaluation**

In qualitative evaluation, various tools and methods are used, including discussions, interviews, observations and examination of records, works,

study cases, measurements, questionnaires and the like. In light of the information, data and evidence accumulating with the members of the evaluation team, this team summarizes the conclusions and judgments they have reached through the responses to written measuring expressions that show the quality of the institute's performance. Focus is made here on the quality of inputs, processes and outputs. When making a judgment, the evaluator must use his experience and various standards and tools.

- **Quantitative Evaluation**

The evaluation team members focus on formulating judgments in numerical form. This quantitative evaluation allows for careful consideration of the institute's performance elements individually quantity wise, thus focusing on the quality of inputs, processes and outputs.

The integration of qualitative and quantitative evaluations, following the established standards and the use of evidence, tools and group discussions, illustrate the final judgments about the institute in terms of the quality of its performance and the possibility of its obtaining a certificate of quality assurance and accreditation.

- **Academic Programme**

It is a set of mechanisms for achieving a collection of cognitions, skills and emotional conditions offered by the university inside and outside its campus to achieve the desired learning outcomes of the academic programme within a limited period of time.

- **Curriculum**

A distinct and organized group of courses of study that lead to granting the academic degree associated with this programme (Bachelor's, Diploma, Masters, etc.).

- **Programme Specifications**

Identification of the details of the programme design with all purposes, general goals, structure and content of its various constituent parts (packages / modules / courses / etc.), the intended learning outputs, teaching and learning methods and the evaluation and weight of each of the evaluation components.

- **Graduate Specifications**

A set of attributes that a graduate must have including the information, concepts and skills he acquires. These attributes qualify the graduate for work, future learning and academic research at an appropriate level in the field of his specialization.

- **Intended Learning Outcomes (ILOs)**

- 1. Knowledge and Understanding**

The essential information and concepts that a student must have acquired upon completion of the academic programme for the purpose of graduation

- 2. Cognitive Skills**

The skills acquired by graduates to complete the academic programme, such as the ability to debate, to exercise inferential, critical, and creative thinking, and to identify and solve problems

- 3. Practical Skills**

The ability to use a course of study in professional applications that must be acquired by the student upon his completion of the academic programme

- 4. General Skills**

These are the skills to be achieved by graduates that allow them to upgrade their performance while practicing their professions or help them change their trends in accordance with the requirements of the labour market.

These skills include four main groups: the foreign language, the use of information technology, communication with others and management. The educational institute determines the minimum limit of each of these skills that must be met during the study, according to the institute's mission.

- **Academic Qualifications**

These are granted upon completion of the student of a programme of study, such as a certificate, a diploma or a bachelor's degree.

- **Performance Indicators**

These are qualitative and quantitative measures used to track performance over time for inferring the fulfillment of the performance levels agreed upon. These are considered screening points that monitor the progress towards achieving the standards.

- **Accreditation**

A set of procedures and processes carried out by the accreditation body in order to ensure that the institute has achieved the conditions and specifications of quality adopted by evaluation bodies, that its programmes are consistent with the declared and approved standards and that it has existing systems to ensure the quality and continuous improvement of its academic activities in accordance with the stated controls published by the body. It is an assurance to the Arab universities that the steps taken to improve quality have been successful, and an empowerment to them to get a distinct character and a unique identity.

- **Institutional Accreditation**

It is the accreditation of the institute as a whole according to specific criteria about the adequacy of the facilities and resources. This includes employees of the institute, providing academic and student support services, curricula, student achievement levels, faculty members and other components of the

educational institute. This accreditation is usually carried out by an accreditation body on the basis of specific standards. Then, as a result, it is decided that the institute has met the minimum standards and becomes, consequently, accredited for a specific period of time.

- **Programme Accreditation**

This is an evaluation of an academic programme at an educational institute, verification of its quality and of its appropriateness for the level of the degree granted in accordance with specified international standards.

- **Professional Accreditation**

An integrated system of measures aimed at ensuring the quality of the preparation of the individual, the quality of the individual's performance and the individual's continuous professional development through passing certain study programmes, such as: law, education, medicine and the like, at a level that helps him satisfy the requirements of licenses and the renewal of occupational licenses.

- **Standard**

A standard is something taken as a basis for comparison and assessment. In this context, it means the specifications required for good and acceptable university education, namely: quality assurance, increasing effectiveness and ability to compete at the global educational arena. A standard is a benchmark which can be used as a guide when evaluating the performance of a university in a certain Arab country by comparing it to the standard levels desired. Standards may be in the form of levels set by a third party, or levels of achievement at another institute selected for comparison purposes.

- **Input**

The overall size of the resources allocated for a particular purpose and used for running a certain system. This includes human, material, financial, technical, time and information.

- **Processes**

A series of interconnected activities and communications designed to achieve a specific goal. A process takes one or more of the specified inputs and converts it to specific outputs. The process may include the roles, responsibilities, tools and mechanisms of administrative control necessary for delivering the outputs in a reliable manner. The process involves the identification of policies, specifications, guidelines, activities and work instructions should circumstances so warrant.

- **Output**

The productive aspects of the system which are governed by structural relations between the variables of the system and the values of the output variables

- **Procedures**

A set of rules required for the implementation of the work, or a set of written instructions that describe the steps agreed upon for accomplishing a specific work or a series of works.

- **Institute**

It means every governmental or non-governmental institute offering regular programmes of study the duration of which is not less than three years after obtaining the secondary certificate of education or its equivalent, and aims to grant a degree. The same is true also for scientific research centres and institutes.

- **Vision**

Vision is the mental visualization of the future situation of the institute. Therefore, it determines the position it envisages it will occupy in the educational field, whether at the local or global level or in comparison with other corresponding institutes, as well as its future plans.

- **Mission**

The mission is the functions the institute seeks to carry out. Its distinctive features should be carefully defined and should indicate the institute's role in satisfying the needs of the community it serves, the characteristics of the student it accepts, the specifications of the graduate it trains, the cultural and moral framework within which it moves and its priorities of interest.

- **Goal**

The goal is the target, the purpose or the intent. The general goals of the institute are the ultimate purposes it seeks to achieve in its graduates. These goals are the final outcome of the overall educational activities through which students pass since joining the institute until they are graduated there from. They are also followed up after graduation.

- **Teaching and Learning Methods**

These are the means or methods used by teachers to help students achieve the targeted educational outcomes of the courses of study. Examples of these means and methods include: information analysis and reaching a decision, self-learning, enabling students to acquire practical skills and to carry out experiments and analyzing results and reaching specific conclusions.

## Appendix (2): Global Institutes and Bodies in the Field of Specialization

No.	Field of Specialization	Institute or Body
1.	Education	<ul style="list-style-type: none"> <li>• The National Council for Accreditation of Teacher Education (NCATE). <a href="http://www.ncate.org">www.ncate.org</a></li> <li>• National Council of Teachers of Mathematics (NCTM) <a href="http://www.nctm.org">www.nctm.org</a></li> <li>• Teacher Education Accreditation Council (TEAC) <a href="http://www.teac.org">www.teac.org</a></li> <li>• The Office for Standards in Education (Ofsted) <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a></li> </ul>
2.	Libraries and Information	<ul style="list-style-type: none"> <li>• The Chartered Institute of Library and Information Professionals (CILIP). <a href="http://www.cilip.org.uk">www.cilip.org.uk</a></li> <li>• International Federation of Library Associations and Institutes (IFLA) <a href="http://www.ifla.org">www.ifla.org</a></li> <li>• American Library Association (ALA) <a href="http://www.ala.org">www.ala.org</a></li> </ul>
3.	Engineering	<ul style="list-style-type: none"> <li>• Accreditation Board for Engineering and Technology (ABET) <a href="http://www.abet.org">www.abet.org</a></li> <li>• American Society of Civil Engineers (ASCE) <a href="http://www.asce.org">www.asce.org</a></li> <li>• The Institute of Engineering and Technology (IET) <a href="http://www.theiet.org">www.theiet.org</a></li> </ul>
4.	Business Administration	<ul style="list-style-type: none"> <li>• The Association to Advance Collegiate Schools of Business (AACSB). <a href="http://www.aacsb.edu">www.aacsb.edu</a></li> </ul>
5.	Accounting	<ul style="list-style-type: none"> <li>• The American Institute of Certified Public Accountants (AICPA) <a href="http://www.aicpa.org">www.aicpa.org</a></li> <li>• The American Accounting Association (AAA) <a href="http://www.aaahq.org">www.aaahq.org</a></li> </ul>
6.	Architectural Engineering	<ul style="list-style-type: none"> <li>• National Architectural Accrediting Board (NAAB) <a href="http://www.naab.org">www.naab.org</a></li> </ul>
7.	Pharmacy	<ul style="list-style-type: none"> <li>• Accreditation Council for Pharmacy Education (ACPE) <a href="http://www.acpe-accredit.org">www.acpe-accredit.org</a></li> </ul>
8.	Chemistry	<ul style="list-style-type: none"> <li>• American Chemical Society (ACS) <a href="http://www.acs.org">www.acs.org</a></li> </ul>
9.	Agriculture and	<ul style="list-style-type: none"> <li>• National Agricultural Education Accreditation</li> </ul>

	Nutrition	<p>Council (NAEAC)  <a href="http://www.naeac.org">www.naeac.org</a></p> <ul style="list-style-type: none"> <li>• National Recreation and Park Association (NRPA)  <a href="http://www.nrpa.org">www.nrpa.org</a></li> <li>• The Agricultural Institute of Canada(AIC)  <a href="http://www.aic.ca">www.aic.ca</a></li> </ul>
10.	Nutritional education	<ul style="list-style-type: none"> <li>• Academy of Nutrition and Dietetics  <a href="http://www.eatright.org">www.eatright.org</a></li> </ul>
11.	Physical Education	<ul style="list-style-type: none"> <li>• Physical Education Teacher Preparation (NASPE)  <a href="http://www.aahperd.org">www.aahperd.org</a></li> </ul>
12.	Athletic Training	<ul style="list-style-type: none"> <li>• The Commission on Accreditation of Athletic Training Education (CAATE)  <a href="http://www.caate.net">www.caate.net</a></li> </ul>
13.	Dance and Ballet	<ul style="list-style-type: none"> <li>• National Association of Schools of Dance (NASD)  <a href="http://www.nasd.arts-accredit.org">www.nasd.arts-accredit.org</a></li> </ul>
14.	Foreign Languages	<ul style="list-style-type: none"> <li>• The American Council on the Teaching of Foreign Languages (ACTFL)  <a href="http://www.actfl.org">www.actfl.org</a></li> </ul>
15.	Computing	<ul style="list-style-type: none"> <li>• Accreditation Board for Engineering and Technology (ABET)  <a href="http://www.abet.org">www.abet.org</a></li> <li>• Computer Sciences Accreditation Board(CSAB)  <a href="http://www.csab.org">www.csab.org</a></li> <li>• Computing Accreditation Commission (CAC)  <a href="http://www.abet.org/cac-membership">www.abet.org/cac-membership</a></li> <li>• The Association for Computing Machinery (ACM)  <a href="http://www.acm.org">www.acm.org</a></li> </ul>
16.	Engineering and Technology	<ul style="list-style-type: none"> <li>• Accreditation Board for Engineering and Technology (ABET)  <a href="http://www.abet.org">www.abet.org</a></li> </ul>
17.	Computer And information Technology	<ul style="list-style-type: none"> <li>• The Institute of Electrical and Electronics Engineers (IEEE)  <a href="http://www.ieee.org">www.ieee.org</a></li> <li>• The Association for Computing Machinery (ACM)  <a href="http://www.acm.org">www.acm.org</a></li> </ul>
18.	Electrical Engineering	<ul style="list-style-type: none"> <li>• IEEE The Institute of Electrical and Electronics Engineers (IEEE)  <a href="http://www.ieee.org">www.ieee.org</a></li> </ul>
19.	Medicine	<ul style="list-style-type: none"> <li>• The Liaison Committee on Medical Education (LCME)  <a href="http://www.lcme.org">www.lcme.org</a></li> <li>• The Association of American Medical Faculties (AAMC)</li> </ul>

		<p><a href="http://www.aamc.org">www.aamc.org</a></p> <ul style="list-style-type: none"> <li>• The American Medical Association- Continuing Medical Education (AMA-CME) <a href="http://www.ama-assn.org">www.ama-assn.org</a></li> <li>• The World Health Organization (WHO) <a href="http://www.who.int">www.who.int</a></li> </ul>
20.	Nursing	<ul style="list-style-type: none"> <li>• National League for Nursing Accrediting Commission (NLNAC) <a href="http://www.acenursing.org">www.acenursing.org</a></li> <li>• Commission on Collegiate Nursing Education (CCNE) <a href="http://www.aacn.nche.edu">www.aacn.nche.edu</a></li> </ul>
21.	Social Studies	<ul style="list-style-type: none"> <li>• The National Council for the Social Studies (NCSS) <a href="http://www.historians.org">www.historians.org</a></li> </ul>
22.	Clinical Laboratory Sciences	<ul style="list-style-type: none"> <li>• The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) <a href="http://www.naacls.org">www.naacls.org</a></li> </ul>
23.	School Health	<ul style="list-style-type: none"> <li>• Commission on Accreditation of Allied Health Education Programs (CAAHEP) <a href="http://www.caahep.org">www.caahep.org</a></li> </ul>
24.	Protection and Environmental Health Science	<ul style="list-style-type: none"> <li>• National Environmental Health Science and Protection Accreditation Council(EHAC) <a href="http://www.ehacoffice.org">www.ehacoffice.org</a></li> </ul>
25.	Social Work	<ul style="list-style-type: none"> <li>• Council on Social Work Education (CSWE) <a href="http://www.cswe.org">www.cswe.org</a></li> </ul>
26.	The English Language	<ul style="list-style-type: none"> <li>• National Council for Teacher Education (NCTE)</li> <li>• <a href="http://www.ncte.org">www.ncte.org</a></li> </ul>
27.	Health Education	<ul style="list-style-type: none"> <li>• Commission on Accreditation of Allied Health Education Programs (CAAHEP) <a href="http://www.caahep.org">www.caahep.org</a></li> </ul>
28.	Educational Guidance	<ul style="list-style-type: none"> <li>• Council for Accreditation of Counseling and Related Educational Programs (CACREP) <a href="http://www.cacrep.org">www.cacrep.org</a></li> <li>• American Psychological Association (APA) <a href="http://www.apa.org">www.apa.org</a></li> </ul>
29.	The Law	<ul style="list-style-type: none"> <li>• American Bar Association (ABA) <a href="http://www.americanbar.org">www.americanbar.org</a></li> </ul>
30.	The Media	<ul style="list-style-type: none"> <li>• Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) <a href="http://www2.ku.edu/~acejmc">www2.ku.edu/~acejmc</a></li> </ul>

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