

Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025



PROGRAMME ACCREDITATION

Project Number: 24/091

Higher Education Institution: Middle East University

Location: Amman, Jordan

Study programme: (Bachelor in) Interior Design
(Bachelor in) Graphic Design

Type of accreditation: initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

Period of Accreditation: November 26, 2025 until November 25, 2030.

The FIBAA Quality Seal is awarded.



FIBAA

**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:
Middle East University-Jordan, Amman

Bachelor programmes:
Interior Design
Graphic Design

Qualification awarded on completion:
Bachelor in Interior Design
Bachelor in Graphic Design

General information on the study programme

Brief description of the study programmes:

Interior Design

The Interior Design programme prepares students to become responsible catalysts of change in interior design. Effective communicators and innovative collaborators guided by professional ethics and values, Faculty of Architecture and Design/Interior Design (MEU) graduates emerge as industry-ready, forward-thinking, purpose-driven designers and place makers.

Graphic Design

The Graphic Design programme qualifies and trains students with a high level of skills and knowledge in graphic design and aims to be a recognized professional reference in the design industry. Its mission is to provide students with the knowledge and tools necessary to create attractive and impactful designs, enhance awareness of the importance of cultural, social, and environmental aspects in graphic design, and encourage innovation and creative thinking.

Type of all study programmes:

Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

4 years/ 141 credits Interior Design

4 years/ 135 credits Graphic Design

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

No parallel classes,

Programme cycle starts in:

Both Fall and Spring semesters

Initial start of the programme:

Both 2008

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programmes Interior Design and Graphic Design was made between FIBAA and Middle East University on October 31, 2024. On February 12, 2025, the HEI submitted two self-evaluation reports, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dr. phi., Dipl.-Ing. Barbara Mutzbauer

Lucerne University of Applied Sciences and Arts

Lecturer, Head of BA Degree Programme Spatial Design ad interim

Prof. Dr. Andreas Ken Lanig

Diploma University

Professor of Communication Design and Virtual Teaching

Gundula Kraus

Marketing Consultant & Communication Designer

Independent Marketing Consultant & Communication Designer

Dr. Mona Kamal Ismail

Oman Association of Quality in Higher Education

College Dean/ Scientific College of Design

Board of Directors/ Oman Association for Quality in Higher Education

Laura Flethe

Royal Academy of Arts The Hague, Netherlands

Completed: Design B.A. FH Münster (exchange semester at

FHNW Basel, Switzerland) Student: Non Linear Narrative M.A

FIBAA project manager:

Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on October, 6-7, 2025 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November, 9. The statement on the report was given up on November, 13. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The programmes Interior Design and Graphic Design offered by Middle East University fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November, 26, 2025 and finishing on November, 25, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where the programme could be further developed:

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3),
- Logic and conceptual coherence (see chapter 3.1.1),
- Interdisciplinary thinking (see chapter 3.1.4),
- Modular structure of the study programme (see chapter 3.2.1),
- Guest lecturers (see chapter 3.3.3),
- Multidisciplinary competences and skills (see chapter 3.5),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1) and
- Cooperation with business enterprises and other organisations (see chapter 4.3.2)

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Logic and plausibility of the didactical concept (see chapter 3.3.1),
- Student support by the faculty (see chapter 4.1.6),
- Process organisation and administrative support for students and faculty (see chapter 4.2.2) and
- Access to literature (see chapter 4.4.2)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

The Middle East University (MEU) is a private university located in Amman and accredited by the Ministry of Higher Education and Scientific Research of the Hashemite Kingdom of Jordan. In 2022, the HEI was ranked #111-120 in Arab Region Rankings and obtained the local quality assurance certificate (Golden level) from the Accreditation and Quality Assurance Commission for Higher Education Institutions for the academic programmes provided by the Faculty of Law, Faculty of Arts and Science (initially including the Faculty of Media as a department) and the Faculty of Business and Engineering. Moreover, it holds an ISO9001:2015 certificate and ASIC accreditation.

It was founded with three faculties in 2005 and 2007 and established six new faculties offering nine study programmes on graduate level. In the academic year 2008/2009, the University initiated 23 programmes on undergraduate level and in 2020, it introduces the Higher diploma. Internationally, the HEI entered a partnership with the British University of Bedfordshire and offers a joint programme in Pharmacy with the Strathclyde University in the UK.

The HEI's aim is to establish an international university campus supported by international partnerships, to complete the smart universities requirements and to restructure its programmes and majors in line with the labour market.

Information about the Faculty of Engineering and Design

The Faculty of Engineering and Design at Middle East University represents a hub where knowledge, creativity, and leadership converge. Initially, the Graphic Design department was established in 2008. In the academic year 2010/ 2011, the Faculty of Architecture and Design was officially launched, incorporating three departments: Graphic Design, Interior Design, and Architecture, which all offer bachelor's degrees.

In 2024, the Faculty of Engineering merged with the Faculty of Architecture and Design to form the Faculty of Engineering and Design, now consisting of six departments. This restructuring aimed to foster integrated learning, enhance cross-disciplinary collaboration, leverage shared resources, and align academic programmes with the demands of the labor market. Divided in several departments (Interior Design, Graphic Design, Architecture, Civil Engineering, Science in Renewable Energy Engineering, Smart Systems Engineering), it offers currently the following programmes:

- Bachelor of Architectural Engineering
- Bachelor of Graphic Design
- Bachelor of Interior Design
- Bachelor of Science in Civil Engineering
- Bachelor of Science in Renewable Energy Engineering and
- Bachelor of Smart Systems Engineering

statistical data and evaluation results

According to the study plans, the average years of study is 4 years. The Faculty offers two intakes each academic year in spring and fall semester:

Interior Design

	18-19	19-20	20-21	21-22	22-23	23-24																					
	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort																					
# Study Places offered by HEI	200	200	200	200	200	200																					
# Applicants	<table> <tr> <td>Σ</td><td>49</td> </tr> <tr> <td>f</td><td>27</td> </tr> <tr> <td>m</td><td>22</td> </tr> </table>	Σ	49	f	27	m	22	<table> <tr> <td>57</td> </tr> <tr> <td>32</td> </tr> <tr> <td>25</td> </tr> </table>	57	32	25	<table> <tr> <td>47</td> </tr> <tr> <td>32</td> </tr> <tr> <td>15</td> </tr> </table>	47	32	15	<table> <tr> <td>72</td> </tr> <tr> <td>51</td> </tr> <tr> <td>21</td> </tr> </table>	72	51	21	<table> <tr> <td>117</td> </tr> <tr> <td>84</td> </tr> <tr> <td>33</td> </tr> </table>	117	84	33	<table> <tr> <td>74</td> </tr> <tr> <td>58</td> </tr> <tr> <td>16</td> </tr> </table>	74	58	16
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Application rate	24.50%	28.50%	23.50%	36.00%	58.50%	37.00%																					
# First-Year Students (accepted applicants)	<table> <tr> <td>Σ</td><td>49</td> </tr> <tr> <td>f</td><td>27</td> </tr> <tr> <td>m</td><td>22</td> </tr> </table>	Σ	49	f	27	m	22	<table> <tr> <td>57</td> </tr> <tr> <td>32</td> </tr> <tr> <td>25</td> </tr> </table>	57	32	25	<table> <tr> <td>47</td> </tr> <tr> <td>32</td> </tr> <tr> <td>15</td> </tr> </table>	47	32	15	<table> <tr> <td>72</td> </tr> <tr> <td>51</td> </tr> <tr> <td>21</td> </tr> </table>	72	51	21	<table> <tr> <td>117</td> </tr> <tr> <td>84</td> </tr> <tr> <td>33</td> </tr> </table>	117	84	33	<table> <tr> <td>74</td> </tr> <tr> <td>58</td> </tr> <tr> <td>16</td> </tr> </table>	74	58	16
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Rate of female students	55.10%	56.14%	68.09%	70.83%	71.79%	78.38%																					
# Foreign Students	<table> <tr> <td>Σ</td><td>10</td> </tr> <tr> <td>f</td><td>5</td> </tr> <tr> <td>m</td><td>5</td> </tr> </table>	Σ	10	f	5	m	5	<table> <tr> <td>13</td> </tr> <tr> <td>8</td> </tr> <tr> <td>5</td> </tr> </table>	13	8	5	<table> <tr> <td>11</td> </tr> <tr> <td>6</td> </tr> <tr> <td>5</td> </tr> </table>	11	6	5	<table> <tr> <td>24</td> </tr> <tr> <td>15</td> </tr> <tr> <td>9</td> </tr> </table>	24	15	9	<table> <tr> <td>20</td> </tr> <tr> <td>12</td> </tr> <tr> <td>8</td> </tr> </table>	20	12	8	<table> <tr> <td>19</td> </tr> <tr> <td>15</td> </tr> <tr> <td>4</td> </tr> </table>	19	15	4
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Rate of foreign students	20%	23%	23%	33%	17%	26%																					
Percentage of occupied study places	24.50%	28.50%	23.50%	36.00%	58.50%	37.00%																					
# Graduates	<table> <tr> <td>Σ</td><td>39</td> </tr> <tr> <td>f</td><td>24</td> </tr> <tr> <td>m</td><td>15</td> </tr> </table>	Σ	39	f	24	m	15	<table> <tr> <td>37</td> </tr> <tr> <td>22</td> </tr> <tr> <td>15</td> </tr> </table>	37	22	15	<table> <tr> <td>17</td> </tr> <tr> <td>13</td> </tr> <tr> <td>4</td> </tr> </table>	17	13	4	<table> <tr> <td>10</td> </tr> <tr> <td>9</td> </tr> <tr> <td>1</td> </tr> </table>	10	9	1	<table> <tr> <td>1</td> </tr> <tr> <td>1</td> </tr> <tr> <td>0</td> </tr> </table>	1	1	0	<table> <tr> <td>0</td> </tr> <tr> <td>0</td> </tr> <tr> <td>0</td> </tr> </table>	0	0	0
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Success rate (students who finished their studies)	79.59%	64.91%	36.17%	13.89%	0.85%	0.00%																					
Dropout rate (students who dropped their studies)	10.20%	7.02%	2.13%	8.33%	9.40%	14.86%																					
Average duration of study	6.57	7.32	6.75	6.85	5.25	-																					
Average grade of final degree	3.46/4	3.46/4	3.55/4	3.46/4	3.6/4	0																					

Graphic Design

	18-19	19-20	20-21	21-22	22-23	23-24
# Study Places offered by HEI	200	200	200	200	200	162
# Applicants	51	25	21	32	68	66
	f 30	11	13	23	40	47
	m 21	14	8	9	28	19
Application rate	25.50%	12.50%	10.50%	16.00%	34.00%	40.74%
# First-Year Students (accepted applicants)	51	25	21	32	68	66
	f 30	11	13	23	40	47
	m 21	14	8	9	28	19
Rate of female students	58.82%	44.00%	61.90%	71.88%	58.82%	71.21%
# Foreign Students	14	6	2	6	8	9
	f 9	0	1	6	4	6
	m 5	6	1	0	4	3
Rate of foreign students	27%	24%	10%	19%	12%	14%
Percentage of occupied study places	25.50%	12.50%	10.50%	16.00%	34.00%	40.74%
# Graduates	43	16	3	2	2	0
	f 29	8	1	2	1	0
	m 14	8	2	0	1	0
Success rate (students who finished their studies)	84.31%	64.00%	14.29%	6.25%	2.94%	0.00%
Dropout rate (students who dropped their studies)	11.76%	4.00%	4.76%	3.13%	8.82%	4.55%
Average duration of study	5.92	7.25	6.85	5.83	6.75	-
Average grade of final degree	3.29/4	3.27/4	3.26/4	3.28/4	3.01/4	0

The following table (10) and figure (7) (8) show the number of students transferred and change program and withdrawn:

Table 10: Number of students transferred, change program and withdrawn

Academic year		2021/2022	2023/2022	2024/2023
Transferred from another program		18	41	24
Withdrawn	Interior Design	6	11	11
	Graphic Design	1	6	3

Figure (7): Number of students transferred and change of program

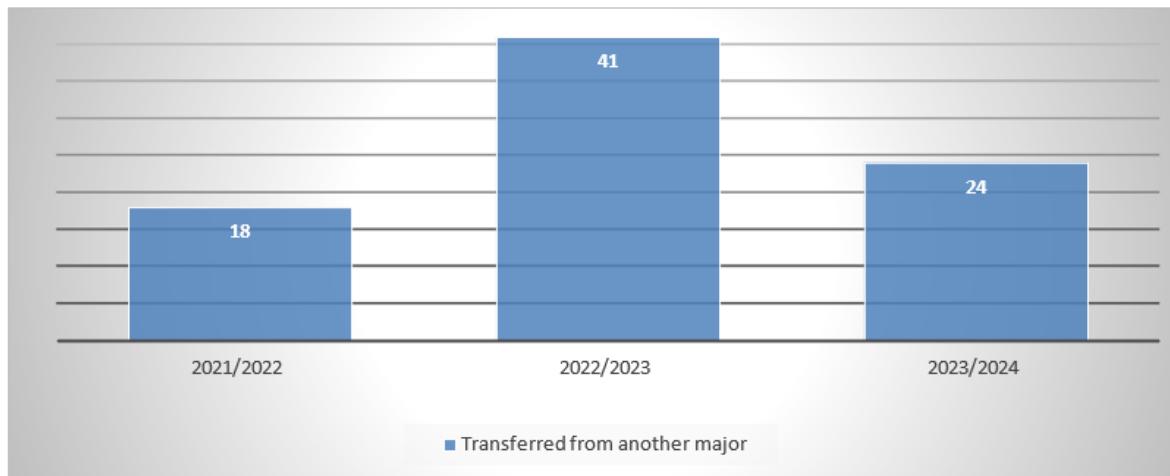
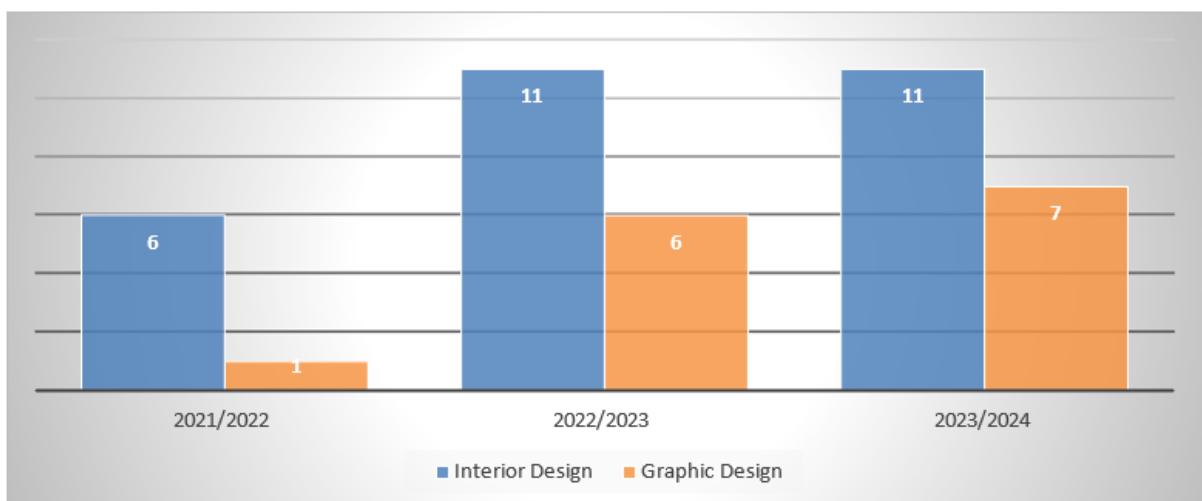


Figure (8): Number of students Withdrawn



Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Interior Design

The Interior Design programme prepares students to become responsible catalysts of change in interior design. Effective communicators and innovative collaborators guided by professional ethics and values, Faculty of Architecture and Design/Interior Design (MEU) graduates emerge as industry-ready, forward-thinking, purpose-driven designers and place makers. The faculty has the mission to be a beacon of excellence in learning, teaching, scientific research, and community service in architecture and design. The programme

- offers unparalleled in- and out-of-class educational opportunities for students.
- utilizes Faculty of Architecture and Design/Interior Design (MEU's) advanced teaching and learning resources and expertise to innovate and elevate the classroom experience.
- cultivates a diverse, inclusive, and respectful academic community that fosters social responsibility.
- maximizes opportunities for students and faculty to engage in interdisciplinary collaboration.
- expands students' career connections through engagement with SCAD alumni, mentors, and creative business professionals.
- fosters students to be creative and ethical leaders who embrace sustainable practices.
- inspires students to elevate the human experience in the built environment through adaptive thinking and creative problem-solving.
- celebrates faculty and student interior design expertise through professional certification, and the environment

In addition to these objectives, the program strives to fulfill the following learning outcomes as shown in table:

		Bachelor Interior Design Outcomes (PLO)
Knowledge and Understanding	A	A1: The theoretical basis and variation are known as social aspects, and this is related to the vocabulary of interior design and the historical development of design models.
		A2: Shows the theoretical basis of the design process within its cultural and environmental framework as a professional achievement to achieve change.
		A3: Defines the specialized principles and concepts associated with the creation and technology of materials, environmental and engineering systems of the building and their overlaps.
		A4: Demonstrates building codes influencing the formulation of interior design.
		A5: Describes the value framework of professional practice and its various formulas and project management methods.

Subject-Specific Skills	B	B1: Provides design ideas and solutions in writing, verbally and graphically effectively and prepares detailed blueprints to illustrate these solutions.
		B2: Applies the concepts of human behavior and design principles to all historical references in the crystallization of design solutions.
		B3: identifies the vocabulary and specificities of design problems, collects, and analyzes relevant information, and crystallizes design ideas and solutions at the level of all and details.
		B4: Prepares and reads information with detailed diagrams.
		B5: Applies building, safety, and health codes at the level of interior design.
Critical Thinking Skills	C	C1: Analyzes, critiques, and follows correct thinking strategies.
		C2: He thinks and imagines visually and size (including presenting various ideas, diverse ways of understanding the subject, and presenting original and creative concepts).
		C3: Analyzes and deduces design problems and formulates appropriate solutions.
		C4: Determines the positions and characteristics of other professional disciplines associated with interior design.
		C5: Programs events to achieve the optimal schedule of work and develop alternative plans.
Competences	D	D1: Deals and communicates effectively with the customer and the team and understands their situations and needs.
		D2: Performs basic work for manual applications and information technology programs (clerical processors, making, dispersing, and
		sorting plates).
		D3: Collects and analyzes information, formulates, and presents conclusions effectively.
		D4: Deals with challenges and responds to changes in working conditions and self-development.

Graphic Design

The Graphic Design programme qualifies and trains students with a high level of skills and knowledge in graphic design and aims to be a recognized professional reference in the design industry. Its mission is to provide students with the knowledge and tools necessary to create attractive and impactful designs, enhance awareness of the importance of cultural, social, and environmental aspects in graphic design, and encourage innovation and creative thinking. The programme aims to

- enhance a deep understanding of graphic design principles, art schools, and advanced technologies used in this field.
- enhance the ability to deal with contemporary challenges and meet the needs of the market and society through innovative and functional graphic designs.
- promote awareness of the importance of social and environmental responsibility in graphic design and encourage sustainable practices.
- encourage critical thinking, innovation, and experimentation in the design process.
- develop skills in dealing with technology and specialized software in graphic design.
- Providing opportunities for practical learning, training and collaboration with industry and the community.
- help recognise the need for lifelong learning and the ability to engage in it to better serve the profession.

In addition to these objectives, the program strives to fulfill the following learning outcomes as shown in table:

Table 12: Bachelor of Graphic Design Outcomes (PLO)

#	Bachelor Graphic Design Outcomes (PLO)
1	PLO1: Demonstrate understanding of graphic design thoughts, theories, methodologies, and the progression of art & design movements and schools throughout history including contemporary design trends. Knowledge
2	PLO2: Demonstrate understanding of the impact of social, cultural, economic, and technological contexts on graphic design and how it is affected by the varied values, behaviors, and needs of audiences/users. Knowledge
3	PLO3: Demonstrate the ability to use a variety of graphic design computer applications and software. Skill
4	PLO4: Demonstrates ability to use fundamental design principles and visual organization principles related to graphic design. Skill
5	PLO5: Apply a comprehensive design thinking process that includes design analysis and investigation, applied research, preparing design brief, identifying design problem, ideation, conceptual thinking, developing design responses and design alternatives, critical thinking, evaluation of design alternatives, and prototyping, among others. Competency
6	PLO6: Create innovative graphic design solutions and products that are visually and conceptually compelling and respond to the increasingly complex needs of contemporary societies. Competency
7	PLO7: Demonstrate understanding of industry practices, standards and expectations, and career values and strategies. Skill
8	PLO8: Demonstrated ability to work and design collaboratively with other designers and stakeholders in multidisciplinary teams. Skill
9	PLO9: Demonstrate ability to present, communicate, and discuss design ideas effectively using graphical/visual, oral, and written formats. Skill
10	PLO10: Demonstrate the ability to use digital media tools to create design for print, web, and multimedia purposes. Competency

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The committee considers the objectives and the progression of knowledge about skills to design competence to be typical and appropriate for bachelor's degree programmes in this field. They therefore meet the requirements. The academic development of the students is comprehensible and coherent in its didactic planning.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

The Faculty of Engineering and Design believes that providing the programmes with an international orientation is of paramount importance in ensuring the employability of its graduates, by providing them with academic knowledge, skills, and modern practical experience, based on the universities core values.

Structure, aim, learning outcomes, content of the program, faculty body and management of the programmes reflect an international orientation:

- Following the MEU principles, the programmes are based on ECTS to ensure all students can transfer credits from other universities.
- The programmes' aim and learning outcomes reflect the knowledge, skills, and abilities the employers require.
- Graduates acquire not only discipline-specific knowledge but get interdisciplinary insights through internationality in teaching and study curricula contents, academic staff, and practiced experience abroad.
- The main programme management bodies (Faculty Council, Advisory Council, Study plans, and material equivalency Committee) include international faculty members to ensure the programmes are maintained and adapted to the continued relevance and international market demand and developing skills to enable graduates to competently handle international tasks.
- The programme teaching staff participates in mobility programs, international conferences, and International Activities and is involved in research projects.

Furthermore, the educational background and professional experience of the members of the Engineering and Design faculty help future graduates to gain a multicultural perspective. In addition, some faculty members work in consulting and training with local and international Interior Design organisations. The students of Faculty of Engineering and Design at the MEU also get numerous opportunities to visit some sites related to their major and courses. The following table shows an excerpt of past events, workshops, conferences and exhibitions:

Interior Design

- National Program for Linking Industry with the Academy
- Methodological lecture entitled "Applications of renewable energy and green buildings"
- Participation of the Interior Design Department in the 8th Interior Design Forum
- A methodological lecture entitled "The Basics and Elements of Kitchen Design"
- Artificial Intelligence in Interior Design

Graphic Design

- Employers' Workshop on Alignment between the Learning Outcomes of the Graphic Design Program and the Labour Market
- a lecture entitled "Fine Arts"
- Methodological lecture entitled "Acrylic Color Technology/ Shape and Composition"
- the logo design competition on the occasion of the 25th anniversary of the establishment of the Jordanian Free Markets Company
- Poster art exhibition on the Gaza Strip

Appraisal:

The faculty designs its programmes to meet the needs of the market and thus, to strengthen the employability of its graduates, which is focused on the Arab world and in this context appropriately takes into account the required international aspects. The panel appreciates the efforts of the faculty to support the students with international oriented activities.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)				x	

1.3 Positioning of the study programme

The Faculty of Engineering and Design states that it occupies a prestigious position and has a respected academic reputation at the private and public universities level in Jordan. Perhaps the most prominent features and advantages that contributed to this are:

- Obtaining a quality assurance certificate issued by the Higher Education Institutions Quality Assurance and Accreditation Authority after fulfilling the quality assurance requirements for Faculty. Obtaining this certificate contributes to improving the quality of education and encouraging competitiveness between local and Arab design schools.
- Achieving advanced positions in the university proficiency exam every year.
- A teaching plan that keeps pace with the local and international labor market by integrating scientific content with applied content.
- A distinguished teaching staff from the most prestigious international and local universities, in graphic design and multimedia.
- Advanced computer laboratories equipped with the latest special programs in interior design, design programs graphic design, animation and multimedia.
- Free training courses in a variety of professional skills.
- The faculty signed several agreements with civil society organizations to train students (professionally) and guarantee job opportunities for graduates.
- Participation in many local, regional, and international conferences, events, and discussions, which led to him receiving many awards.
- The dynamic employability of Middle East University graduates, some of whom hold leadership positions in the public and private sectors.
- Elevated level of satisfaction among Faculty graduates in terms of their possession of capabilities, qualifications, and skills.

The programmes are developed with the participation of faculty members and the advisory board at its departments, where local, regional, and global comparisons and specialized studies are conducted with unions, employers, specialists, and responsible authorities such as the Ministry of Higher Education and Scientific Research. The university compares its programmes with its counterparts from local, regional, and international universities in terms of content and structure.

The faculty takes care of its alumni and follows up on their affairs after graduation. The Faculty of Engineering and Design is concerned with the needs and requirements of the local and regional labour market, which are summarized as follows:

- Practicing the profession of Engineering and Design.
- Jobs in Engineering and Design organizations (government and private).
- Academic jobs in Engineering and Design
- Public relationship
- Scientific research

Through its keenness to qualify graduates for the labour market and perceive its needs to meet them, the faculty has more than once studied the labour market's needs and developed plans to meet them. The procedures were in accordance with the Study Plans Development Policy.

In line with MEU's vision, which emphasizes seriousness, commitment, and a continuous pursuit of learning, Faculty of Engineering and Design has built a strategic plan aimed at establishing a stable position in its academic programmes and community service in various fields of Engineering and Design. This plan is centered on preparing distinguished graduates capable of competing in architecture, interior design, and graphic design, while fostering effective partnerships with civil society institutions. Notable for its clarity, coherence, and alignment with MEU's overall strategic plan, the faculty's strategic plan is periodically reviewed through its governance structures, which include the General Council, Faculty Council, and departmental committees, to monitor its progress and ensure its continued relevance. The faculty enforces its strategic initiatives through annual implementation plans, monitoring completion rates, and making necessary adjustments and corrective actions. Developing the 2019-2024 strategic plan required significant effort from all faculty members, who conducted workshops and brainstorming sessions with specialists, civil society representatives, students, and graduates. These sessions reviewed the achievements of the previous 2014-2019 plan to shape a new vision for 2019-2024. its strategic objectives were as shown in Figure (10):

Strategic Objectives

1. Establishing the principles of governance in the college administration to achieve leadership.
2. Providing a learning and teaching environment capable of achieving creativity and excellence.
3. Developing the competencies of designers by keeping pace with global and technological developments.
4. Improving academic programs and plans to keep pace with developments in architecture and design.
5. Improving academic programs and plans to keep pace with developments in architecture and design.
6. Exchange knowledge with academic and research institutions.
7. Contributing to the development of financial resources in the college through consultations and research that serves the local community.
8. Motivating the teaching staff and students to conduct scientific research and present pioneering projects in the field of specialization.
9. Communicating with the community to meet its needs in the fields of architecture and design.

The following table (18) shows the results of (SWOT Analysis) for the Faculty of Engineering and Design:

Table 18: Results of (SWOT Analysis) for Faculty of Engineering and Design

(Weaknesses)	(Strengths)
<ul style="list-style-type: none"> 1. Difficulty in attracting teaching staff with a PhD degree due to the scarcity of college specializations. 2. Poor levels of English language and use of information technology among several faculty members. 3. Poor levels of English language among students in the college. 4. Lack of scientific research and absence of joint research projects. 	<ul style="list-style-type: none"> 1. The university cooperates in activating and displaying students' artistic products by holding exhibitions from time to time and supporting any artistic activity or initiative proposed by the college. 2. The existence of partnership between the college's specializations allows for joint artistic and cultural activities between them and with local community institutions. 3. Providing high academic, artistic and professional skills, and expertise from faculty members. 4. The teaching staff interacts as one team. 5. The presence of several students of different Arab and foreign nationalities
(Threats)	(Opportunities)
<ul style="list-style-type: none"> 1. Similarity of specializations with the faculties of neighboring universities that have the same specialization. 2. Lack of partnership agreements between the college and international universities and institutions. 3. The challenge of retaining qualified teaching and administrative staff of the college due to the growing competition of similar entities to attract these staff. 4. The need to keep pace with the diversity of teaching methods and its modern and renewable strategies. 	<ul style="list-style-type: none"> 1. The increasing need for architecture, interior design, and graphic design specializations due to the technological revolution in the job market. 2. Security stability in Jordan. 3. The desire of international universities to establish partnerships and agreements. 4. The need for a consulting office in the college's business specializations. 5. The possibility of benefiting from cooperation agreements between the university and several local, regional and international universities and institutions.

5. The urgent need to develop the college's programs in line with the changing needs of the public and private sectors	
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As stated in the Strategic Plans for 2016–2020 and 2019–2024, the objective lies in 'conducting internationally recognized research that has an impact on the social and economic development of the country and contributes to knowledge'. Accordingly, the Faculty of Engineering and Design aims to raise the level of scientific research to serve Jordanian society and its institutions

Appraisal:

The programmes are convincingly integrated in the HEI's overall strategic concept. The qualification goals are in line with the HEI's mission and strategic planning. The reasons given for the positioning of the programmes in the specific educational market are plausible, both programmes meet the understanding of craftsmanship and therefore attract students. During the online conference, the panel learned that the Faculty, although the programmes are traditional-designed faces challenging competitions in developing its programmes. Overall, the future fields of employment for graduates are plausibly set forth, beside being hired in companies also in enabling graduates in starting their own business. Internationalisation is a clear mission and the panel wants to encourage the faculty to follow the intended path also by using simple means as for example choosing international guest lecturers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market				x	
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)				x	
1.3.3 Positioning of the study programme within the HEI's overall strategic concept				x	

2. Admission

Admission to the programme is in accordance with the instructions for awarding an undergraduate degree. The degree is issued according to the regulation of awarding scientific degrees, honorary degrees, and certificates at the MEU for the year 2020 (Instructions for Granting an Undergraduate Degree), which was approved by various councils (Deans Council,

University Council and the Board of Trustees), and (Student Admission Policy), available on the university's website at the following link: <https://www.meu.edu.jo/admission/>.

According to national law, the Board of Trustees determines the number of students to be accepted in each major of the HEI in accordance with the accreditation and quality standards and upon the recommendation of the council of deans within the general policy approved by the Higher Education Council. The minimum admission rate for Jordanian students is 60% except for the Law major which is 65% and above. For all the engineering and pharmacy majors, it is 80% and above, provided that the student's mark in each of the courses is not less than 50% of the upper limit of the subject. Non-Jordanian students are accepted with a maximum of 15 marks less than the minimum acceptance rates, provided that they adhere to the branches of the general secondary certificate which determine enrolment in each major.

At the HEI's Admission and Registration Department, prospective students can get brochures that provide information on the majors available at MEU. The HEI's website also provides the necessary information about the application procedure, the conditions and the required documents and an e-mail contact of the admission office. In the next step, the prospective students fill the admission application online and attach along the required documents, pay the application fees either online or directly to the university. Afterwards, the Registration Department contacts the students admitted to complete the registration procedures. After the decision, students are contacted and informed of the results through a standard control sheet available on the HEI's website. The students check with the Financial Department to pay the required fees, confirm their student number and determine the amount of credits they want to register. The students register for the courses and receive their academic schedule. Once the registration procedures are complete, the students are directed to the Deanship of Students Affairs to issue a university ID.

After their enrolment, the students have to take a placement test in Arabic and English language and computer skills in the first or second semester. In the event of passing the placement tests with a mark of 80 % or more, the students are exempted from studying a remedial course. If a student fails the placement test, they must take the three-credit remedial course, aside from following the study plan. Students who have bridged and transferred from other universities to MEU are excluded, provided that they have successfully passed the placement test in the faculties from which they transferred or have successfully studied these subjects. Beside the placement test, the HEI requires four compulsory courses which amount to 12 national credit hours which each student must pass at the beginning of their studies:

Course name	Credit value
1. Arabic Communication Skills	3
2. English Communication Skills	3
3. Civic Education	3
4. Military Sciences	3

Appraisal:

The admission requirements are defined and comprehensible taking the national requirements into account. Applicants can directly turn to a student counselling service at the university for clarification of specific questions. Personal dialogue between applicants and the HEI is provided by telephone and via e-mail. The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and

is communicated in writing. The panel acknowledges that prospective students can get enough information about the selection procedure which they regard as transparent and appropriate to admit qualified students.

The admission requirements (required result in a concrete language test) or preparatory language courses ensures that students are able to successfully complete the study programme. The panel acknowledges that the basic requirements are provided by the HEI.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)				X	
2.2 Counselling for prospective students				X	
2.3* Selection procedure (if relevant)					X
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5* Ensuring foreign language proficiency (Asterisk Criterion)				X	
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)				X	

3. Contents, structure and didactical concept of the programme

3.1 Contents

Interior Design Programme

The total is 141 credit-hours.

- University Requirements (12 Cr. Hrs.)
- University Electives (12 Hrs.)
- Faculty Requirements: (18 Cr. Hrs.)
- Area of Study Requirements: (87 Cr. Hrs.)
- Area of Study Electives: (12 Cr. Hrs.)

Graphic Design Programme

The total is 135 credit-hours.

- University requirements (12 Cr. Hrs.)
- University elective courses (12 Cr. Hrs.)
- Faculty requirements: (18 Cr. Hrs.)
- Field of study requirements: (81 Cr. Hrs.)
- Field of study elective courses: (12 Cr. Hrs.)

The total is 135 credit-hours.

In Jordan, the naming of study programmes is regulated by the Ministry of Higher Education and Scientific Research and The Higher Education Accreditation Commission. The Faculty is keen to implement the laws, regulations, and instructions issued and in force for regulating its work as an integral part of Middle East University, which is governed by the Higher Education Law in the Hashemite Kingdom of Jordan, the Jordanian Universities Law No. (18) of 2018

and its amendments, and the Higher Education and Scientific Research Law, No. (17) of 2018, and the Jordanian Labor Law No. (8) of 1996 and its amendments, and all other related laws and regulations. Thus, it follows documented and announced procedures for creating new major programmes, as well as general and private accreditation procedures for these programmes. Additionally, there are procedures in place for cancelling or freezing major programmes, as well as increasing programme capacity.

The Faculty of Engineering and Design bachelor programmes follow a similar structure, the topic-specific curricula can be seen below:

Interior Design

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload	
		H	L	2.	3.	4.	5.	6.	7.	8	Hours in Class
M1	Module 1: Semester 1		18							288	576
II1101	Basic Design I	3	3							48	96
II21201	Freehand Drawing I	3	3							48	96
II11401	History of Art and Architecture (I)	3	3							48	96
II31202	Architectural Drawing & Rendering	3	3							48	96
II21202	Computer design applications	3	3							48	96
-	Mandatory University requirement	3	3							48	96
M2	Module 2: Semester 2			18						288	576
II31201	Design Basic 2 3D Principles	3		3						48	96
II31101	Aesthetics and Art Criticism	3		3						48	96
II31203	Descriptive Geometric	3		3						48	96
II31204	Color theory and its applications	3		3						48	96
II31205	Computer Aided Design I	3		3						48	96
-	Mandatory University requirement	3		3						48	96

M3	Module 3: Semester 3			18				288	576
II32401	The Fundamentals for ID & Space Planning	3		3				48	96
II32201	Computer Aided Design II	3		3				48	96
II32403	Residential design	3		3				48	96
II32405	Lighting and acoustic design	3		3				48	96
II32301	Materials in interior design	3		3				48	96
-	University requirement	3		3				48	96
M4	Module 4: Semester 4			18				288	576
II32101	Research methodology in architecture and design	3		3				48	96
II32404	Office Design	3		3				48	96
II32402	Interior Detailing Materials, Structures, and Standards	3		3				48	96
II32302	A history of interior design and its theories	3		3				48	96
II32202	Modelmaking, and molding industry	3		3				48	96
II32203	Interior Design Visual Presentation	3		3				48	96
M5	Module 5: Semester 5			18				288	576
II32402	Commercial Design	3		3				48	96
II33401	Sustainability in interior design	3		3				48	96
II33102	History of Art and Architecture II	3		3				48	96
	Specialization Optional Requirement	3		3				48	96
	Mandatory University Requirement	3		3				48	96
	Optional University requirement	3		3				48	96

M6	Module 6: Semester 6						15			240	480
II33404	Touristic Design	3					3			48	96
II33403	Technical equipment for buildings	3					3			48	96
II33301	Professional Practice for interior designers	3					3			48	96
II33101	History of design and Islamic art	3					3			48	96
	University Requirement	3					3			48	96
Summer Semester							6			96	192
II33501	Field Training	6								96	192
M7	Module 7: Semester 7						14		224	448	
II34301	The Fundamentals of Design Management	3					3		48	96	L/C/S/P
II34401	Furniture design	3					3		48	96	Lecture and project-based learning
II34501	Graduation Project I	2					2		48	96	L/C/S/P
	Specialization Requirement	3					3		48	96	Lecture and project-based learning
	University requirement	3					3		48	96	L/C/S/P
M8	Module 8: Semester 8								16	256	512
II34102	Special Topics in Interior Design	3							3		
II34502	Graduation Project II	4							4		
	Specialization Requirement	3							3		
	University requirement	3							3		
	University requirement	3							3		
Total		141	18	18	18	18	18	15	14	16	2452
							+6				4904

Graphic Design

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload	
		H	L	2.	3.	4.	5.	6.	7.	8	Hours in Class
M1	Module 1: Semester 1								18	288	384
III101	Basic Design I	3	3							48	80
II21201	Freehand Drawing I	3	3							48	80
III401	History of Art and Architecture (I)	3	3							48	48
II21203	Digital Photography	3	3							48	80
#VALUE!	University requirement	3	3							48	48
-	University requirement	3	3							48	48
M2	Module 2: Semester 2								15	240	336
II21202	Computer design applications	3		3						48	80
II21204	Color theory and its applications	3		3						48	80
III101	Aesthetics and Art Criticism	3		3						48	48
-	Elective major requirement	3		3						48	80
-	University requirement	3		3						48	48

M3	Module 3: Semester 3			18				288	466
II22302	Marketing and advertising campaign	3		3				48	48
II22202	Painting and Drawing	3		3				48	90
II22301	The history and theories of graphic design	3		3				48	48
II22201	Computer Graphics	3		3				48	80
II22401	Typography / Arabic	3		3				48	80
-	Elective major requirement	3		3				48	80
M4	Module 4: Semester 4			18				288	384
II22402	Typography / Latin	3		3				48	80
II22403	Logo design and Application	3		3				48	80
II22203	Illustration	3		3				48	80
II32101	Research methodology in Engineering and Design	3		3				48	48
II22101	Printing materials and techniques	3		3				48	48
-	University requirement	3		3				48	48

M5	Module 5: Semester 5						18					288	46
II23301	Project management in graphic design	3					3					48	48
II23201	Advanced computer skills	3					3					48	80
II23401	Advertising Design	3					3					48	80
II23404	2D&3D animation	3					3					48	80
-	Elective major requirement	3					3					48	80
-	University requirement	3					3					48	48
M6	Module 6: Semester 6						5					240	408
II23402	Electronic Advertising and Marketing	3					3					48	80
II23403	Infographic design	3					3					48	80
II23405	Packaging Design	3					3					48	80
-	Elective major requirement	3					3					48	80
-	University requirement	3					3					48	48
Summer Semester							6					320	320
II23501	Field Training	6					6					320	320

M7	Module 7: Semester 7							14	224	304
II24301	Practicing the profession, laws and regulations in graphic design	3						3	48	48
II24401	Digital Media Design	3						3	48	96
II24402	Design of newspapers, magazines, and electronic publishing	3						3	48	80
II24501	Graduation Project Research	2						2	32	32
-	University requirement	3						3	48	48
M8	Module8: Semester8							13	208	304
1124502	Graduation Project	4						4	64	128
1124403	Web design and application interfaces	3						3	48	80
1124101	Visual communication theories	3						3	48	48
-	University requirement	3						3	48	48
Total		135	18	15	18	18	18	15	6	14
									2384	3002

The study plan includes different sectors and topics that cover the necessary theoretical aspects of the programmes. Courses with theoretical contents that serve as a basis to understand fundamentals of design are offered in the first two semesters, e.g., Design basic1, Design basic (2) 3D principles, Computer Aided Design 1, Descriptive geometric, Architectural drawing and rendering, and Computer design applications. The courses also include Basic design courses. Therefore, the main strategy for teaching these courses is to highlight the theoretical and practical aspects of the topics and enhance the knowledge gained through practical application samples. Courses emphasizing practical skills are taught from the third to the eighth semester, focusing on creating equipment for buildings, construction works, conceptual design, graduation projects (1-2), and field training.

When teaching courses in the classroom, assessment methods vary to include presentations, in class exercises, assignments, and case studies to enable students to apply theoretical concepts in producing different types of design. Additionally, the Faculty of Engineering and Design arranges excursions and field trips to prominent graphic or interior design establishments, interior design companies, construction sites, exhibition halls, interior design offices, galleries, as well as official institutions such as Greater Amman Municipality, Jordan Standards and Metrology Organization, and hosting designers, construction specialists to convey their experiences and help students develop an understanding of the design professions and get used to the working conditions and locations.

The faculty designs graduation projects that thoughtfully address the needs of neighbouring communities, such as proposing a metro station in Gaza to enhance transportation and accessibility: As part of their applied projects, students are required to engage in field training procedures under the guidance of faculty members, the faculty provides students with letters of support to facilitate their applications to various media institutions. This collaboration between students and institutions creates a mutually beneficial arrangement, enhancing the employability of students while offering valuable contributions to the institutions. The field training is regulated in a "Field Training Guide": After registration of the student for the field training cohort, student and field training supervisor coordinate with the program and the organization's news and interests. During the training, the supervisor communicates with company and student to familiarize himself with the training process, its developments and the stages of work. In the seventh and the fourteenth week, the student submits reports on the stages of training received and applied work. After the student completes 96 hours of training at the institution or the trained agency, the supervisor receives an evaluation letter of the student's performance during the training period by the institution's liaison officer. This leads to the graduation project which is the ultimate test in which scientific theory and practice is integrated.

The Faculty of Engineering and Design courses open various interdisciplinary perspectives. It is manifested in courses as for example Critical thinking, and special topics in Interior design. In addition, courses as the fundamentals of Design Management and Professional practice for interior designers are designed to stimulate students' thinking to integrate management and economic principles in the design and motivate thinking about the vital issues and problems related to the design industry. Further, interdisciplinary thinking is also manifested in the mandatory courses from the University and faculty, such as National Education, Military Science, and Arabic/ English Communication Skills. The Faculty of Engineering and Design Undergraduate program also allows students to take courses outside their study programme as for example elective courses like Life Skills and Scientific Thinking Skills.

The Faculty of Engineering and Design is concerned with and prioritises ethical aspects based on the university's ethical action charter and MEU's instructions. Ethical aspects are especially included in the following courses:

Table37: Courses which Directly or Indirectly Convey Moral Causes to Students

Course Code	Course Title/ Ungraduated Program (Elective)
0161501	Islamic Culture
0161504	Law and Everyday Life
0161303	Community Responsibility
Course Code	Course Title/ Ungraduated Program (Requirements)
0161301	National Education
0161302	Military Science
1132104	Psychology and Sociology in Interior Design
1132101	Research Methodology in Architecture and Design
1133401	Sustainability in Interior Design
1133301	Professional Practice for Interior Designers

The faculty provides students with the knowledge and research skills necessary to engage in scientific work through courses that deal with scientific methodology, practical studies, and courses of a practical and of a technical nature, also include a variety of methods for conveying scientific practice to students. The ungraduated program curriculum contains several courses focused on scientific work to develop methodological competence as well as the ability to conduct scientific research, students can study university elective courses such as scientific thinking skills, and core courses such Research Methodology in Architecture and Design. At the end of this course particularly, students should write a research paper based on what they learned in the course. students in last year can choose their final project, whether it is Residential Design and Commercial Design

In addition, MEU's Faculty of Engineering and Design organises scientific research courses and workshops are held through the Deanship of Graduate Studies and Scientific Research in cooperation with the Deanship of Accreditation, Quality, and Information, and the Academic and Administrative Development Centre. As an example for courses held (Scientific research course: ethics, publishing, financing and research teams and a course on preparing scientific studies for publication in scientific journals). Scientific research conducted by students at the faculty under the supervision of faculty members contributes to community service according to majors offered by the faculty in fields of Interior and Graphic Design. This helps in the development, improvement and identification of the most important and prominent problems facing the local community. Accordingly, the faculty provides documented and announced policies and regulations concerned with supporting and publishing scientific research projects.

The approved assessment bases are indicated and clarified in the course plans to be distributed to students during the first week of the semester. The course study plan and student's plan also specify the objectives of the subject or course, in addition to clarifying the programmes' learning outcomes and methods of teaching, while indicating the course implementation timeline in weeks of the semester. Assessment methods vary to include presentations, in class exercises, assignments and case studies to enable students to apply theoretical concepts in producing different types of media production.

The faculty identifies, approves, and uses various assessment methods – including quizzes and exams set by the course instructor in addition to presentations, case studies, homework,

Practical media projects – to measure students' performance in accordance with university academic instructions:

Table38: Methods of Evaluation and Weights for Theoretical and Practical Courses

#	Theoretical Courses Assessment	Weight	Description
1	Exams	%25	Written, multiple choice, short answers, and analyzing wrong phrase
2	Final Exam	%40	Written, multiple choice, short answers, and analyzing wrong phrase
3	Other work	%35	Any discussion topic within the course topic, homework, presentations.
Total		%100	
#	Practical Courses Assessment	Weight	Description
1	Exams	%30	Written, multiple choice, short answers, and analyzing wrong phrase
2	Final Exam	%40	Written, multiple choice, short answers, and analyzing wrong phrase
3	Other work	%30	Any discussion topic within the course topic, homework, presentations.
Total		100%	

Thesis is a pre-requisite for graduation project in all design programmes.

Appraisal:

The curricula adequately reflect the qualification objectives of each study programme, also degree and programme names correspond to the contents of the curriculum and the programme objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes.

The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The panel appreciate the design of the programmes, for example in Graphic Design, the experts assess drawing in the beginning without computer skills as an advantage. They recommend to develop further the usage of AI and the critical reflection on AI for image creation: Students have to compete with very different methods and gain different competencies as in comparison to the usage of AI for text generation. Moreover, they recommend to reduce the whole history of design and artist in order to avoid redundancies in favour for example to strengthen the competence of conceiving.

The panel found that theoretical questions are, where possible, explained by means of practical examples, especially due to the field trip and the graduation project. Practical input is guaranteed by the practical experiences of the lecturers and in the fact that seven courses are characterised by project production.

There is evidence that the programme qualifies for interdisciplinary thinking. In order to strengthen this idea, the panel recommends to make more use of the fusion engineering and design.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated, especially in the project work.

In the view of the panel, ethical implications are appropriately communicated during the mentioned courses.

Students acquire methodological competences and are enabled to do scientific work on the required level based on compulsory courses in the 3rd semester in the second year. The graduation project, based on the field trip, and the depending thesis complete the student's journey in reaching the intended scientific learning outcome, based on previously published and coherently applied criteria, rules and procedures. The chosen assessment methods are suited in format and content to ascertain the intended learning outcomes and offer a sufficient variety of test formats. **The panel assessed formats, paper examples and graduation project papers and appreciates the design all in all, especially the variety and flexibility of test formats/ assessment methods.**

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)				X	
3.1.2* Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3* Integration of theory and practice (Asterisk Criterion)				X	
3.1.4 Interdisciplinary thinking				X	
3.1.5 Ethical aspects				X	
3.1.6* Methods and scientific practice (Asterisk Criterion)				X	
3.1.7* Examination and final thesis (Asterisk Criterion)				X	

3.2 Structure

Projected study time	Interior Design 8 semesters
Number of credits (national credits and ECTS credits)	141 One credit hour equates two ECTS credit points
Workload per credit	48
Number of courses	49
Time required for processing the final thesis/project and awarded credits	Theoretical research for the graduation project research course - Practical and applied project for practical and applied courses.

Projected study time	Graphic Design 8 semesters
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Number of credits (national credits and ECTS credits)	135 One credit hour equates two ECTS credit points
Workload per credit	48
Number of courses	45
Time required for processing the final thesis/project and awarded credits	Theoretical research for the graduation project research course - Practical and applied project for practical and applied courses.

The study plans are structured in modules distinguishing compulsory and elective courses as well as prerequisite courses for follow-up courses. The module descriptions contain the learning outcomes, the contents and a list of recommended learning resources and materials and the language of instruction. They also indicate the assessment methods with their weight for the final grade.

As permitted by MEU's instructions, the faculty allows the student to choose the number of hours they wish to register in the regular semester, provided they are not less than 12 hours and not more than 18. The instructions also allow the student to register for a minimum of 9 or a maximum of 21 hours in the two regular semesters, pending the Dean's approval and if the conditions set forth for awarding an undergraduate degree (specifically Article 7 of the instructions) are met. The number of hours for the additional summer semester is also determined according to a decision issued by the University's Council of Deans in line with the decisions of the Jordanian Higher Education Council.

The Faculty of Engineering and Design adheres to the Exam Policy and its corresponding procedures, which encompass various aspects such as exam preparation, monitoring and computerization, controlling cheating in exams, as well as procedures for final grades and electronic and paper filing. To ensure compliance with the general exam policy, a dedicated committee for exams is established at the beginning of each academic year at the faculty level. This committee is responsible for executing the exam policy, designing, reviewing, and auditing exams. It works in coordination with the university-level examination committee to create a supervision schedule and oversees the entire examination process until its completion in a proper manner.

Instructions and requirements for study and exams are published and circulated to students as a hard copy within the student handbook, which contains study instructions for undergraduate programmes at the university, and an electronic copy on MEU's website. MEU publishes the academic calendar for each year, including exam schedules, at the beginning of each semester. In addition to the notifications sent via the special e-learning platform, the university, or the Moodle application, students are also informed about the date of the final exam via the website. Exam dates are set in the university calendar by the Admission and Registration Department at the beginning of the semester. The timetable is indicated in the course's study plan and distributed to students through the website and the faculty bulletin board. The faculty also clarifies the exam's general instructions through the exam paper form. At the beginning of each academic year, the college forms its committees, which include a special examination committee at the faculty level to supervise the exam process. The faculty also sets an exam supervision schedule that defines and distributes supervision duties to faculty members on the date of final exams for the semester, considering the instructions for granting an undergraduate degree and MEU's examination policy.

The following table (43) shows the exam schedule:

Table (43): Exam Schedule

Week	Statement
9	Last day of the period for mid-term exams for Bachelor and Master students
14	First day of the final exams for practical courses
15	Last day of final exams for practical courses
	First day of Final theoretical exams
16	Last day of Final theoretical exams

A semester guidance schedule is created to ensure the availability of an academic advisor from the faculty at both the Admission and Registration Department and the respective faculty. These advisors play a crucial role during the registration period by providing guidance on registration, withdrawal, and course additions for students. In Addition, the Faculty of Media distributes its students at the beginning of each semester according to their majors to the academic advisors from the faculty members, and the academic advisor follows up the students academically during studies at the university through the electronic advising system.

Students with disabilities are supported through the “Disabled Students Support Policy”, issued in October 31, 2021. It provides assistance in terms of providing an academic mentor, suitable seats of students in class, additional time during exams or for submitting academic reports and assignments, or allow them to take exams in a quiet place. The Head of the Counselling and Psychological Services Center prepares a psychological counselling plan for each student with disabilities based on their needs. The Student Affairs Office is responsible for all affairs concerning international students concerning residency issues and language proficiency.

Scholarships are granted to student which is determined by the Board of Trustees and the HEI's president. For instance, recipients can be children of MEU employees or students with distinguished performance in high school.

Appraisal:

The programme consists of courses and assigns national credit points per course on the basis of the necessary student workload. The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes by adapting the contact hours each semester according to the students' needs. **Course descriptions contain the necessary aspects, nevertheless the panel recommends to revise the literature recommendations during the next quality assurance circle within the faculty.**

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible and individual calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality which can be seen for example in the female rate of students and the fact that faculty is equally paid. The Counselling and Psychological Services Center is beside the Student Affairs Office accessible for everyone in terms of non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special

circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				x	
3.2.2* Study and exam regulations (Asterisk Criterion)				x	
3.2.3* Feasibility of study workload (Asterisk Criterion)				x	
3.2.4 Equality of opportunity				x	

3.3 Didactical concept

Teaching and learning methods are determined by the course instructor and incorporated in the study plan distributed to students during the first lecture. The plan is also uploaded to the e-learning platform for reference at any time. Teaching methods used often include:

- Lecturer's lectures (face-to-face blended or online)
- Discussion and solving of problems and issues
- Individual assignments
- Classroom presentations
- Hosting specialists in classrooms
- Practical exercises
- **Exam preparations (final project 1 and 2): Students identify their ideas, guided by the lecturers in case they are undecided based on their performance in the different courses.**

The faculty identifies and approves academic references for each course to ensure the provision of scientific reference material of adequate substance to the student. The course instructor submits the reference books and study plan to the Books and References Accreditation Committee and the Study Plans Committee, which work on approving the scientific books and references for each course. The faculty member must also include their opinion on the sources in the final report on the progress of teaching (whether they are sufficient or require changes). MEU uses the e-learning platform and Moodle, in addition to Microsoft Teams, to communicate with students electronically and provide study plans and scientific materials.

With the aim of deepening the understanding of the importance of academic programme management, and the evaluation of study plans; the faculty members have participated in many internal training courses and workshops that were held at the university and discussed the development of learning and teaching processes, such as:

- Preparing university exams.
- Employing technology in university teaching (blended education).
- E-Learning.
- Communication skills and to communicate in the educational situations.
- Mechanisms for activating the model in the educational process.

- Effective Power Point Presentation Skills.
- Effective Teaching Strategies.
- Calendar and exam preparation.

Continuous improvement of the methods of teaching and learning processes requires the faculty's interest in diversifying the methods of teaching theoretical and practical courses, and employing modern learning and teaching strategies, such as: e-learning. The faculty uses the e-learning system for purposes of achieving communication between faculty members and students. This system is loaded with the study plan for various courses, educational materials, and assignments, and this is done within clear and documented procedures to promote achievement of competitive educational outcomes, in addition to self-learning, group learning, and constructive criticism.

Diverse learning materials used from textbooks, journals, articles, research reports, image materials, and audio-visual materials including documentary films, video news, mass media articles, and digital contents/websites are used. Students have the ability to access study materials, such as journal articles, from the library database or receive them directly from their lecturer. Additionally, there are open-source materials available on the internet that can be accessed free of charge. Information regarding these learning materials can be found in the course syllabus and the Learning Management System (Moodle). Lecturers ensure that the learning materials are regularly updated every semester. The course instructor defines and selects the scientific subject matter for each course. Furthermore, the instructor is required to create a dedicated file specifically for the course they are teaching, which includes the following:

- Study Plan: Course description, sources and references, objectives, learning outcomes of the course, learning outcomes of the programme, methods of teaching, methods of assessment and weight in percentage, timetable for implementing the course, and policies for the course.
- A copy of the midterm and final exam questions after completing them, along with a copy of the model answers, in addition to the lists of the students' final results, the arithmetic average, and the graph of students' results.
- Final report: Course information, performance measures and learning outcomes, observations on learning outcomes, course content, suggested changes to the teaching resources, student results, proposed changes in the contents of marks distribution, and evaluation of the course by the instructor.

Study materials such as journal articles from the library database can be accessed by students, or they are provided by the lecturer. Some of the learning materials are open source materials that can be accessed for free from the internet. Information on the learning materials is given in the syllabus of the courses and is also available in the Learning Management System (Moodle). The learning materials are updated by the lecturers once every semester.

Guest lecturers are invited as professionals who share insights from Design organisations, industrial groups, design groups, furnishing, materials and fabrics, such as from Tahboub Group, Estatieh Group, design offices, and design organizations. This occurs through a statement on hosting guest speakers from other institutes, universities, or industries to present seminars, lectures, and workshops for students and share their scientific and practical experiences (compare also chapter 1.2).

Lecturing tutors have an important role in assisting the professors and Associate professors in monitoring the master's students in the faculty. In addition, they teach courses, help with examinations, counsel students, and act as advisors during the final thesis writing process.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. **Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each course, in both study programmes by how the lecturers guide their students through the final project 1 and 2. During the interviews with students and lecturers, the panel formed the view that based on this guidance, students are enabled to create individual artist's content.**

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. The experts rate the input of guest lecturers as positive and recommend that the university focus more on selecting international guest lecturers.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2* Course materials (Asterisk Criterion)			x		
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors			x		

3.4 International outlook

The undergraduate programmes include courses (compulsory and elective) of an international character which aim to address international and multicultural aspects. The following table (46) shows these courses:

Table 44: International Courses at Faculty of Engineering and Design (Sample)

Code	Program's Courses
1133406	Simulation
1131205	Computer Aided Design 1
1132405	Computer Aided Design 2
1132204	Computer Aided Design 3
1131101	Aesthetics and Art Criticism
1111401	History of Art and Architecture 1
1134102	Special Topics in Interior Design
1132102	Universal Design
1132205	Creative Thinking
1134101	Design Process

Courses such as History of Architecture and Design and History of Graphic Design expose students to international artistic movements, influential designers, and architectural developments from different cultures and eras. These courses broaden students' perspectives and deepen their understanding of how design evolves across the world. Additionally, subjects like Psychology and Sociology in Interior Design explore human behaviour, cultural influences, and societal trends that shape design decisions, fostering a global mindset essential for working in diverse environments. Students also have the opportunity to enroll in courses offered by other faculties, such as International Relations, Public Relations, and Crisis Management, which provide insight into cross-cultural communication, diplomacy, and managing global challenges—skills vital for leadership in international design and engineering projects.

Internationalism is further reflected in the practical components, where students are trained in industry-standard software such as AutoCAD, 3ds Max, Revit, and Rhino. These globally recognized tools are integral to architectural and design practices worldwide.

The faculty significantly cares to the field of student exchange with other educational institutions; where the university, represented by the Faculty of Engineering and Design, hosted students from the Australian University of Canberra, with the aim of reviewing the experiences of the students of the Faculty of Engineering and Design at Middle East University. The visit focused on the students of the two universities working on preparing design projects aimed at exchanging experiences and cultures between the two countries. The following table (47) shows the number of students benefitting from student exchange programmes:

Table 47: Number of students benefitting from student exchange programs

year	Program Name	University Name	Program	Student Name
2019	Student exchange for study, experience and culture exchange between Jordan and Lithuania	Vilnius College of Design	Graphic Design	Yara peras
2020	Student exchange for study, experience and culture exchange between Jordan and Lithuania	Vilnius College of Design	Graphic Design	Maged Allona
2020	Student exchange for study, experience and culture exchange between Jordan and Lithuania	Vilnius College of Design	Graphic Design	zaed ishagat

The university has a policy for the development of student services and procedures for meeting student needs.

In both programmes, students from abroad are enrolled:

2025/2026

Level	Faculty	Program	Jordanian Students	Foreign Students	Countries
Bachelor	Engineering and Design	Interior Design	246	69	Sudan Egypt USA Iraq Syria Libya KSA Algeria
		Graphic Design	165	20	

2024/2025

Level	Faculty	Program	Jordanian Students	Foreign Students	Countries
Bachelor	Engineering and Design	Interior Design	215	56	Sudan Egypt USA Iraq Syria Libya KSA Algeria
		Graphic Design	164	24	

MEU develops its faculty members by applying promotion procedures that help improve their performance and the extent to which this is reflected in their performance and dedication to the learning and teaching process. Faculty members also participate in training workshops and are distinguished at local and international conferences. Over the past years, the Faculty of Engineering and Design has evolved from a group of Iraqi and Jordanian faculty members with international experience. In addition, many faculty members have graduated from recognized local Arab and international universities, whether from Jordan, Russia, Egypt, Malaysia, USA, and Iraq. The experience gained from their studies has also added an international dimension to the programme content. In addition, most faculty members have practical experience at the local, regional, and international levels.

The faculty offers its programmes in Arabic while also using English as a medium of instruction. Students in the ungraduated programme are required to study courses in English such as for example English Communication Skills. In addition, students have the option to request certain

English language courses as electives. The faculty takes into account the diversity and differences in the abilities, skills, and languages of its students and works to meet the needs of students accordingly. Across all courses, international keywords, concepts, and technical terms are taught in English, ensuring that students gain familiarity with the language and terminology used in the global market. This approach not only enhances their technical skills but also equips them with the confidence to pursue opportunities in international design and engineering fields.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

In both study programmes, students from abroad are enrolled. The panel appreciates the measures taken to promote internationality and encourages the university to strengthen the exchanges of lecturers and students in order to walk the strategy-oriented path continuously and thus, enhancing student's international competencies.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. The University states in its feedback that a new course titled "Interior Designer Language" has been introduced, which is fully taught in English. This course aims to enhance students' English language proficiency within the professional context of interior design, preparing students for international communication and practice. The panel welcomes this approach and is confident that these measures will be effective.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)				x	
3.4.2 Internationality of the student body				x	
3.4.3 Internationality of faculty				x	
3.4.4 Foreign language contents				x	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All classes are interactive, encouraging students' active participation. Cooperation, conflict handling and leadership skills are developed through group assignments (e.g. case studies, projects, group presentations, and discussions), and the faculty emphasizes ethical behaviour as the core of professionalism. As many students are concurrently working, the faculty ensures their interpersonal skills are transferable in their profession. The study environment plays a significant role in strengthening language and communication competencies, both written and oral. **The variety of examination types ensure that students are trained to do presentations and to speak in public.**

The faculty has a policy for extracurricular activities and procedures for extracurricular activities and supports the participation of its students in the club system of the university which is dedicated to topics as Volunteering and community service, human rights, music etc.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures, clearly embedded in the curricula. **The panel appreciates this approach and recommends to include a methodological training to build more self-confidence in public speaking and presenting skills in order to strengthen student's outcome.**

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)				x	

3.6 Skills for employment / Employability (Asterisk Criterion)

The employability of program graduates depends on a number of elements, including: Integration of theory and application in curricular and extracurricular activities, enhancing multidisciplinary competencies and skills, providing global and multicultural content, promoting self-reliance and systematic work, and training on social skills, in addition to activating the services of the career guidance office as previously mentioned.

As mentioned before in chapter 3.1, in its courses, the programmes combine theoretical aspects with practical examples so that students are prepared to join the different design branches. For example, internships and fieldtrips are offered by the faculty.

The university organizes job fairs with wide participation from public and private sector institutions. The job fair, which the university organizes every year, aims to provide job opportunities for university alumni in addition to providing them with practical experience to enter the labour market and provide advisory services in the fields of Interior and Graphic Design, which participating companies and institutions added. The following table (54) shows the job fairs in which students from the Faculty of Engineering and Design participated:

Table 54 : Job fairs in which students from the Faculty of Engineering and Design participated

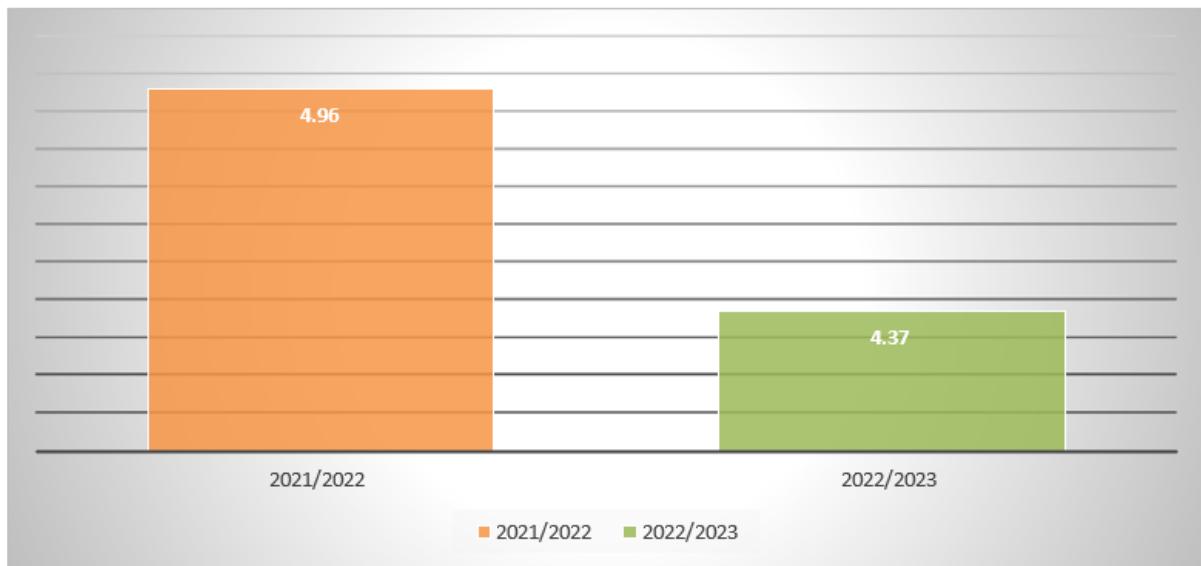
Job fair	Date
Job fair "Alumni Camp"	13 May 2024
Job fair "Alumni Camp"	20 March 2023
Job fair "Seventh Job Day"	24 June 2022
Job fair "Step into the future"	19 January 2022
Job fair in cooperation with the King Abdullah II Fund for Development	14 May 2021
Job fair "My university will employ me"	04 January 2020
Job fair in cooperation with the Ministry of Labor	27 April 2019
Job fair in cooperation with the King Abdullah II Fund for Development	09 January 2019
Job fair in cooperation with the Ministry of Labor	06 May 2018
A training program for graduate students in cooperation with the King Abdullah II Fund for Development	08 July 2018

The results of graduate employment activities at the faculty indicate that a high percentage of graduates are employed in jobs in the core of their majors. In order to develop and improve, the faculty has activated the job fair assessment questionnaire for students and companies. The faculty seeks to have a special job fair for its students in cooperation with the Career Guidance Office/Deanship of Student Affairs, for the desired benefit to students and employers. The faculty actively strives to collaborate and coordinate with employers and the workplaces where its alumni are employed. To assess the status of its alumni, the faculty engages in regular meetings with these work institutions and conducts evaluations. The effectiveness of different programmes is measured by analysing questionnaires provided by these institutions. The results consistently demonstrate a high level of satisfaction among employers with the skills, qualifications, and abilities of the faculty's graduates over the past three years:

Table 52 : The level of employer's satisfaction with faculty graduates

Level of Performance			Level of performance improvement (green: improved, yellow: stable and red: underperformance)		
Year	2022/2023	2023/2024			
Level of employer's satisfaction with faculty graduates	4.96	4.37			

Figure (16): The level of employer's satisfaction with faculty graduates



Also, the student' satisfaction with their academical support in terms of future employment is measured by the university:

Table 53 : Satisfaction of faculty graduates (Bachelor) with educational services provided

Level of Performance			Level of performance improvement (green: improved, yellow: stable and red: underperformance)		
Year	2022/2023	2023/2024	Red	Yellow	Green
General average	4.87	4.79			

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

The faculty adheres to a policy that involves appointing full-time faculty members and seeking part-time assistance, in line with the frameworks established by the Accreditation and Quality Assurance Commission for Higher Education Institutions for the special accreditation of the undergraduate programme and its standards. When appointing faculty members, the faculty

considers their qualifications in relation to the programmes they will be involved in, ensuring comprehensive coverage across all fields. The following table and figure show the distribution of faculty members at the Faculty of Engineering and Design according to academic rank:

Figure (19): Distribution of faculty members according to academic rank

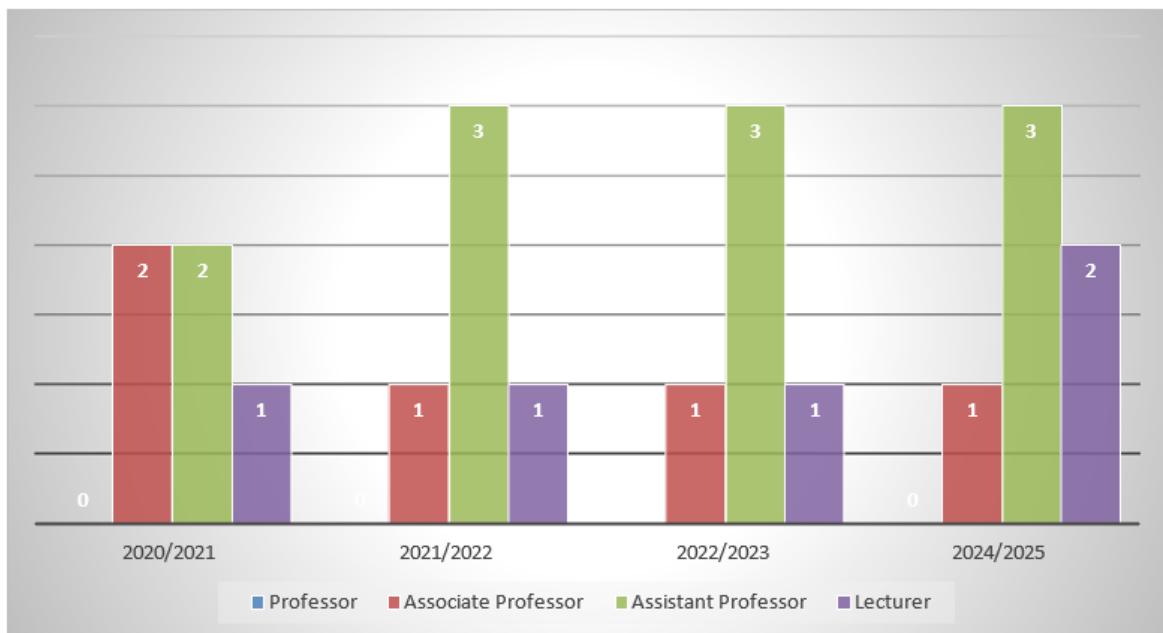


Table 58: Distribution of faculty members in the Interior Design Department according to academic rank

Academic Rank	2021/2022	2022/2023	2023/2024	2024/2025
Professor	0	0	0	0
Associate Professor	1	1	1	0
Assistant Professor	2	3	3	4
Lecturer	3	2	2	4

Table 59: Distribution of faculty members in the Graphic Design Department according to academic rank

Academic Rank	2021/2022	2022/2023	2023/2024	2024/2025
Professor	0	0	0	0
Associate Professor	2	1	1	1
Assistant Professor	2	3	3	3
Lecturer	1	1	1	2

The appointment instructions define the bottom-up hierarchy starting with lecturers, assistant professor, associate professor and professor. A faculty member is required to have an academic qualification at the doctoral level and must have at least two publications in renowned journals. For promotion, the instructions determine that the period of an academic rank should not be less than five years, of which three must be at MEU (seniority). During the time in a certain rank, the publications should be of valuable output and half of it should be

achieved while serving at MEU (scientific research). Moreover, the teaching performance should be evaluated by the students not less than 70 % (teaching) and the staff should be active in university community service and committed to the vision and mission of the MEU. Special training courses in the form of seminars and lectures are provided to ensure that both old and new faculty members develop the necessary educational competencies and enhance the necessary skills at the beginning of each semester. MEU and the faculty are interested in encouraging faculty members to participate in scientific and participatory research as well as workshops, professional meetings and conferences wherever they are to help them develop their educational and research capabilities.

The Faculty of Engineering and Design members have practical experiences in interior design, 3D visualization, visual merchandising, project management, etc. These practical experiences are obtained from their professional work before or while lecturing in the Faculty of Engineering and Design. Their teaching covers Computer Aided Design, Residential Design, Commercial Design, and so on, which is considered a reward for the students of the faculty and the faculty itself, as they share their practical experiences and keep students informed of the latest developments in the field of design through courses they study.

The Faculty of Engineering and Design values the feedback of its staff which they can express in the evaluation process for the dean of faculty and the heads of the departments. Moreover, faculty members and the dean of the faculty cooperate in issues related to the development and improving study plans for courses and the creation of new courses. Therefore, they hold regular meetings throughout the semester. It also encourages its members to engage in joint scientific research projects.

The Faculty of Engineering and Design assigns new students to faculty members, a so-called student advisor, to guide them academically and help them choose the courses that suit the stages of their studies throughout the entire period of their undergraduate studies. Student advisors also monitor the student's performance and help them in case their performance does not meet the academic expectation to successfully finish their studies. Besides their teaching, the faculty members offer two hours a day for student support.

Many of the tasks that advisors are responsible for are automated by the electronic registration system. For example, prerequisites check, electives selection, and credit hours' limits are checked automatically during registration. Students are forced to adhere to all regulations. The student status is automatically updated on the system showing detailed information such as the credit hours that were completed, the remaining credit hours, and graduation status (when the student is about to finish all of the programme requirements). Courses are offered during the Fall (first), Spring (second), and Summer semesters. Registration is done online or manually. Students with a GPA higher than 3.4, or students in their graduation semester can register for a maximum of 21 credit hours with the approval of the faculty dean. On the other hand, students with critical status must consult with their advisors to create their semester schedules. This allows the advisor to discuss different issues related to the academic performance of the student prior to registration.

Appraisal:

The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully

satisfied. During the online conference became clear that the university is hiring new professors which is, in the view of the panel, the right step to ensure the academic quality and variety in quick developing topics.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualifications of the faculty members are implemented.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programmes, **the faculty offers a wide range of traditional and modern methods**. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty are implemented.

The practical experience of the faculty corresponds to the requirement of the study programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programmes take place regularly.

The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. During the online conference, the panel learned from the students and graduates that the faculty staff is available anytime for them even after the specified office hours. The students can arrange a personal appointment or an online appointment for a meeting on Microsoft teams/ whatsapp and are very grateful for the open-door policy and the familiar atmosphere. The panel therefore appreciates the faculty's strong commitment to the student's wellbeing.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4 Practical business experience of faculty			x		
4.1.5* Internal cooperation (Asterisk Criterion)			x		
4.1.6* Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)				x	

4.2 Programme management

The Dean of Faculty of Engineering and Design is responsible for overseeing faculty appointments, faculty evaluation, curricular changes, student organizations within the faculty, class scheduling, internships, the faculty budget and other strategic responsibilities.

The dean is mainly responsible for the management of academic and administrative staff. The dean assists their deputy in addition to the heads of departments (Interior Design, Graphic Design, Architecture, Science in Civil Engineering, Science in Renewable Energy Engineering, Smart Systems Engineering). In the course of carrying out his duties, decision-making within the faculty is shared between faculty members through committees and departments. In addition, the dean gathers the faculty's advisory council, which consists of distinguished members of the Engineering and Design and seeks to help the faculty understand the needs of the labour market and society, in addition to its important role in strengthening relations with the community and institutions.

The administrative staff facilitate and follow up the processes of decision-making, organizing activities, and facilitating procedures to meet requirements for faculty members and students. They coordinate the discussion, deliberation, and decision-making procedures through the administrative support provided by the college through committees, departments, and centres affiliated with the faculty by involving them directly with the dean, to organize the progress of the academic process, meet the requirements or respond to functional or personal issues for students and faculty members in accordance with the structural and administrative organization of the faculty. Administrative staff support is also concerned with organizing student participation in the decision-making process by following up participation in liaison committees and attending joint meetings with departments, committees, and the dean of the faculty. This allows students to raise issues related to their own interests and ensures more transparency. The administrative staff is responsible for carrying out daily technical activities, such as preparing activities for learning, providing administrative services to students. The administrative staff assists students in managing academic and student administration documents.

The faculty holds periodic meetings for its governance councils; through which the tasks and responsibilities of all governance councils are defined and documented. Each of these councils has specific tasks and responsibilities that are consistent and integrated with each other. In order to involve the largest number of stakeholders in decision-making through governance councils, the faculty is keen to represent all parties in these councils. The faculty council is constituted as follows:

- Dean of the faculty- (President of the Council)
- Head of the Interior Design Department - (member)
- Head of the Graphic Design Department - (member)
- Head of the Architecture Department - (member)
- Head of the Science in Civil Engineering Department - (member)
- Head of the Science in Renewable Energy Engineering Department - (member)
- Head of the Smart Systems Engineering Department - (member)
- A representative of the Interior Design Department - (member)
- A representative of the Graphic Design Department - (member)
- A representative of the Architecture Department - (member)
- A representative of the Science in Civil Engineering Department - (member)
- A representative of the Science in Renewable Energy Engineering Department - (member)

- A representative of the Smart Systems Engineering Department - (member)

Furthermore, MEU is dedicated to improving and advancing the e-learning environment across faculties and programmes. It aims to enhance the skills of both faculty members and students in e-Learning through the e-Learning and Academic Development Center. This is achieved by improving the effectiveness of education, enhancing educational outcomes, and establishing a supportive electronic environment for faculty and students. These goals are supported by a range of emerging services that leverage modern technologies for learning.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Sufficient administrative staff is available, beside that, the opportunities of electronic service-support are used and supplement personal one-to-one counselling. **Based on the interviews, the experts formed the view that the administrative stuff is very goal-oriented and to the point, it acts as a service provider for students and faculty. Both are very satisfied with the support they receive.**

Decision-making processes, authority and responsibilities are clearly defined by the HEI. Teachers and students are included in the decision-making processes where their areas of works are involved.

The HEI offers the administrative staff opportunities for continuous professional development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)				X	
4.2.2 Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

MEU and the Faculty of Engineering and Design concluded several agreements and memorandums of understanding with academic, official, and private institutions for academic cooperation at the local and international levels:

The university is actively seeking to establish external connections in order to form strategic partnerships for student exchange programmes, and to attract grants and assistance from national and international organizations and institutions for both students and researchers. The Office of International Relations has taken on the responsibility of cooperating and communicating with external entities to achieve these goals and others.

To enhance the implementation of its relationship and cooperation policies with institutions at the national, regional, and international levels, the University made the decision to establish the International Programmes Center in the academic year 2018/2019. As a result, the University has been able to enter into scientific partnership agreements, hosting joint programmes with the University of Bedfordshire. These programmes offer undergraduate, master's, and doctoral degrees in various disciplines, including media production at the undergraduate level and media studies at the doctoral level. Through effective internal and

external agreements, the faculty, in collaboration with the International Programmes Center, has established relationships at the regional, national, and international levels. These relationships enable the university to benefit from programmes such as Erasmus Plus, which aims to facilitate student exchanges between faculty and foreign universities. The goal is to promote universality, excellence, and creativity within the university's programmes:

Table 6.7.: Sample pf Agreements and Memorandums of Understanding at the Local and International Levels

#	Agreements and Memorandums of Understanding
1	SILKWAY International University
2	University of Bedfordshire (MOA)
3	Strathclyde University – UK
4	Schiller International University –Paris
5	Memorandum of Understanding with the Rum
6	Erasmus + for Student Exchange

The faculty has also established formal cooperation with business and professional organizations, which are documented in agreements and memorandums.

The faculty implements cooperation procedures at all internal and external levels by encouraging communication and cooperation between the faculty and community institutions; by signing agreements and memorandums of cooperation and understanding and providing financial, material, and human services. These cooperations serve students finding internship places and contribute to the curriculum's development.

Appraisal:

The scope and nature of cooperation of the university with other academic institutions and networks as well as with business organisations relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperations are documented.

The cooperations are actively pursued and have a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. **The panel appreciates the given status and encourages the university to care even more for these cooperations, as the mutual benefits are considerable. Taking into account the strategy of MEU, the panel recommends the faculty to initiate programme specific cooperations with HEI's national and international. The cooperations with companies could be extended to other countries to enable students to do their internship abroad.**

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				x	
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk				x	

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
Criterion for educational and vocational programmes, franchise programmes)					

4.4 Facilities and equipment

The visitation took place online via the video conferencing tool ZOOM so that the panel members were not able to visit the facilities in person. The university provided a video introducing the campus surroundings and facilities.

The campus has six buildings with an exhibition hall and eleven seminar halls, a gymnasium with changing rooms and four canteens. On campus, there are also two book shops and a bank. It offers parking lots for cars and bikes.

The HEI publishes its latest news on its website. It also provides relevant electronic services, like the e-learning platform Moodle, an online exam system and a student guide available online as well. Moreover, every student receives a university e-mail address. There is Wi-Fi on campus available.

The Faculty of Engineering and Design includes design studios and labs, which is a primary resource that the faculty particularly benefits from, as it contains press and digital design laboratories, television and radio studios, cameras and equipment that play an essential role in the process of teaching and practical learning, and provide faculty students with practical design skills and experiences when they apply design work in a practical way in its facilities. The faculty has studios, carpentry, computer-aided labs, and classrooms and works on the use of high-quality computers that are suitable for use for the design programs such as: AutoCAD, 3Ds Max, Photoshop, Illustrator, etc.

The opening hours of the library are Saturday until Wednesday from 08.00-20.00, Thursday from 09.00-14.00, on Fridays, the library is closed as this is the regular weekend in Jordan. The library can accommodate about 500 students and has a multimedia room and a computer lab.

There are also electronic services available on the library's website. The Library Department subscribes to scientific journals to provide the researcher with various researches, each according to specialization, while the Faculty of Engineering and Design had an adequate share of these. The Library Department also works to provide books in several fields according to the needs of lecturers and students, in a way that ensures distinction from other universities. At the beginning of each academic year, a form for purchasing information resources, in which the needs of lecturers and students are determined for books to be purchased by the Procurement and Tenders Department and to supply these to the library and a library visit form. The following table shows a general statistic about the assets, books, and references available in the University Library:

Table 7.1 : general statistic about the assets, books and references available in the University Library/ Faculty of Engineering and Design

Description	Number
Total number of books in Arabic at the library	33,352
Total number of books in foreign languages at the library	16,899
Number of paper books in Arabic/ Faculty of Engineering and Design	499
Number of paper books in foreign languages/ Faculty of Engineering and Design	929
Number of electronic books in foreign languages/ Faculty of Engineering and Design/ EBSCO database	1,781
Number of electronic books in foreign languages/ Faculty of Engineering and Design/ E-library (No subscription)	0
Number of electronic books in Arabic/ Faculty of Engineering and Design/ EBSCO database	40
Number of dictionaries, encyclopedias, and references	50
Number of paper journals and periodicals in Arabic/ Faculty of Engineering and Design	4
Number of paper journals and periodicals in foreign languages/ Faculty of Engineering and Design	18
Number of electronic journals and periodicals in Arabic/ Faculty of Engineering and Design/ EBSCO Arab database from Arab universities	6
Number of electronic journals and periodicals in English/ Faculty of Engineering and Design/ EBSCO foreign design database	25
PhD theses for students from outside MEU/ Faculty of Engineering and Design	0
Paper dissertations of MEU students/ Faculty of Engineering and Design	82
Number of electronic university dissertations in English/ Faculty of Engineering and Design/ EBSCO database	1,649
Number of electronic university dissertations in English/ Faculty of Engineering and Design/ Pro Quest database (No subscription)	0
Number of chairs available for students at library halls	640
Number of tables available for students at library halls	94
Private study rooms	1
Computers to serve students and researchers	23
Resting seats	70
Number of electronic articles in journals and periodicals in English and Arabic (Peer Reviewed) / Faculty of Engineering and Design/ EBSCO foreign design database in EDS search	18,754
Number of Graduate projects for MEU B.A. students/ Faculty of Engineering and Design	278
Number of electronic books in Arabic/ Faculty of Engineering and Design/ AskZad Database	1,059
Number of electronic dissertations in Arabic/ Faculty of Engineering and Design/ AskZad Database	412

The library shares a number of databases for the benefit of students and researchers, including:

- Pro quest database for university theses.

- ASKZAD Library for Books and Theses.
- Emerald database of Journals.
- E-BRARY e-book database.
- EBSCO Scientific Journals Database.
- Dar Al Manduma for university theses.

The e-services of the library are available off-campus for the students with their login.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)				x	
4.4.2* Access to literature (Asterisk Criterion)			x		

4.5 Additional services

The HEI supports its students in different counselling centres with regard to their career, research, networking, language proficiency, technical competencies and health. These centres include the Student Services Centre, the Innovation and Entrepreneurship Centre, the Guidance and Counselling Centre, the Consultancy, Training and Language Centre, the E-Learning and Academic Development Centre, the Human Rights Centre. For example, the Guidance and Counselling Centre is responsible for psychological support and mental health for all university members. The Innovation and Entrepreneurship Centre helps students to develop business ideas, offers workshops on innovation and entrepreneurship and support with consultation and guidance by implementing productive projects. Students, university members and even the local community can take language courses or seek technical support at the Consultancy, Training and Language Centre. Assistance with regard to all aspects related to e-learning is given by the E-Learning and Academic Development Centre. For extracurricular activities, the university offers a music room, a gym and outdoor sports grounds.

To actively engage with alumni, the faculty operates a Student Affairs Committee, which ensures regular and effective communication. The committee consistently updates alumni data, striving to provide job opportunities through local community institutions and alumni tracking procedures. These measures assess the professional progress of university graduates and shall support their ongoing success. The faculty works to communicate with alumni through multiple means such as Facebook, WhatsApp groups, e-mail, telephone and

other available means. Moreover, the faculty involves its students in various governance councils, such as the university council and the advisory council, which includes a number of alumni and students on study seats, believing in the importance of communicating with them for the purposes of developing its academic programmes. Among the most important services provided by the Career Guidance and Graduate follow-up Office/ King Abdullah II Fund for Development to university students, including students of the Faculty of Engineering and Design:

- One-on-one counselling sessions to identify their personalities, skills and interests.
- Providing a range of life and psychological workshops in several fields
- Planning and empowerment to educate students about their career paths.

The university organizes job fairs with wide participation from public and private sector institutions. The job fair, which the university organizes every year, aims to provide job opportunities for university alumni in and with practical experience to enter the labor market. The faculty seeks to have a special job fair for its students in cooperation with the Career Guidance Office/Deanship of Student Affairs, for the desired benefit to students and employers.

The faculty takes care of its alumni, and follows up on their affairs after graduation, in terms of obtaining suitable jobs, by direct communication, in coordination with the Deanship of Student Affairs and the Career Guidance Office. Within the framework of Middle East University's interest in following up on its graduates, the Deanship of Student Affairs at the university launched the "Where Are You Now?" initiative. This initiative aims to activate communication between graduates and MEU and enhance meetings with faculty members and classmates. This initiative, organized by the Alumni Follow-up Division and the Career Guidance Office at the Deanship, includes honoring the university graduates in their workplaces and informing them of all the new programs, events and activities of the university, in addition to communicating with the graduates and identifying the practical skills they acquired in their professional lives, as well as introducing them to the services provided by the Alumni Club. The results of graduate employment activities at the faculty indicate that a high percentage of graduates are employed in jobs in the core of their majors.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources which support the students during their studies finding the right place for their field trip.

An alumni organisation has been set up with the aim of developing an alumni network, the necessary measures are taken.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service				x	
4.5.2 Alumni Activities				x	

4.6 Financing of the study programme (Asterisk Criterion)

The programmes are funded by the student's tuition fees that must be paid each semester. The faculty follows a strategic plan which includes financial planning procedures, estimated budget preparation procedures, and discretionary budget review and control procedures.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)				X	

5. Quality assurance and documentation

MEU created the Accreditation, Quality and Information Center in 2018/2019 in response to the determination of the higher management to raise the level of quality performance, and its academic and administrative achievement in various fields, after MEU obtained a certificate of quality assurance (golden level) in 2018.

The senior management, the Deanship of Accreditation, Quality and Information, the control and audit division for quality assurance and the external advisors are committed to all stakeholders, especially the Board of Trustees and all supervisory and oversight bodies such as the Higher Education Accreditation and Quality Assurance Authority, the Ministry of Higher Education and Scientific Research and various other ministries to ensure the implementation of the quality assurance management.

The senior management encourages faculties to participate in setting up, implementing and improving activities and events related to quality assurance. Their feedback and recommendations are collected by the Deanship of Accreditation, Quality and Information to forward them to the council of deans for approval. After a period of implementation, the results are evaluated and recommendations are sent to the senior management for further discussion.

On faculty level, at the end of each term, the students receive a questionnaire for course-plan evaluation with regard to the quality of course materials. Furthermore, the office of consultation asks graduates to give feedback about the undergraduate programmes as well as to ensure that the course plans are adapted to the needs of the labour market and to increase the competitiveness of the students. They receive questions concerning the quality of the academic counselling, educational resources and learning outcomes. To ensure transparency for the students, they are invited by the academic staff to attend meeting of liaison committees and joint meetings with departments, committees and the dean of the faculty. Students can raise issues related to their interests in these meetings.

In addition, a questionnaire is handed out to the faculty alumni, to the administration staff and to employers each academic year aiming at evaluating the satisfaction levels of education

outputs from different perspectives to meet labour requirements. It asks about graduates' proficiency to carry out their jobs, the training programmes for community institutions, scientific consultation, scientific projects and research, community- targeted scientific literature and books and the participation in conferences and forums. The answers are analysed in the questionnaire report that also includes specific recommendations and enhancement suggestions of each target group.

General information about academic programmes, study materials, the academic calendar, exams, a student handbook and student service is provided on MEU's website. News about the latest activities and development are available on the official website as well. The online platforms, like Moodle or odugate, provide details of academic requirements, credit hours, schedules, study plans of courses and grades.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes and outcomes has been set up. It takes into account the evaluation results forwarded by the Faculty of Engineering and Design. Faculty members and students participate in the respective evaluations and assess the quality assurance and development procedures. Responsibilities are clearly defined. The panel recommends, as students are also part of the advisory board, to integrate students also in the quality development decision making.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency. The Faculty uses, beside the website, multiple social media channels to keep students and interested parties up to date.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				x	
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students				x	
5.2.2 Evaluation by faculty				x	

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.2.3 External evaluation by alumni, employers and third parties				X	
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)				X	
5.3.2 Information on activities during the academic year				X	

Quality profile

HEI: Middle East University, Jordan

Bachelor programmes: Interior Design, Graphic Design

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)				x	
1.2*	International orientation of the study programme design (Asterisk Criterion)				x	
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market				x	
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)				x	
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				x	
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)				x	
2.2	Counselling for prospective students				x	
2.3*	Selection procedure (if relevant)					x
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				x	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)				x	
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)				x	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				x	
3.1.3*	Integration of theory and practice (Asterisk Criterion)				x	
3.1.4	Interdisciplinary thinking				x	
3.1.5	Ethical aspects				x	
3.1.6*	Methods and scientific practice (Asterisk Criterion)				x	
3.1.7*	Examination and final thesis (Asterisk Criterion)				x	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				x	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			x		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)				x	
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
(Asterisk Criterion for cooperation programmes)						
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)				x	
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)				x	
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service				x	
4.5.2	Alumni Activities				x	
4.6*	Financing of the study programme (Asterisk Criterion)				x	
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				x	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				x	
5.2.2	Evaluation by faculty				x	
5.2.3	External evaluation by alumni, employers and third parties				x	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				x	
5.3.2	Information on activities during the academic year				x	