**The First Edition Oct, 2023**

# Guidebook for
# National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq

**National Council**

Email: NCACHT2017@mohesr.gov.iq

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.

The First Edition **Guidebook** : 01

# Guidebook for
# National Standards for
# Accreditation of Programs of
# Colleges and Institutes of Health and Medical
# Techniques in Iraq

## The First Edition / 2023

Ministry of Higher Education and Scientific Research/ Scientific Supervision and Evaluation Office / Directorate of Quality Assurance & Academic Accreditation - Department of Accreditation /National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.

## by:

## National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

## Oct-2023/Iraq

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.

The First Edition **Guidebook** : **01**

# National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques:

| No | National Council | Degree | Affiliation | Position |
|----|-----------------|--------|-------------|----------|
| 1 | Shukriyia Sh. Chyad | Professor. Ph.D | Al-Furat Al-Awast Technical University/ Kufa Technical Institute. | Chairman |
| 2 | Hanaa Naji Abdullah | Professor. Ph.D | Middle technical University, Health and medical techniques College | Vice |
| 3 | Dawood Salman Mahdi | Professor. Ph.D | Southern Technical University Health and Medical Techniques College | Member |
| 4 | Majid Abdulwahab Maatook | Professor. Ph.D | Southern Technical University Health and Medical Techniques College | Member |
| 5 | Rifaie Yaseen Hameed Al-Hussein | Professor. Ph.D | Northern Technical University – Medical Technical Institute / Mosul | Member |
| 6 | Najdat Ali Shafik | Professor. Ph.D | Northern Technical University / Health and Medical Technical College/ Kirkuk | Member |
| 7 | Hawraa Natiq Kabroot AL-Fatlawy | Assist. Prof. Ph.D | University of Kufa Faculty of Medicine. | Member and Rapporteur |
| 8 | Amal Aziz Kareem | Assist. Prof. Ph.D | Middle Technical University Health and medical techniques College | Member |
| 9 | Adnan Hussein Mahmood | Assist. Prof. Ph.D | Middle Technical University/ Medical Technical Institute – Baghdad | Member |
| 10 | Amal Hasan Atiyah | Assist. Prof. Ph.D | Middle Technical University/ Institute of Medical Technology /Baghdad | Member |
| 11 | Kawther Salman Dawood | Assist. Prof. Ph.D | Middle Technical University Institute of Medical Technology / Baghdad | Member |
| 12 | Aysar Sabah Keiteb | Lecturer .Ph.D. | Middle Technical University, College of Health and Medical Techniques / Baghdad | Member |
| 13 | Tareq Mahdi Muslim Al-Qassab | Lecturer .Ph.D. | Middle Technical University/ Kut Technical Institute | Member |
| 14 | Ahmed Sameer Jawad | Senior Technical Engineer | Apparatus of Supervision and Scientific Evaluation/ Department of Accreditation | Member |

Republic of Iraq

Ministry Of Higher Education and
Scientific Research
Apparatus of Supervision and
Scientific Evaluation
Directorate of Quality Assurance &
Academic Accreditation

Department of Accreditation

جمهورية العراق

وزارة التعليم العالي والبحث العلمي

جهاز الإشراف والتقويم العلمي

دائرة ضمان الجودة والاعتماد الاكاديمي

قسم الاعتماد

العدد : ج د/أ/ ٦٤٦٢

التاريخ ٢٠٢٣/٨/١٤

(( أمر وزاري ))

استناداً الى الصلاحيات المخولة لنا بموجب الامر الوزاري (ق / ش/ ١٢٨٢/١ في ٢٠٢٢/١١/١٠) والحاقاً بالأمر الوزاري ج د /أ/ ١٣٠٨ في ٢٠٢٣/٤/٥ ، تقرر اعادة تشكيل المجلس برئاسة وعضوية الذوات المبينة أسماؤهم في أدناه وعلى النحو الآتي :

| اللجنة | جهة الانتساب | الاسم | ت |
|---|---|---|---|
| رئيساً | المعهد التقني الطبي / الكوفة – جامعة الفرات الاوسط التقنية | أ.د. شكرية شدهان عبد العالي | ١ |
| نائباً | كلية التقنيات الصحية والطبية – بغداد الجامعة التقنية الوسطى | أ.د. هناء نلجي عبد الله | ٢ |
| عضواً | كلية التقنيات الصحية والطبية – البصرة / الجامعة التقنية الجنوبية | أ.د. داود سلمان مهدي | ٣ |
| عضواً | كلية التقنيات الصحية والطبية – البصرة / الجامعة التقنية الجنوبية | أ.د. ماجد عبد الوهاب المعذول | ٤ |
| عضواً | كلية التقنيات الصحية والطبية / كركوك / الجامعة التقنية الشمالية | أ.د. نجدت علي شفيق | ٥ |
| عضواً | الجامعة التقنية الشمالية | أ.د. رفاعي ياسين حميد | ٦ |
| عضواً ومقرراً | كلية الطب / جامعة الكوفة | أ.م.د. حوراء ناطق كبروت | ٧ |
| عضواً | كلية التقنيات الصحية والطبية – بغداد/ الجامعة التقنية الوسطى | أ.م.د. امال عزيز كريم | ٨ |
| عضواً | المعهد الطبي التقني – بغداد | أ.م.د. أمل حسن عطية | ٩ |
| عضواً | المعهد الطبي التقني- بغداد | أ.م.د. عنان حسين محمود | ١٠ |
| عضواً | المعهد التقني الطبي – بغداد | أ.م.د. كوثر سلمان داود | ١١ |
| عضواً | المعهد التقني الكوت / الجامعة التقنية الوسطى | م.د. طارق مهدي مسلم | ١٢ |
| عضواً | كلية التقنيات الصحية والطبية – بغداد / الجامعة التقنية الوسطى | م.د. أبو صباح كتيب | ١٣ |
| عضواً | جهاز الإشراف والتقويم العلمي/ قسم الاعتماد | مهندس .أقم. أحمد سمير جواد | ١٤ |

يعد هذا الامر نافذاً من تاريخه أعلاه

أ.د. صلاح هادي الفتلاوي
رئيس جهاز الاشراف والتقويم العلمي
٢٠٢٣/٨/١٤

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.

The First Edition **Guidebook : 01**

# Contents

## Chapter One

- Measures of National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques:

## Chapter Two

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

I

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.

The First Edition **Guidebook : 01**

## Chapter Three

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

II

Republic of Iraq.
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.
The First Edition **Guidebook** : 01

# Introduction:

Program Accreditation is the accreditation of the content quality of the academic program and its compatibility with the requirements of the labor market and global programs. The reliance on any academic program in colleges and institutes of health and medical technologies in all of Iraq gives confirmation that these national standards have been achieved. In addition, accreditation is a form of external quality assurance process whereby an external foundation (an accreditation foundation) evaluates the services and processes of academic programs to determine whether applicable standards of function, structure, and performance have been met and applied.

The National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Technologies in Iraq aims to enhance quality assurance and excellence in higher education programs through evaluation and academic accreditation processes. On the other hand and to make accreditation processes and procedures applicable and effective, one of the strategic initiatives that fall under the responsibility of the National Council in the Program Accreditation Plan included improving and simplifying the program accreditation process through the issuance of the First Version of the **"Guideline for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Technologies in Iraq"** that includes many aspects: determining the steps and procedures of the review process and making it easier and smoother, including all academic programs' aspects; their mission and goals, Curricula, Students, Faculty Members, Learning Resources and Supplies, Scientific Research, Community Services, Program Management (Material and Financial Resources), Quality Management and Continuous Improvement, Program Learning Outcomes, and to ensure that internationally recognized standards are met in Iraqi higher education programs.

The National Council encourages Iraqi higher education programs to seek program accreditation as soon as they are ready. It affirms extreme attention to raise the level of quality in addition to excellence and to avoid incorrect or unsuitable decisions that result in serious problems for educational programs and students alike. Program accreditation creates and enhances students' confidence that faculty members rely upon programs that have been evaluated and meet the rigorous standards set by relevant Iraqi guidelines that are comparable to international standards. Accreditation also assures students that upon completion of the program, they will have the necessary knowledge and skills to achieve their educational goals in the practice of the profession and to meet the needs of the labor market.

### Prof. Dr. Shukriyia Sh. Chyad

#### Chairman of the National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

III

Republic of Iraq.
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques.
The First Edition **Guidebook** : 01

# General Concepts and Terminologies for program accreditation

Due to the importance of terminology and its impact on guidance and counseling, it is necessary to provide a brief overview of some basic concepts and terminologies related to evaluating academic programs and ensuring their quality, because determining and defining the terms is so vital through which ideas are expressed and helps to understand them accurately. Below is an explanation of the terms used in this guideline, as follows:

• <u>Educational institution</u>: means the governmental or private institution (university, college, or institute), that is registered and approved by the Ministry of Higher Education and Scientific Research, that implements the programmatic accreditation standards for health and medical technical education in this guide.

• <u>Academic quality</u>: It is the process of documenting programs and procedures as well as applying regulations and standards in order to achieve a description of the quality level of education and to raise the level of students in all aspects.

• <u>Quality Assurance:</u> It is the process of achieving academic standards that are compatible with the mission of the academic programs, which are determined and achieved in a manner that is consistent with the corresponding standards, whether at the local or global level.

• <u>Academic Program:</u> It is a set of mechanisms aimed at acquiring a set of knowledge and expertise skills carried out by the programs of the college or institute in order to achieve the desired educational outcomes of an academic program in a specific period.

• <u>Accreditation:</u> is a set of procedures and processes accomplished by the accreditation foundation in order to ensure that the academic programs have met the requirements and quality specifications approved by the evaluation foundations and that their programs comply with the announced and approved standards.

• <u>Program Accreditation:</u> Recognition, evaluation, and documentation of academic programs in the college or institute that are appropriate to the level of the certificate granted in accordance with, and ensuring that they have applied the minimum required program accreditation standards. It is considered an

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

IV

Republic of Iraq.
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques.
The First Edition **Guidebook** : 01

evaluation process that is carried out by an official foundation specialized at evaluating the programmatic standards for various educational practical fields.

- **Full program accreditation**: means the fulfillment of the academic program of all national standards and program accreditation requirements for health and medical technical education.

- **Conditional program accreditation**: means that there are some deficiencies in the fulfillment of some items of the national standards for the academic program and the program accreditation requirements for health and medical technical education.

- **Program Accreditation Standards Manual**: It is a set of items within the framework of a process aimed at evaluating standards, whereas each standard consists of a set of indicators.

- **Instructional Manual**: It is an official document for a set of standards for the educational program and evaluating its steps that can be followed and applied in the programs of official institutions. Its aim is to evaluate and develop the performance of the programs of educational institutions.

- **Self-evaluation**: It is a set of procedural steps set by an official agency for educational programs to evaluate their institutions based on the national standards for program accreditation, and its aim is to identify the strengths and weaknesses in the performance of the academic program.

- **Standard**: It is the good specification for qualified and efficient university learning, and is considered a reference measure when evaluating the university performance in a particular country.

- **Element**: It is the basic component on which the standards are based, and it consists of several indicators that summarize the quality of the outcomes in the educational institutions to achieve full compliance with quality standards and reach the required goals.

- **Indicator**: It is the evidence or mark that is used to show a condition or something, and that indicates the extent of the commitment of the educational institution's programs to the application of total quality.

- **Performance Indicator**: It is considered a qualitative and quantitative measure to follow the performance over a definite time to infer the extent to which identified performance levels are applied.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

V

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques.

The First Edition **Guidebook** : 01

## The Weights of the National Program Standards in the Self-Assessment of Colleges and Institutes of Health and Medical Technologies:

These are the weights of the national standards for the accreditation of the programs of faculties and institutes of health and medical technologies that are depended on in the self-evaluation process according to the main performance indicators of the standards; they are composed of (357 indicators), and these indicators are distributed over all elements of the national standards, accounting for (49 elements), whereas the weight of each standard is extracted in accordance with the formula for determining the weights of the standard shown in the table below:

| No. | National Standards | Number of Elements | Number of Indicators | Weight of the Standard | Result (%) |
|---|---|---|---|---|---|
| 1 | Strategic Plan Standard | 3 | 19 | | |
| 2 | Curriculum Standard | 7 | 53 | | |
| 3 | Students Standard | 7 | 44 | | |
| 4 | Faculty Members Standard | 4 | 23 | | |
| 5 | Learning Resources and Supplies Standard | 5 | 50 | | |
| 6 | Scientific Research Standard | 5 | 33 | | |
| 7 | Community Service Standard | 4 | 17 | | |
| 8 | Program Management Standard | 7 | 60 | | |
| 9 | Standard for Quality Management and Improvement | 2 | 22 | | |
| 10 | Program Learning Outcomes Standard | 5 | 36 | | |
| | Total Summation | 49 | 357 | 100% | |

**Note**: The weight for each standard is extracted as follows:

The weight of the Standard = Number of parts (the number of indicators of one standard) divided by the total number of indicators of the standards, and then multiplied by 100%.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

VI

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

# National Programmatic Standards Measures

## Measures of national programmatic standards for the accreditation of programs of faculties and institutes of health and medical technologies:

The **Measures** of national programmatic standards in this manual are considered a guide for planning processes to improve the quality of performance within the program. Despite the fact that these defined practices have been followed, they were identified to ensure the quality of these practices within the program on a three-point scale for performance indicators for all national standards for health and medical technologies based on self- and external evaluation in accordance with these three metrics as follows:

1. First Standard: Program Strategic Plan (Measures, Evidences, Documents)
2. Second Standard: Curriculum (Measures, Evidences, Documents)
3. Third Standard: Students (Measures, Evidences, Documents)
4. Fourth Standard: Academic Staff (Measures, Evidences, Documents)
5. Fifth Standard: Educational Resources and Equipment (Measures, Evidences, Documents)
6. Sixth Standard: Scientific Research (Measures, Evidences, Documents)
7. Seventh Standard: Community Service (Measures, Evidences, Documents)
8. Eighth Standard: Program Management (Measures, Evidences, Documents)
9. Ninth Standard: Quality Management and Improvement (Measures, Evidences, Documents)
10. Tenth Standard: Learning Outcomes (Measures, Evidences, Documents)

## I. First Standard: Program Strategic Plan (Measures, Evidences, Documents)

| I-I Vision, Mission and Objectives of the Program | | | | | | | |
|---|---|---|---|---|---|---|---|
| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| I.I.I | The program has a clear, appropriate, approved, and declared vision and message that is in accordance with the | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

1

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | mission of the institute, college, or scientific department and is in line with the needs of society and national directives. | | | | | | |
| I.I.2 | The objectives of the program are linked to its message, consistent with the objectives of the college or institute, and are characterized by clarity, realism, and measurability. | | | | | | |
| I.I.3 | The program's mission and objectives direct all its operations and activities (such as planning, decision-making, resource allocation, and the development of a teaching plan). | | | | | | |
| I.I.4 | The objectives of the program and the needs of its implementation are linked to appropriate operational plans that are consistent with the objectives of the programs of the College or Institute of Health and Medical Technologies. | | | | | | |
| I.I.5 | Those in charge of the program monitor the extent to which its objectives are achieved through feedback on the specific performance indicators and take the necessary measures for improvement. | | | | | | |
| I.I.6 | The program's message and objectives are reviewed periodically with the participation of the beneficiaries and are developed accordingly. | | | | | | |
| I.I.7 | Faculty members, students, and employers participate in formulating the objectives of the | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

2

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | program, and any change to it is announced. | | | | | | |
| I.I.8 | Each program of the colleges and institutes of health and medical technologies refers to all kinds of health and medical skills and medical research. | | | | | | |
| I.I.9 | The vision and goals must take into account the local and global perspectives in higher education and technical education in the fields of curriculum and scientific research. | | | | | | |
| **I.2 Program Plan Applications and Procedures** | | | | | | | |
| I.2.I | The program applies a clear and documented emergency and crisis management plan. | | | | | | |
| I.2.2 | Program plans are commensurate with the available resources to colleges and institutes of health and medical technologies. | | | | | | |
| I.2.3 | The program plans keep pace with local and international educational and scientific activities that serve the community and the labor market. | | | | | | |
| I.2.4 | The program plan must implement the research innovations and develop students' skills by providing all equipment and requirements for health and medical technologies. | | | | | | |
| I.2.5 | The program plan is implemented in terms of its ability to allocate resources, projects, decisions, and essential suggestions related to it. | | | | | | |
| I.2.6 | Developing program plan procedures through self- | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

3

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | evaluation and periodic feedback for the purpose of improving and developing the educational process with high quality. | | | | | | | |
| **I.3 The Academic Independence of the Program** | | | | | | | | |
| I.3.1 | The program provides a special policy for the administration and faculty members in the departments of colleges and institutes of health and medical technologies. | | | | | | | |
| I.3.2 | The program provides a high degree of freedom in designing the curricula according to the labor market and allocating the necessary resources for their implementation. | | | | | | | |
| I.3.3 | The effective contribution of faculty members in the development of theoretical and practical curricula and what is related to the educational process. | | | | | | | |
| I.3.4 | The program provides financial independence for all scientific, educational, health, and medical resources and activities. | | | | | | | |
| **Overall Evaluation of the First Standard /Program Strategic Plan** | | | | | | | | |
| The sum of the evaluation of the elements | Represents the total indicators summation | | | | | | | |
| The number of applied indicators | Represents the indicators that meet the criteria | | | | | | | |
| Average evaluation of the standard | The degree of the level of the standard | | | | | | | |
| Overall evaluation score for the standard | The final score 100% | | | | | | | |

- **The Evidence, Documentation, and Plan Improvement:**

**First:** The Evidence and Documentation of the Program's Strategic Plan

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

4

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

**Standard:**

## 1. The Evidence and Documents required for the First Element (Vision, Mission and Objectives of the program):

1.1. presence of documented copies of the vision, mission, and goals approved by the higher committee of the program and announced on the website and in various identified publications in order to be viewed by the beneficiaries, students, and teaching staff.

1.2. existence of an administrative order to identify a committee to formulate the objectives of the program according to specialization.

1.3. attaching the administrative orders that identify the committees for the formulation of goals and decisions agreed upon in the councils of departments' reports in colleges, institutes, and the committees of the programs of faculties and institutes of health and medical technologies, as well as copies of the samples and mechanisms that were used in preparing the vision, decisions, recommendations, and questionnaires related to the formulation of the program's vision, mission, and objectives, in addition to attaching the mechanism that demonstrates the participation of members participating in the preparation of the strategic and operational plan.

1.4. attachment of copies of meetings, questionnaires, and tools that were used for review and evaluation.

## 2. The Evidence and Documents required for the Second Element (Program Plan Applications and Procedures):

2.1. presence of a clear, documented, and annually updated plan for crisis and emergency management.

2.2. presence of copies of the administrative orders of the crisis management committees and the personnel responsible for their implementation and the date of their establishment.

2.3. presence of used and documented scales by models of creativity and innovation.

2.4. presence of copies of models, results of self-evaluation, and feedback of the strategic plan on the program.

2.5. presence of copies of lists of needs and supplies prepared for the program.

2.6. existence of copies of improvement plans for project development, decisions, and suggestions for the strategic plan of the program.

## 3. The Evidence and Documents required for the Third Element (The academic independence of the program):

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

5

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

3.1. existence of copies of the decisions of the program management and faculty members regarding the programs.

3.2. existence of administrative orders for faculty members who participate in the design of curricula for the programs.

3.3. existence of copies of administrative orders of financial allocations for the processing and purchase of all program needs.

3.4. existence of copies of administrative orders for the financial allocation of scientific and educational activities and scientific research.

3.5. existence of administrative orders to establish scientific and educational activities and the date of their establishment within the evaluation year.

## Second: The Improvement Plan for the Standard of the Strategic Plan for the Program

Attachment of the requirements of the improvement plan of the scale of the strategic plan for each academic program of Health and Medical Techniques for all institutes and colleges, which are represented in the following aspects:

1. Aspects of Strength: ……………………………………………………………

2. Weaknesses that need Improvement: …………………………………………

3. Improvement Priorities: …………………………………………………...………..

4. Independent Opinion:…………………………………………………...………..

## 2. The Second Standard: Curriculum (Measures, Evidences, Documents)

| 2-1 Curriculum Strategy | | | | | | | |
|---|---|---|---|---|---|---|---|
| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 2.1.1 | The program adheres to policies, standards, and procedures in designing, developing, and modifying the curricula of colleges and institutes of health and medical techniques. | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

6

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2.1.2 | The curriculum takes into account the achievement of the program's goals, educational outcomes, and scientific, technical, and professional developments in the field of specialization and is reviewed periodically. | | | | | | |
| 2.1.3 | Course descriptions and curricula achieve a balance between the general requirements and the requirements of the specialization, between the theoretical and practical aspects, and takes into account the progression and integration between the academic courses. | | | | | | |
| 2.1.4 | The program takes into account the suitability of the curricula to the labor market and development requirements. | | | | | | |
| 2.1.5 | The curriculum takes into account experience in employing the skills a student acquires through study in the career field or completion of postgraduate studies. | | | | | | |
| 2.1.6 | The curriculum includes integrated classes and extracurricular activities that contribute to the achievement of learning outcomes. | | | | | | |
| 2.1.7 | Teaching and learning strategies and assessment methods used are consistent with the intended learning outcomes at the program and course level. | | | | | | |
| 2.1.8 | Teaching and learning strategies are student-centered, encouraging active learning. | | | | | | |
| 2.1.9 | Teaching and learning | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

7

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | strategies and assessment methods in the program vary in proportion to its nature and level, enhance the ability to conduct scientific research, and ensure that students acquire thinking and self-learning skills. | | | | | | |
| **2.2 Curriculum Content** | | | | | | | |
| 2.2.1 | The course content includes all teaching and learning processes planned from the beginning to graduation, which can be divided into different parts (e.g., majors, topics, units, stages, classes), depending on the structure of the curriculum. | | | | | | |
| 2.2.2 | Curriculum content and courses must be consistent with the program's philosophy and techniques, the achievement of its mission and goals, and the needs of students and the community. | | | | | | |
| 2.2.3 | The content takes into account the course description and curriculum of the program, outlining the appropriate requirements for the different disciplines in accordance with international practices and corresponding programs. | | | | | | |
| 2.2.4 | The learning outcomes of the content in the courses are related to the learning outcomes of the program (distribution of the content of the learning outcomes of the program across courses). | | | | | | |
| 2.2.5 | Curriculum content should focus on clinical knowledge and skills, | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

8

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | which include relevant professional awareness and the skills required for the student to assume appropriate responsibility for patients care after graduation. | | | | | | |
| 2.2.6 | Curriculum content focuses on health systems knowledge, which includes population health and local health care delivery systems in the specialization of community health techniques, health care techniques for people with special needs, physical therapy techniques, and orthotics and prosthetics techniques. | | | | | | |
| 2.2.7 | The content of the curriculum for field experience activities is consistent with the learning outcomes of the program. Appropriate training, assessment, and training places (teaching hospitals health care centers) are identified to achieve these outcomes. | | | | | | |
| 2.2.8 | The program introduces the full components of the curriculum content for each course in terms of the system followed (semester, annual, or course system). | | | | | | |
| 2.2.9 | Curriculum content focuses on professional behavioral sciences relevant to the Iraqi context and culture and includes principles of professional practice, including ethics. | | | | | | |
| 2.2.10 | The program ensures identical application of the course descriptions and curricula of program. | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

9

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| 2.3 Organization, Design and installation Curricula | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.3.1 | The organization of content (knowledge and skills), disciplines, and experiences are linked within the curricula. There are many options, variables, and selected educational methods, starting from integration models to traditional stages, including varying degrees, and all are related to the mission of the program of health and medical techniques, its desired results, resources, and general context. | | | | | | | |
| 2.3.2 | Linking theoretical and practical academic knowledge and practical training with the field of specialization. | | | | | | | |
| 2.3.3 | The prescribed curricula emphasize the skills of developing scientific thinking and self-learning. | | | | | | | |
| 2.3.4 | The program provides a documentary file for the academic courses that includes course descriptions, student assignments, graduation projects, exam papers, grade distribution, etc. | | | | | | | |
| 2.3.5 | The curriculum must convey basic actual knowledge and required skills, develop analytical ability, and promote professional behavior and technical learner core values, relevant to Iraqi culture. | | | | | | | |
| 2.3.6 | The syllabus must show the appropriate core modules into which the syllabus is divided to ensure the competencies required in terms of | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

10

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | knowledge, skills and profession for the practice of health and medical techniques. | | | | | | |
| 2.3.7 | The curriculum should provide opportunities for self-learning and exposure to a wide range of institutional and societal experiences. | | | | | | |
| 2.3.8 | Students must spend a minimum of two academic years of their training in teaching hospitals, health centers, and medical laboratories, in direct contact with individuals, families and the community with increased supervised clinical responsibility. Students should know patients and the community as quickly as possible. | | | | | | |
| 2.3.9 | The curriculum should enable students to acquire appropriate knowledge, skills, and professions in relation to disease prevention, health promotion, community health, and conducting appropriate tests. | | | | | | |
| 2.3.10 | The ethics of medical and health technical students should be an integral part of the curriculum. | | | | | | |
| 2.3.11 | The teaching of basic sciences should be closely linked to the overall goals of medical and health colleges and institutes. This link should be clear to faculty members and students. Thus, courses in these sciences must demonstrate the importance of the principles being taught for understanding health and | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

11

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | disease, both at the individual and societal levels. | | | | | | | |
| 2.3.I2 | The practice of health and medical techniques must be taught in a way that promotes scientific principles and fundamental human values. | | | | | | | |
| 2.3.I3 | There must be an appropriate level of horizontal (synchronous) and vertical (asynchronous) integration in order to achieve the educational goals. | | | | | | | |
| 2.3.I4 | Colleges and institutes of health and medical techniques must inform students, faculty members, and practicum locales of the standards expected and required of the student at the end of each year. | | | | | | | |
| **2.4 Teaching Methods and Scientific Experiences** | | | | | | | | |
| 2.4.I | These include instructional methods and experiences of teaching and learning techniques designed to deliver appropriate learning outcomes and to support students in their learning. These experiences may be official or nonofficial, collective or individual, and may be located within health and medical techniques colleges and institutes, in the community, or in secondary care institutions. The choice of educational experiences is determined by the curricula, Iraqi cultural issues in education, and the available human and material resources. | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

12

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2.4.2** | Teaching methods in different settings (lectures, tutorials, field visits, exercises) should use strategies that promote student-centered rather than teacher-centered learning, encourage active inquiry about students, stimulate analytical thinking and knowledge organizing, and enhance lifelong learning skills. | | | | | | |
| **2.4.3** | Colleges and institutes must emphasize the awareness of students about the importance of information technology and health informatics and provide opportunities for their learning and practice. | | | | | | |
| **2.4.4** | Skillfully designed, used, and supported virtual learning methods (digital, distance learning, or e-learning) can be taken into account, presented, and advocated as an alternative or complementary educational approach under appropriate circumstances, including community emergencies. | | | | | | |
| **2.4.5** | Professional skills in health and medical techniques should be introduced early in the curriculum and integrated with basic techniques. Workspaces for skills should be developed and used to prepare students for their first day of practice. | | | | | | |
| **2.4.6** | All through the program, students should be exposed to a range of settings where health care is provided and health promotion practices are | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

13

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | practiced. In addition to teaching hospitals and primary health care centers, students should also have the opportunity to work in the community, with families, in community health centers, in rural hospitals, in general practice, in chronic health care centers, and in the workplace to address health. | | | | | | |
| 2.4.7 | It is recommended that students be given the opportunity to undertake supervised elective studies in areas such as social or environmental work and community service with specific goals and for a limited time, which are then evaluated by the college or institute. | | | | | | |
| 2.4.8 | The student must submit at least one research project during the study period. Students should be exposed to issues and concerns related to the ethics of research in health and medical technologies and be guided, by supervisors, in the development of ethical and professional conduct in research. | | | | | | |
| 2.4.9 | The program applies mechanisms to support and stimulate excellence in teaching and encourage creativity and innovation among faculty members. | | | | | | |
| 2.4.10 | At the beginning of teaching each course, students are provided with comprehensive information about it, including learning outcomes, teaching and | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

14

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | learning strategies, teaching methods, their deadlines and scheduling, and what is expected behind the course. | | | | | | |
| 2.4.11 | The program provides feedback to students on their performance and evaluation at an appropriate time so that they can improve their performance. | | | | | | |
| 2.4.12 | The program applies clear and publicized procedures to verify the quality and credibility of assessment methods, such as specifications, diversity, and comprehensiveness of learning outcomes, grade distribution, and accuracy of correction and to ensure the level of student achievement. | | | | | | |
| **2.5 Implementation of Curriculum** | | | | | | | |
| 2.5.1 | The program must provide implementation mechanisms that allow identification and evaluation of the general content and balance of the curricula in relation to the stated goals of colleges and institutes of health and medical techniques. | | | | | | |
| 2.5.2 | There must be a committee of curricula authorized to plan and supervise all curricula and be able to exercise sufficient control over the curricula and their goals and improvements. | | | | | | |
| 2.5.3 | Evaluating courses periodically to verify the effectiveness of their implementation within teaching and learning strategies and assessment methods, and submit | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

15

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | reports on them. | | | | | | |
| **2.6 Evaluation and Development of Curriculum** | | | | | | | |
| 2.6.1 | The curriculum takes into account the recent developments and trends related to the field of specialization of each program in health and medical techniques. | | | | | | |
| 2.6.2 | There should be periodic follow-up from the curriculum development committees. | | | | | | |
| 2.6.3 | The presence of advisory committees linked to the ministerial bodies whose role is to develop and review the curricula to keep pace with local and global developments and to provide advice to the program, with the aim of reviewing and evaluating. | | | | | | |
| **2.7 Study Program Duration of the Health and Medical Techniques specialization** | | | | | | | |
| 2.7.1 | In Iraq, the duration of the program to study the medical technical diploma in institutes of health and medical techniques is two years (equivalent to 64 weeks) to meet the common needs in theory, practice, and application in educational hospitals and health care centers. | | | | | | |
| 2.7.2 | For a bachelor degree, the duration of the program is four years (equivalent to 128 weeks) to meet the common needs in theory, and practice and application in educational hospitals and health care centers. | | | | | | |
| **Overall Evaluation of The Second Standard/ Curriculum** | | | | | | | |
| The sum of the evaluation of the elements | Represents the total indicators summation | | | | | | |
| The number of applied indicators | Represents the indicators that meet the criteria | | | | | | |
| Average evaluation of the standard | The degree of the level of the standard | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

16

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| Overall evaluation score for the standard | The final score 100% |
|---|---|

- ## The Evidence, Documentation, and Plan Improvement:
### First: The Evidence and documents for the curriculum standard:

### I   The Evidence and documents for the first element (Curriculum Strategy).

I.I. The objectives of the specialized curriculum for each program within colleges, health, and medical technical institutes are attached, along with the studies conducted by the departments to develop theoretical and practical curricula for primary education, based on the needs of the job market. These objectives are presented in the lectures of the department's council and the college or institute. Subsequently, they are submitted to the relevant committee and the National Council for accreditation of college and health and medical institute programs. The purpose is to obtain their opinions and approvals from the concerned authorities within the ministry for the purpose of implementing and adopting these curricula.

I.2. The theoretical and practical academic description is attached for each academic program in colleges and institutes of health and medical technologies, detailing the contents of each indicator, documented, approved, and declared.

I.3. Administrative instructions are attached from the study plan of the theoretical and practical curricula, demonstrating the integration between them.

I.4. Administrative instructions are attached for integrated classroom and extracurricular activities for the curriculum.

I.5. The presence of authenticated copies of teaching and learning strategies, along with documented models of assessment methods used, with targeted learning outcomes at the program and course levels.

### 2- The Evidence and required documents for the second element (Curriculum Contents):

2.1. Copies of the content of the theoretical and practical curriculum vocabulary

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

17

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

for all planned teaching and learning activities from the beginning to graduation are attached. This includes specializations, subjects, units, stages, and academic semesters based on the curriculum's structure.

**2.2.** A table is attached to illustrate the core subjects and their progression in terms of knowledge from the initial stages in colleges and institutes and the extent to which they contribute to fulfilling the educational institution's mission.

**2.3.** Sample student training and assessment forms are attached, along with appropriate training locations (educational hospitals, healthcare centers), and verification of learning outcomes for both training and study curriculum.

**2.4.** The existence of administrative orders with a comprehensive definition of the components of the curriculum content in terms of the adopted system (semester-based, annual, or credit-based system).

## 3. The Evidence and documents required for the third element (Organization, design and installation of curricula)

**3.1.** The existence of copies of administrative orders related to organizing and preparing a documentary file of the curriculum can include the following elements: curriculum description, student assignments, graduation projects, examination papers, grade distributions, and others.

**3.2.** The adopted strategy of education and learning in the health and medical technical departments and its extent of achieving the requirements of sustainable development.

**3.3.** Providing a comparison between the content of scientific knowledge and practical skills obtained through academic programs and what is present in job market institutions, such as hospitals, that demonstrates the extent of alignment between the accredited academic curriculum and the requirements of the job market.

**3.4.** Providing the measures taken by a college or institute, including explanatory methods, devices, and educational tools, through which they ensure the implementation of their academic program for students with special needs.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

18

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

3.5.   Providing copies of the teaching methods utilized in practicing health and medical techniques in a manner that reinforces fundamental scientific principles and human values.

3.6.   Providing copies of the administrative directives for informing students, faculty members, and practical training sites about the expected and required standards from students at the end of each year.

## 4 - The Evidence and documents required for the fourth element (Teaching methods and scientific experiences).

4.1.   Providing copies of the administrative directives regarding the modern teaching strategies adopted in the university education programs of health and medical technical colleges and institutes. This includes a mention of available resources and how to strike a balance between theoretical and practical aspects.

4.2.   Providing tables concerning the teaching methods utilized in the learning skills for different environments (lectures, lessons, field visits, and practical training) both theoretically and practically in each program.

4.3.   Providing administrative directives concerning the formation of committees to raise students' awareness about the importance of health informatics and information technology. They aim to educate students through workshops and training courses.

4.4.   Providing administrative directives regarding the identification of the types of methods employed in virtual learning, designed, utilized, and supported by digital skills, such as online learning and e-learning.

4.5.   Stating the types of skills used or prepared for developing, utilizing, and employing in laboratories and skills.

4.6.   Providing documented administrative directives that specify the number of opportunities granted to students in certain practical experiences conducted in educational hospitals, healthcare centers, and the workplace. These experiences aim to address occupational health and provide health support for individuals with special needs.

4.7.   Providing the number of opportunities provided to students for conducting

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

19

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

optional studies under supervision in fields such as social services, environment, and community service, with specific objectives and for a limited duration, is attached. These opportunities were evaluated by the college or institute.

4.8. Providing administrative directives for the students' graduation research projects, including supervision on these projects, the examination committees, and the minutes of the department and college committees' meetings.

4.9. Providing administrative directives regarding the documented mechanisms for supporting and incentivizing excellence in teaching, as well as encouraging creativity and innovation among faculty members.

4.10. Providing approved feedback forms on student performance and evaluation results. These forms pertain to their assessments and evaluations.

4.11. Providing administrative directives regarding the clear and announced program procedures for ensuring the quality and credibility of evaluation methods and assessments. These measures aim to enhance the students' academic performance through the use of prepared evaluation questionnaires.

## 5 – The Evidence and documents required for the fifth element (Implementation of curriculum).

5.1. Providing ministerial and administrative directives regarding the curriculum committees present for each program.

5.2. Providing the implementation mechanisms that allow for determining the overall content and balancing the curricula related to the stated objectives of health and medical technical colleges and institutes.

## 6 - The Evidence and documents required for the sixth element (Evaluation and development of curriculum).

6.1. Providing the mechanisms for implementing the latest developments and modern trends related to the specialization field of each program.

6.2. Providing administrative directives regarding the curriculum committees, their regular meetings, minutes, and reports.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

20

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

## 7 - The Evidence and documents required for the seventh element (Study program duration of the health and medical techniques specializations).

**7.1.** Providing administrative directives regarding the duration of implementing the health and medical technical diploma program for health and medical technical institutes, along with its requirements.

**7.2.** Providing administrative directives regarding the duration of implementing the health and medical technical bachelor degree program in health and medical technical colleges.

## Second: The Improvement Plan for the Curriculum Standard

The requirements of the improvement plan for the curriculum standard for each academic program are to be provided, including the health and medical technical programs in all institutes and colleges which consist of the following aspects:

1. Aspects of Strength: ……………………………………………………………

2. Weaknesses that need Improvement: ………………………………………………

3. Improvement Priorities: ……………………………………………………...………..

4. Independent Opinion:……………………………………………………..…………..

## 3- Third Standard: Students (Measures, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 3.1.1 | The Health and Medical Techniques Program adopts the criteria and conditions for admission announced to students upon registration, in line | | | | | | |

3.1  Student Admission and Selection Policy

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

21

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | with the nature of the program and its fair application. They are updated periodically. | | | | | | |
| 3.1.2 | Accepting students according to the plan of the program to ensure the integrity of the educational process and provide a good learning opportunity. | | | | | | |
| 3.1.3 | Conducting a medical test for students to ensure their academic and mental readiness. | | | | | | |
| 3.1.4 | The program provides basic information to the student, such as study requirements, services, and financial costs. | | | | | | |
| 3.1.5 | The program applies fair and approved policies and procedures to transfer and equalize what students have previously learned. | | | | | | |
| 3.1.6 | Commitment to issues of equality and diversity when accepting and selecting students. | | | | | | |
| 3.1.7 | Establishing re-admission and registration policies for students from other courses. | | | | | | |
| 3.1.8 | Developing appropriate solutions to urgent problems in the selection and acceptance of students (such as selection requirements, stages of the admission process selection, mechanisms for submitting offers, and mechanisms for submitting and accepting complaints). | | | | | | |
| **3.2  Students Assimilation** | | | | | | | |
| 3.2.1 | There should be a correlation between the number of students to be accepted into the program | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

22

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | and the needs of the labor market and the available resources (e.g., faculty staff, classrooms, available equipment, laboratories, and infrastructure available for learning). | | | | | | |
| 3.2.2 | The capacity for enrolling students must be determined by the continuous review with the labor market concerned with the program to meet the needs of the community in a balanced manner. | | | | | | |
| 3.2.3 | Periodic meetings are to be held with employers to ensure proper planning of inputs in absorbing student admission, developing human resources, facilitating training mission and conducting graduate research in the public health sector. | | | | | | |
| | **3.3 Students Support and Guidance** | | | | | | |
| 3.3.1 | The program provides a complete guide to support and guide students, including support for developing academic skills, health, physical, mental, and wellbeing problems, career guidance, and management of the disabilities they face. | | | | | | |
| 3.3.2 | The program provides comprehensive preparation for new students, ensuring their full understanding of the services and possibilities available to them. | | | | | | |
| 3.3.3 | The program acquaints students with their rights, duties, rules of conduct, procedures of complaint through various means, | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

23

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | applying them fairly through the suggestions and complaints box, and announcing them on the student bulletin board. | | | | | | |
| 3.3.4 | The program provides appropriate solutions for students who need support and guidance in emergency situations, personal trauma, specific crises, or personal guidance, taking into account how to announce these matters and how to access them in strict confidence. | | | | | | |
| 3.3.5 | Providing support and guidance services to students is done through qualified and adequate staff. | | | | | | |
| 3.3.6 | Availability of effective follow-up mechanisms to ensure students care and evaluate the quality of services provided to them. | | | | | | |
| 3.3.7 | Developing periodic support and guidance services in consultation with student representatives. | | | | | | |
| **3.4 Students Representation and Decisions making** | | | | | | | |
| 3.4.1 | The presence of the proper student representative in the departmental and college councils and committees related to student issues | | | | | | |
| 3.4.2 | Students representation and appropriate participation in the design, management, and evaluation of curricula, as well as issues of interest to graduates because the student is in a continuous learning phase. | | | | | | |
| 3.4.3 | Encouraging students to participate and make | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

24

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | decisions through student organizations. | | | | | | |
| **3.5 Student Activities** | | | | | | | |
| 3.5.1 | Appropriate mechanisms are applied to identify talented, creative, distinguished, and stumbled students in the program. Particularly appropriate programs are available to nurture, motivate, and support each category of them. | | | | | | |
| 3.5.2 | The program provides students with extra-curricular activities in many social and recreational fields to develop their abilities and skills, and the program takes appropriate measures to support and motivate their participation. | | | | | | |
| 3.5.3 | The program provides students with additional activities for their professional development, in line with targeted learning outcomes and labor market developments. | | | | | | |
| 3.5.4 | Students are encouraged to participate in voluntary campaigns within the program specialization that serves the community. | | | | | | |
| **3.6 Student Services** | | | | | | | |
| 3.6.1 | The program applies operative mechanisms to ensure students' regular attendance and active participation in course activities and field experience. | | | | | | |
| 3.6.2 | The program applies effective procedures to monitor the progress of students and verify that their graduation | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

25

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | requirements are met. | | | | | | |
| 3.6.3 | The program takes into account the special needs of students (such as those with special needs and international students). | | | | | | |
| 3.6.4 | There is a portfolio for each student that contains his academic level and behavior. | | | | | | |
| 3.6.5 | The presence of guides for students in order to familiarize them with the department and its general facilities. | | | | | | |
| 3.6.6 | The presence of special services for students (such as students club, sports halls, internet service, and adequate equipment). | | | | | | |
| 3.6.7 | The program explores the opinions of students in relation to evaluating the teaching process. | | | | | | |
| 3.6.8 | The program explores the opinions of students in relation to the quality of teaching and learning. | | | | | | |
| 3.6.9 | Exams for students are aligned with the courses. | | | | | | |
| 3.6.10 | Conducting various tests for students, not only written tests. | | | | | | |
| 3.6.11 | The existence of an openly implemented mechanism to deal with complaints of students about the results of exams through an objections committee. | | | | | | |
| 3.6.12 | Applying the retribution system to students in cases of behavioral violations. | | | | | | |
| 3.6.13 | The existence of appropriate administrative systems to respond to inquiries from students. | | | | | | |
| 3.6.14 | The existence of effective mechanisms to assess the adequacy and quality of | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

26

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | services provided to students, measure their satisfaction, and benefit from their results in developing and improving the program through the survey. | | | | | | |
| **3.7 Graduates** | | | | | | | |
| 3.7.I | The program applies an effective mechanism to communicate with alumni, involve them in events and activities, solicit their opinions, benefit from their expertise, support them, and provide updated and comprehensive databases for them. | | | | | | |
| 3.7.2 | The existence of an organizational unit for graduates in each department that encompasses an integrated database for them. | | | | | | |
| 3.7.3 | Determining the percentage of graduates who got jobs over the total number of the assessment year. | | | | | | |
| 3.7.4 | The Graduate Unit works on field studies that give indications of potential job opportunities. | | | | | | |
| 3.7.5 | The Graduate Unit conducts training courses for graduates who are not engaged in professional development. | | | | | | |
| **Overall Evaluation of Third Standard/ Students** | | | | | | | |
| The sum of the evaluation of the elements | Represents the total indicators summation | | | | | | |
| The number of applied indicators | Represents the indicators that meet the criteria | | | | | | |
| Average evaluation of the standard | The degree of the level of the standard | | | | | | |
| Overall evaluation score for the standard | The final score 100% | | | | | | |

- **The Evidence, Documentation, and Plan Improvement:**

First: **The Evidence** and documents for the Students standard :

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

27

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

## 1- The Evidences and documents for the first element (Student admission and selection policy).

1.1.   Knowledge about the standards and conditions of acceptance documents declared for students at registration for the program.

1.2.   Knowledge about the acceptance plans and real lists of acceptance for each program.

1.3.   Knowledge about the tests (medical tests) for students to ensure their knowledge and sciences.

1.4.   Knowledge about study requirements, services and financial expanse.

1.5.   Knowledge about the polices and dependent procedures for transferring into the program and equivalence of their previous knowledge, equality issues, and diversity of acceptance and selection of students.

1.6.   Knowledge about policies and standards of re-acceptance and registration of students from other courses.

1.7.   Knowledge about suitable solutions for emergency problems during selection and acceptance of students.

1.8.   Providing forms for determining the personal and academic traits of students, stating that the program receives students according to ministry acceptance system for undergraduate studies.

1.9.   Providing forms from archives system for student documents and follow-up procedures of developments in academic, educational, and technical arenas.

1.10.  Providing a process guidebook and a special guidebook for attracting foreign students to study in the institutes of higher technical education in Iraq.

1.11.  Providing the current and future plans for the encouragement of foreign students and providing suitable educational environments.

## 2- The Evidences and documents for the second element (Students' assimilation).

2.1. Providing minutes of periodic meetings of committees with business bosses to ensure input-right planning for students' acceptance and development of human resources in the general health field.

2.2.  Providing ratios of students' acceptance in comparison with the number of teaching staff.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

28

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

2.3. Providing administrative orders for the availability of resources in relation to the number of students accepted in the program (e.g., instruments, devices, laboratories, and educational resources).

## 3- The Evidences and documents for the third element (Students Support and guidance)

3.1. Providing copies of a complete guidebook and a manual for supporting and advising students, including support for academic development activities, physical and emotional health, luxury problems, and financial management.

3.2. Providing the guidelines and procedures that show the students their rights, duties, bases of ethics, different procedures for complaints, in addition to fairly applying them.

3.3. Providing the suitable solutions for students who need support, advice in emergency cases, at some personal trauma cases, at limited critical conditions, or personal activities with consideration of how to announce them with complete security.

3.4. Providing administrative orders for supporting and guiding students by qualified faculty members.

3.5. Knowing about active follow-up procedures that guarantee an effective health care for students and evaluating the quality services that given to them.

3.6. Knowing about plans for developing services and guidance periodically.

3.7. Providing the procedure applied to ensure the targeted educational results according to the nature of faculty or institute.

3.8. Providing administrative order of the psychological and educational guidance unit, the certificates and qualifications of the personnel, and their activities when delimiting students' problems and solutions.

3.9. Providing copies of the psychological and educational guidance unit program, administrative orders of the committees, according to the departments, stages and services, to support the students when they taking the academic decisions about professional choices and their needs.

## 4- The Evidences and documents for the fourth element (Student

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

29

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## Representation in decision making)

4.1.   Existence of administrative order to choose students representative in department and faculty councils and decision-making committees.

4.2.   Providing the administrative orders about students' participation in decision-making related to design, management, evaluation of syllabus and other issues linked to the students.

4.3.   Providing samples of suggestions of students and the way they are handled in order to enforce the sense of belonging and to create a new generation that undertake responsibility.

## 5- The Evidences and documents for the fifth element (Student Activities)

5.1.   Providing the administrative orders of the division of student activities and the activities themselves that develop the capabilities of the students and employment of their energies.

5.2.   Knowing about meeting reports of student's committees and submitting the reports.

5.3.   Knowing about the administrative orders about students' scientific competitions of the private and government colleges and institutes.

5.4.   Providing a paper and an electronic copy of updated student's regulations, in addition to student's discipline committees and their proceedings in order to solve the problems s students.

5.5.   Providing the administrative orders for student's volunteer campaigns within special programs that serves the society.

5.6.   Providing memos of agreement and twining procedures with local and international universities and colleges and evaluating the benefits of these programs in these special cultural student's activities.

## 6- The Evidences and documents for the sixth element (Student Services)

6.1.   Providing samples of questionnaires carried out periodically by the college or the institute about services given to the students in order to improve such services.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

30

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

6.2.   Providing a copy of social solidarity adopted by the college/institute and the procedures that achieves rightness in such programs of support.

6.3.    Providing photos and proofs of services given to special-need students and others to improve these services that support these students.

6.4.   Attaching the report done by the college/institute based on feedbacks for the sake of developing student's services.

6.5.   Visiting places and reporting real services given to students in clubs and sport halls and sharing their opinions about services.

6.6.    Knowing about the order of students' compliance and objection committee and the way to deal with such objections.

6.7.   Attaching the testified questionnaires about students' evaluation to the teaching process in the programme.

6.8.   Attaching administrative orders for examination scheduling.

6.9.   Attaching various examination samples, including written examinations.

6.10.  Knowing about the procedures of students' warning and punishment system in case of particular behavioural violations.

6.11.  Attaching a copy of suitable management system for replies to students' inquiries.

6.12.  Attaching the plans followed in determining certain active procedures used to evaluate the efficiency of services offered to students, to measure their satisfaction, and to benefit from these in the improvement of the programme.

## 7- <u>The Evidences and documents for the seventh element (Graduates)</u>

7.1.   Providing administrative orders of the establishment of unit that organizes the affairs of graduates, with a complete database, in each scientific department.

7.2.   Knowing about active procedures that facilitate communicating with the graduates, sharing activities and occasions with them, inspecting their opinions, and making use of their experiences.

7.3.   Providing training plans for graduates' follow-up unit that train those graduates to seize job opportunities or develop their experiences.

7.4.    Attaching job-boss questionnaire samples that evaluate quality of graduates.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

31

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

7.5. Providing studies or procedures done by the graduates' follow-up units to enhance job opportunities in governmental jobs.

7.6. Knowing about graduates' data base.

7.7. Knowing about graduation documents and their testified authority of issue.

7.8. Attaching the indicator for possible job opportunities and the number of graduates who have got jobs due to the total numbers of graduates.

## Second: The Improvement Plan for the Students Standard

Attachment the requirements of the improvement plan of the standard of **students** for each academic program, including following aspects:

1. Aspects of Strength: …………………………………………………………

2. Weaknesses that need Improvement: …………………………………………

3. Improvement Priorities: ………………………………………………...………..

4. Independent Opinion:………………………………………………...…………..

# 4- Fourth Standard: Academic Staff (Measures, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 4.1.1 | The program must implement appropriate policies and procedures for selecting faculty members for the program and retaining the most distinguished among them. There must also be a balance between the academic staff and students. Their responsibilities must be determined. | | | | | | |
| 4.1.2 | The academic program has an adequate number of | | | | | | |

Table title: 4.1 Academic Staff Recruitment Policy

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

32

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | specialized faculty members in all health and medical sciences. | | | | | | |
| 4.1.3 | The recruitment policy must include the presence of a sufficient number of academic experts with a high scientific rank to provide and develop the curricula and a sufficient number of researchers of high quality in various disciplines. | | | | | | |
| 4.1.4 | The faculty members have to show the necessary competency (e.g., qualifications, certificates, expertise) and effective teaching skills; appropriate mechanisms are to be applied for verification. | | | | | | |
| 4.1.5 | Circulating a unified ministerial work contract form from the Department of Private/Non-Governmental University Education/ Ministry of Higher Education and Scientific Research to all private colleges, ensuring the rights and duties of their teaching staff, teaching load, vacations, and all faculty member-oriented matters in accordance with University Service Law, similar to governmental colleges. | | | | | | |
| **4.2 Academic Staff to Students Ratio** | | | | | | | |
| 4.2.1 | The ratio of the teaching staff to students is 1:20 (one PhD professor to 20 students). | | | | | | |
| 4.2.2 | Providing statistics related to the teaching staff due to the scientific degree (Emeritus Professor, Professor, Assistant Professor, Lecturer, | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

33

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Assistant Lecturer). | | | | | | | |
| 4.2.3 | The number of permanent faculty members in the academic program or scientific department shall not be less than five Ph.D. holders of at least (one Professor and Assistant Professor) degree. | | | | | | | |
| 4.2.4 | Availability of at least one faculty member for each specialization, taking into account the overlap of specializations in two or more fields. | | | | | | | |
| 4.2.5 | The balance of faculty members would include those with joint responsibilities in the basic and clinical sciences in the university and health care facilities, as well as those with dual engagements. | | | | | | | |
| 4.2.6 | Determining the teaching load for the teaching staff by their scientific degrees (professor, assistant professor, lecturer, assistant lecturer) due to the number of theoretical and practical lecture hours and hours of graduation research supervision. This load must be equal in all academic programs of governmental, private, and non-governmental colleges and institutes. | | | | | | | |
| **4.3 Academic Staff Activities** | | | | | | | | |
| 4.3.I | The teaching staff regularly participates in academic activities (e.g., scientific conferences, seminars, research projects, viva-voce examination committees, and evaluating scientific research according to their academic degrees and competencies) in the field | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

34

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | of their specializations. Such participation in these activities and such scientific production are the basis for the evaluation and promotion of teaching staff members. | | | | | | | |
| 4.3.2 | Faculty members effectively participate in research activities, patents, and scientific production. This participation is considered one of the criteria for their evaluation and promotion. | | | | | | | |
| 4.3.3 | Teaching staff participate in community-service activities. This participation is considered one of the criteria for their evaluation and promotion. | | | | | | | |
| 4.3.4 | Academic staff participate in the assessment and development activities of the program. | | | | | | | |
| 4.3.5 | Distinguished academic staff members are to be honored and granted particular rewards, promotions, and appreciation letters for their acknowledged academic activities and for their efforts directed to the academic program or the college. | | | | | | | |
| **4.4 Academic Staff Development** | | | | | | | | |
| 4.4.1 | The programs of colleges and institutes of health and medical techniques must have a working policy that balances educational capabilities with research and development. | | | | | | | |
| 4.4.2 | The program development policy must include the ratio of teachers to students. Representing members of the teaching staff should be taken into | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

35

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | consideration in establishments and organizations related to academic health and medical specializations. | | | | | | | |
| 4.4.3 | The program provides an appropriate orientation for new and adjunct teaching staff to ensure their understanding of the program's nature, their rights, tasks, responsibilities, and work load. | | | | | | | |
| 4.4.4 | The teaching staff participates in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance. | | | | | | | |
| 4.4.5 | Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with these services. | | | | | | | |
| 4.4.6 | The performance of the teaching staff is regularly assessed according to specific and known criteria; feedback is provided to them; and the results are used to improve the performance. | | | | | | | |
| 4.4.7 | Providing advanced teaching, training, and evaluation methods and techniques. | | | | | | | |

### Overall Evaluation of Fourth Standard/ Academic Staff

| | |
|---|---|
| The sum of the evaluation of the elements | Represents the total indicators summation |
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

36

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

- ## The Evidences, Documentation, and Plan Improvement:

**First: The Evidences and documents for Academic Staff standard :**

## 1- The Evidences and documents for the first element (Academic Staff Recruitment Policy).

1.1. Providing appropriate program policies and procedures for the selection of faculty members, ensuring a balance between academic staff and employees, and defining and monitoring their responsibilities on an ongoing basis.

1.2. Providing the mechanism for determining the program's needs for faculty members according to the required disciplines. It is documented in the meeting of the department council and approved by the councils of colleges and technical institutes. Priorities must be clarified according to the developed plan for this purpose.

1.3. Reviewing the files and forms of faculty members who own the suitable competence, for example (qualifications, educational certificates, necessary experience, scientific activities, university orders, and scientific title if it is available, and the effectiveness of teaching, and clarifying the application of appropriate mechanisms to verify them.

1.4. Providing an application form that clarifies the conditions and criteria for selecting faculty members with the university document or scientific title for governmental and private colleges and institutes.

1.5. Providing copies of the ministerial forms, which prepared are for the work contract, should be unified and approved by the Supervision and Scientific Evaluation Apparatus/Private University Education Department to guarantee the rights of teachers in private colleges within the academic program's policy in employing teachers, clarify the regulations of the unified ministerial work contract for teachers, that conform to the instructions of the University Service Law. This form is unified and approved by the Ministry of Higher Education and Scientific Research / Supervision and Scientific Evaluation Apparatus/Private University Education Department and distributed to all private universities and colleges in order to guarantee the rights and duties of teachers and to reduce the suffering of the teaching staff in private universities and colleges.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

37

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

I.6.    Providing administrative orders to the professional committees for selecting academic staff members, which consist of a representative of the college deanship, a member of the scientific department (program), a member of the required specialization, and a legal member.

I.7.    Providing a form of the recruitment interview committees and a form of the ministerial work contracts are attached to appoint teaching staff for private universities and colleges.

## 2- The Evidences and documents for the second element (Academic staff to Students Ratio).

2.I.    Providing the administrative orders, which include a sufficient number of teaching staff members and are appropriate to the number of students in each specialization.

2.2    Providing administrative orders to assign the lecturers based on the specialization, the academic curricula, and the number of hours according to the applicable ministerial instructions, and the number must be at the rate of I/20 (one doctoral lecturer for every 20 students).

2.3.    Providing the statistics of the academic ranks of the faculty members (as experienced professors, professors, assistant professors, instructors, PhD holders, and assistant instructors) in accordance with the need for the scientific rank of each program specialization.

2.4.    Providing the statistics of the number of faculty members for the permanent staffing of the academic program or the scientific department, which includes five doctoral lecturers exclusively, and they must be in the rank of professor and an assistant professor as a minimum.

2.5.    Providing the statistics of all special fields of the program with at least one existing member or more within the same specialization and an explanation of the overlap between the two fields or the overlap of specializations.

2.6.    Providing administrative orders to faculty members who are assigned administrative tasks and permanent ministerial and university committees to indicate the balance and dual appointments of the program

2.7.    Determining the scientific quorum for faculty members, which is unified for both governmental and private colleges and institutes, and both of them are within the university service law of the Ministry of Higher Education and Scientific Research.

2.8    A form is to be attached showing the actual quorum of faculty members, each according to their scientific titles and tasks, in order to achieve the

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

38

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

level of effectiveness of the faculty member through actual employment for teaching, research activities, and others.

2.9. Providing a statistic of the number of foreign professors, which must be 10% of the total number of teachers.

2.10. Providing the teaching burden for the program in colleges or institutes, showing the faculty members, their academic titles, certificates, the capacity of the staff (permanent or temporary), and the numbers of actual students for the two studies. (morning and evening), and the admission orders for students must be attached according to their academic levels.

2.11. Providing statistics about the number of teachers on scholarships in the last five years and their percentage of the total number of teachers, their specializations, the type of scholarship, the certificate, and the specialization for which they were sent.

## 3- The Evidences and documents for the third element (Academic Staff Activities).

3.1. The activities of faculty members include participation in scientific conferences, panel discussions, research projects, dissertations, and research committees to ensure that they are aware of the latest developments in their field of specialization, and their participation in these activities and scientific production is one of the basis for their evaluation and promotions.

3.2. Providing research activities, patents, and scientific production. Such participation in these activities is one of the bases for evaluating their annual performance and scientific promotions.

3.3. Providing community service activities provided by faculty members.

3.4. Providing administrative letters of the activities of evaluating and developing the academic program submitted by members of the faculty teaching

3.5. Knowledge about the statistics of distinguished faculty members who have received discretionary rewards, promotions, and letters of thanks and appreciation for their academic activities and for their efforts for the academic program of the college or institute.

3.6. Providing the forms for evaluating faculty members for the program.

3.7. Providing the program support forms from the college or institute to develop the skills, capabilities, and knowledge of the faculty member, including the approval of his dispatch to attend local, regional, and international conferences, seminars, courses, and workshops, attending

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

39

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

meetings, and taking part in committees.

3.8. Knowledge about the program's procedures for creating appropriate conditions for the educational process for members of the staff teaching.

3.9. Providing the research plan for faculty members and a statement of the extent to which scientific research is used in the special field.

3.10. Providing the training plan submitted by the faculty members and the planned and implemented activities must be attached. This plan includes the leaders of the faculty members.

3.11. Providing the decided procedures that are used to achieve communication between the student and the teacher through the use of modern methods of teaching and learning.

3.12. Activating the specialization of the faculty member in the various activities and providing a form for this.

3.13. Providing the administrative and statistical orders, which include the names of the innovative faculty members who received rewards as an appreciation for their scientific and administrative outputs and the extent to which the educational institution adheres to the instructions when presenting the scientific awards and rewards for the innovators of the faculty members.

3.14. Providing the administrative orders of the full-time academic research for faculty members and the approval of the authority to which the full-time assignment is made.

3.15. Knowledge about the documentation of the number of authored and translated books that are subject to evaluation according to the number of teachers in the scientific department and college.

## 4- The Evidences and documents for the fourth element (Academic Staff Development).

4.1. Knowledge about the academic and professional development programs of all faculty members according to a plan that meets their needs and contributes to the development of their performance.

4.2. The availability of a plan to improve the performance of teachers in the program

4.3. Providing the decided procedures for developing the capacities of teaching staff in managing scientific activities successfully.

4.4. Providing the training plan prepared for the program from the colleges and institutes to develop their staff in the field of specialization and related fields, with the exception of the courses required for the purpose of promotion and bonus, and the like.

4.5. Providing a training plan to develop the technical aspect, which is provided

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

40

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

by the program or passed on by the faculty member himself.

4.6. Providing the prominent activities within the research plan for faculty members, expressing their distinction and activity patents, local and international scientific honors, authored books, and others.

4.7. The availability of a database for all faculty members, in which development plans and programs are clarified, and all data related to the qualifications and capabilities of faculty members, their certificates, and their titles.

4.8. Providing the program's procedures in financial, technical, and technical support, which helps in achieving the requirements of the administrative, research, and educational faculty development plan.

4.9. Providing a development plan that is placed by the college or institute to achieve the requirements of the program for advancement and upgrading the faculty members of the educational process.

4.10. Providing the administrative orders of the faculty members distributed on the permanent and temporary committees.

4.11. Knowledge about the safety means and warning signs for the health and safety of teachers and workers in the program.

4.12. The availability of procedures with clear, transparent, and accurate instructions adopted by the program to secure the scientific methods of faculty members in teaching and learning, in both its attendance and electronic parts.

4.13. Knowledge about the devices and research centers and the extent of providing practical medical materials, equipment, and supplies for the lecturers.

4.14. Providing the administrative orders with a statistic of the number of books of thanks and appreciation and estimating the efforts of all the lecturers

4.15. Providing the procedures of the program to create appropriate conditions for the educational process for faculty members.

4.16. Providing the application of the quality system in evaluating the performance of faculty members according to specific and announced criteria, providing feedback to them, and benefiting from the results in improving their performance.

4.17. Examining the adequacy and ensuring the quality of services provided to the teaching staff and measuring their satisfaction with them.

4.18. Knowledge about the provision of advanced methods and techniques in teaching, training, and evaluation.

## Second: The Improvement Plan for the Academic Staff Standard

The requirements of the improvement plan for the academic staff

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

41

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

standard are to be provided for each academic program, including the Health and Medical Technical programs in all institutes and colleges, which consist of the following aspects:

<u>1. Aspects of Strength:</u> ………………………………………………………

<u>2. Weaknesses that need Improvement:</u> …………………………………………

<u>3. Improvement Priorities:</u> ……………………………………………...………..

<u>4. Independent Opinion:</u>……………………………………………..…………..

# 5- Fifth Standard: Educational Resources and Equipment (Measures, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| **5.1.1** | The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning. | | | | | | |
| 5.1.2 | The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes. | | | | | | |
| 5.1.3 | The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; appropriate mechanisms are to be | | | | | | |

*5.1 Teaching , Learning Equipment and Physical Facilities*

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

42

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | applied to maintain and update them. | | | | | | | |
| 5.1.4 | The teaching staff, students, and employees under the program have the appropriate orientation, technical training, and support for the effective use of resources and means of learning. | | | | | | | |
| 5.1.5 | The program has suitable classrooms and facilities for its needs. | | | | | | | |
| 5.1.6 | All health and professional safety requirements are available in the facilities, equipment, and educational and research activities. | | | | | | | |
| 5.1.7 | Standards for safety, environment protection, and hazardous wastes are applied efficiently and effectively. | | | | | | | |
| 5.1.8 | The program has a sufficient number of qualified technicians and specialists for the operation and preparation of laboratories. | | | | | | | |
| 5.1.9 | The program has the appropriate resources, equipment, and services for students with special needs, employees, and faculty members. | | | | | | | |
| 5.1.10 | The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; the results are used for development and improvement. | | | | | | | |
| | **5.2 E-Learning and Information Technology sources** | | | | | | | |
| 5.2.1 | The program has specialized e-learning resources and information technology: digital | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

43

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | references, multimedia, software, and appropriate databases. | | | | | | |
| 5.2.2 | Providing electronic systems that allow beneficiaries to access information, research materials, and scientific journals from within or outside the institution. | | | | | | |
| 5.2.3 | The program has the appropriate technologies, services, and conditions for courses offered through distance or e-learning according to specific standards. | | | | | | |
| 5.2.4 | The program has a sufficient number of technicians and specialists in the field of information technology to train students. | | | | | | |
| 5.2.5 | The program has a specialized digital library. | | | | | | |
| 5.2.6 | The program has a synchronous and an asynchronous design for learning courses. | | | | | | |
| 5.2.7 | The program has a procedural guide for how to use the learning platform (learning management system) and deal with digital content. | | | | | | |
| 5.3 Libraries | | | | | | | |
| 5.3.1 | A specialized library should be available for each academic program or scientific department within the college. | | | | | | |
| 5.3.2 | The library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students. It should be available at appropriate | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

44

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | times for all students and should be updated periodically. | | | | | | |
| 5.3.3 | The library has a full staff specialized in library management as well as another technical staff. | | | | | | |
| 5.3.4 | Arranging sufficient library space for students and suitable equipment for library activities. | | | | | | |
| 5.3.5 | Managing good lighting and ventilation in the library. | | | | | | |
| 5.3.6 | Providing the library with audio-visual aids and computers. | | | | | | |
| 5.3.7 | Supplying the library with Internet and information technology services. | | | | | | |
| 5.3.8 | Supplying the library with paper and digital records to determine its beneficiaries. | | | | | | |
| 5.3.9 | Supplying the library with educational resources for program courses. | | | | | | |
| **5.4 Developing and Improving Educational Resources** | | | | | | | |
| 5.4.1 | The availability of a system for receiving complaints from students and teachers about the services provided for the purpose of improving them. | | | | | | |
| 5.4.2 | Implementing a self-evaluation process to ensure a continuous improvement of all learning resources and their services. | | | | | | |
| 5.4.3 | Students and faculty members participate in evaluating the services provided in the program. | | | | | | |
| 5.4.4 | Periodic maintenance of all learning resources according to advanced foundations. | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

45

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| 5.5 Laboratories | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5.5.1 | Health and medical laboratories should be characterized by high quality in headship, management, and commitment according to the specialization of each laboratory for each academic program. | | | | | | |
| 5.5.2 | Each laboratory must have a specialized staff: a specialized laboratory supervisor, holding a postgraduate certificate and having an academic title (professor, assistant professor, lecturer); and a specialized director (lecturer or assistant lecturer). | | | | | | |
| 5.5.3 | Each laboratory shall have a specialized technician within the laboratory staff. | | | | | | |
| 5.5.4 | The laboratory should contain protection systems and guiding signs for staff, students, and faculty members. | | | | | | |
| 5.5.5 | The program provides an early warning system for each laboratory with a high quality of notice to the employees of any possible danger to the laboratory. | | | | | | |
| 5.5.6 | The program provides a ventilation system through air vacuums, cooling, and heating for each laboratory. | | | | | | |
| 5.5.7 | The program provides a microscopic suction system (hood) for microscopic emptying and sterilization in medical laboratories (such as microbiology laboratories). | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

46

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5.5.8** | The program provides the autoclave system (sterilization and destruction system by pressure and temperature) for medical laboratories. | | | | | | |
| **5.5.9** | The program provides a firefighting system (firefighting) represented by the presence of fire extinguishers according to the specialization of each laboratory (CO2 extinguishers, powder extinguishers, foam extinguishers, etc.). | | | | | | |
| **5.5.10** | The program provides warning signs, obligating each laboratory to provide warning signs with internationally and internationally agreed-upon symbols indicating the type of danger and avoiding it. | | | | | | |
| **5.5.11** | The program provides directional signs; each laboratory is required to provide directional signs to the work site, i.e., identification signs for laboratories. | | | | | | |
| **5.5.12** | The laboratory should have space sufficient for a number of no more than (25 students and have a typical design according to the map of the laboratory, which is characterized by a typical three-room division (i.e., a general laboratory room with a large area for the movement of students, their education, and conducting their experiments and workers; a room for the management of the laboratory; an inner room for preparing | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

47

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | samples of laboratory experiments); and emergency exits to avoid risks. | | | | | | |
| 5.5.13 | The laboratory must have all devices, equipment, laboratory medical models, and specialized medical models, holding a unified coding system known for public and private universities and colleges with certain special codes according to the laboratory, as in (anatomy lab, general chemistry lab, blood lab, molecular biology lab, biology lab, medical microscopy, medical technology laboratory, medical tissue and physiology laboratory). | | | | | | |
| 5.5.14 | Providing medical materials for laboratory experiments and detergents for the purposes of the cleanliness and sterilization of the laboratory, laboratory containers, and first-aid boxes. | | | | | | |
| 5.5.15 | Each laboratory has the equipment for procedural methods (records and documents, an integrated work environment, preventive measures, and internal audit procedures). These procedures are to be met by all laboratories due to specialization. | | | | | | |
| 5.5.16 | The presence of specialized scientific supplies for each laboratory: a smart board, smart screens, a laboratory vest, or a work suit. | | | | | | |
| 5.5.17 | The presence of protective medical supplies for | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

48

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | students and laboratory personnel, such as gloves, (protective) masks, and goggles. | | | | | | | |
| 5.5.18 | Providing calibration software for laboratory equipment. | | | | | | | |
| 5.5.19 | Providing periodic maintenance programs and manifests. | | | | | | | |
| 5.5.20 | The availability of plans to train laboratory workers and improve their capabilities through specialized training courses and workshops, for example (internal audit courses, ISO courses, courses in GLP by laboratory specialization, and other specialized courses by laboratory specialization). | | | | | | | |

| Overall Evaluation of the Fifth Standard/Educational Resources and Equipment | |
|---|---|
| The sum of the evaluation of the elements | Represents the total indicators summation |
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

- ## The Evidences, Documentation, and Plan Improvement:

### First : The Evidences and documents for the Educational Resources and Equipment Standard :

### 1- The Evidences and documents for the first element (Teaching, Learning Equipment and Physical Facilities).

1.1. Providing a copy of a guide or a document of clear policies and procedures containing all learning resources and services Introduced to student learning.

1.2. Understanding the application of effective procedures for managing the resources and reference materials necessary to support operations, education, and learning.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

49

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

I.3.    Access to laboratories, computer and technical equipment, and materials appropriate to the specialization and sufficient to conduct scientific research and studies according to their objectives, and how to apply appropriate mechanisms for their maintenance and modernization.

I.4.    Granting access to technical support and appropriate preparation for the effective use of learning resources and means within the program for students, staff, and faculty members.

I.5.    Reviewing the preparation of classrooms and facilities that are appropriate to their needs, their number, and their proportionality with the number of students admitted in each stage.

I.6.    Reviewing the availability of public and occupational health and safety requirements in educational and research equipment and activities.

I.7.    Learning about the mechanisms of applying safety standards and preserving the environment, and how to get rid of hazardous waste in a highly efficient manner.

I.8.    The statistics of the sufficient and qualified number of technicians and specialists in operating and preparing all technical resources and laboratories shall be attached.

I.9.    Reviewing the appropriate resources, equipment, and services for students, staff, and faculty with disabilities.

I.10.    Examining the effectiveness and efficiency of learning resources and equipment of all kinds and benefiting from that in development and improvement.

I.11.    The mechanism of supporting researchers and sending them to local, regional, and international conferences and the destination for bearing expenses as services provided by the college or institute to support researchers are attached.

he agreement mechanisms for the program are to be attached between colleges/institutes and other institutions to benefit from their problems, conduct research and studies about them, and find solutions to them according to their technical, health, and medical specializations.

## 2- The Evidences and documents for the second element (E-learning and information technology sources).

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

50

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

2.1. Reviewing the provision of appropriate electronic systems that allow users to easily access information, research, and scientific journals, whether from inside or outside the institution.

2.2. Checking the availability and adequacy of specialized electronic resources, for example, digital references, multimedia, software, databases, etc.

2.3. Reviewing the availability of technologies, services, and the appropriate environment for the curricula that are provided electronically or remotely according to their standards.

2.4. Reviewing the statistics of a sufficient number of IT technicians and specialists.

2.5. Reviewing the official website of the specialized digital library for programs.

2.6. Reviewing the implemented designs for learning courses in a synchronous and an asynchronous manner.

2.7. Reviewing the content of a copy of the procedural guide on how to use the learning platform (learning management system) and deal with digital content.

2.8. Lists of names of classifications or competitions conducted by programs in the college or institute in the field of scientific research, patents, and ranks obtained by researchers should be attached and indexed in the digital library to be used as references.

2.9. Access to electronic periodicals and references, their specializations, and classifications.

## 3- The Evidences and documents for the third element(Libraries)

3.1. The availability of a specialized library for the academic program within the scientific department that owns a private building or a separate floor.

3.2. Finding sufficient library space for students and halls with appropriate equipment for library activity.

3.3. Reviewing the statistics of the number of administrative staff specialized in library management, in addition to specialized technical staff.

3.4. Copies of the basic plan of the library are to be attached, as well as photographs of the library showing all its units.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

51

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

3.5.  Reviewing the statistics of a sufficient number of various easily accessible sources, and these resources are made available to all students at appropriate and sufficient times and are updated periodically.

3.6.  Reviewing the provision of good lighting and ventilation in the library halls.

3.7.  Reviewing the availability of audio-visual aids and computers in the library halls.

3.8.  The availability of internet services and information technology within the library.

3.9.  Reviewing the library's paper and digital records system to count the percentage of beneficiaries from the library, indexing, book classifications, and the number of computers and electronic devices available in it.

3.10.  Reviewing the availability of educational resources for the program's courses in the library.

3.11.  Access to the database, coordination and matching between the library and the digital library in terms of the system and the provision of sources, references and papers and digital periodicals.

3.12.  Reviewing the system of borrowing books and references for students and internal and external teaching.

3.13.  Reviewing the provision of e-learning systems inside the library building, as it is an essential part of development and education.

3.14.  Reviewing the mechanism for improving research services and visits made by the teachers with the support and preparation of the program in the college or institute, and providing a record of internal and external visits by other institutions and beneficiary individuals for the purpose of achieving continuous performance improvement.

3.15.  Providing pictures of the electronic library, along with its working system and the services provided.

3.16.  The types of the systems that the library has worked on since its opening or at least the past five years are to be attached.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

52

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## 4- The Evidences and documents for the fourth element (Developing and improving educational resources)

4.1. Reviewing the system for receiving complaints from students and teachers about the services provided to educational resources and the extent to which their procedures are improved.

4.2. Reviewing the mechanisms for implementing the self-evaluation process to ensure continuous improvement of all education resources and services.

4.3. Reviewing the mechanisms for the participation of students and faculty members in evaluating the services provided in the program.

4.4. Reviewing the statistics of the number of periodic maintenance times for all education resources according to advanced principles.

Reviewing a documented and announced performance improvement and development plan for learning and teaching resources.

## 5- The Evidences and documents for the fifth element (Laboratories)

5.1. The administrative orders that assign the specialized supervisor, the official, and the laboratory workers shall be attached.

5.2. Confirming the availability of a sufficient number of specialized technicians in the laboratory.

5.3. Viewing the protection systems in the laboratory, represented by the alarm system, ventilation system, microscopic suction system, sterilization and destruction system, and firefighting system (extinguishers according to laboratory types).

5.4. The availability of warning signs in each laboratory, according to specialization.

5.5. The availability of guiding signs for each laboratory according to specialization.

5.6. Observing a map of the model laboratory, laboratory rooms and emergency exit.

5.7. Observing the record of accommodating the number of students for each laboratory.

5.8. Reviewing the provision of medical materials for laboratory experiments and detergents to take care of the cleanliness and sterilization of the laboratory.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

53

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

5.9. Reviewing the types of laboratory containers according to the specialization of the laboratory.

5.10. Examining the first aid box and its supplies in each laboratory.

5.11. Reviewing the records and documents for each laboratory.

5.12. Inspecting the availability of specialized scientific supplies, each of which includes the smart board or smart screens, laboratory vests, gloves, masks, protective glasses, or protective masks, depending on the specialization.

5.13. Inspecting the existence of calibration programs for laboratory equipment, periodic maintenance programs, and check-ups according to specialization. Attaching plans for training laboratory personnel and building their capacities through specialized training courses and workshops according to specialization.

## Second: The Improvement Plan for Educational Resources and Equipment Standard

The requirements of the improvement plan for learning resources and equipment standard for each academic program are to be provided, including the Health and Medical Technical programs in all institutes and colleges which consist of the following aspects:

1. Aspects of Strength: ………………………………………………………………

2. Weaknesses that need Improvement: …………………………………………………

3. Improvement Priorities: …………………………………………………...………..

4. Independent Opinion:………………………………………………...…………..

## 6-Sixth Standard: Scientific Research (Measures, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 6.1 Scientific Research Policy | | | | | | | |
| 6.1.1 | The program adopts a clear and open strategy in the department to follow | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

54

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | up on the research plan. | | | | | | | |
| 6.1.2 | The research plan is compatible with financial and human resources. | | | | | | | |
| 6.1.3 | The program documents its research plan in the meetings of the department council. | | | | | | | |
| 6.1.4 | The program builds a central database for scientific research. | | | | | | | |
| 6.1.5 | Active participation of faculty members and students in the field of scientific research and in supervising graduation projects of students. | | | | | | | |
| 6.1.6 | The program encourages innovative research that opens new scientific and applied horizons. | | | | | | | |
| 6.1.7 | The program provides an annual evaluation of the scientific research achievements within the college or institute and of the extent of benefit. | | | | | | | |
| 6.1.8 | Full documentation of laboratories, devices, equipment, and activities of faculty staff and students. | | | | | | | |
| 6.1.9 | The program provides a periodic evaluation of applied research and the extent to which it is used in community service. | | | | | | | |
| **6.2 Scientific Research Environment** | | | | | | | | |
| 6.2.1 | The program provides a suitable environment for scientific research by encouraging faculty members to conduct research that serves the community and labor market. | | | | | | | |
| 6.2.2 | The program provides laboratories with sufficient space for the necessary | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

55

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | equipment, devices, and techniques according to the program's specialization. | | | | | | |
| 6.2.3 | The program supports research centers that serve the requirements of faculty members and students. | | | | | | |
| 6.2.4 | The program offers motivational means for faculty members and students, and supports and nurtures them in the field of scientific research. | | | | | | |
| 6.2.5 | Encouraging research innovations and patents. | | | | | | |
| 6.2.6 | Encouraging students to pursue scientific research by submitting scientific and applied graduation projects. | | | | | | |
| 6.2.7 | The program provides security systems to ensure the health and safety of researchers and their activities. | | | | | | |
| 6.2.8 | The program provides periodic maintenance for laboratories, devices, and equipment. | | | | | | |
| **6.3 Publication of scientific research and international collections** | | | | | | | |
| 6.3.1 | The program encourages researchers to publish their research in internationally indexed journals. | | | | | | |
| 6.3.2 | Motivating researchers to do joint research with local and international researchers. | | | | | | |
| 6.3.3 | Research participation in international conferences, symposiums, and workshops is necessary to develop the skills of faculty members and to become familiar with the latest developments in scientific research. | | | | | | |
| 6.3.4 | The program provides | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

56

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | financial support for the publication of research by faculty members and students in internationally indexed journals. | | | | | | | |
| **6.4 Scientific Research Services** | | | | | | | | |
| 6.4.1 | The program gives priority to field research that has scientific, material, and economic benefits to the researcher and the institution. | | | | | | | |
| 6.4.2 | Creating a spirit of competition among researchers through applied scientific research competitions of reliable scientific quality. | | | | | | | |
| 6.4.3 | Appreciating the achievements of faculty members and students for their distinguished research through awards, rewards, and promotions. | | | | | | | |
| 6.4.4 | The program achieves a cooperation agreement with corresponding institutions and other ministries, such as the Ministry of Health, to facilitate the procedures and application of scientific research. | | | | | | | |
| 6.4.5 | The program offers the necessary support for researchers to solve important issues related to community service. | | | | | | | |
| 6.4.6 | Offering development services to the community and other institutions in the field of scientific research. | | | | | | | |
| **6.5 Developing Scientific Research** | | | | | | | | |
| 6.5.1 | The program benefits from the results of scientific research in developing curricula. | | | | | | | |
| 6.5.2 | The program annually | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

57

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | provides training courses, seminars, and workshops to develop the skills of faculty members and students in the field of scientific research. | | | | | | |
| 6.5.3 | The program provides consultations to public and private community institutions in the field of scientific research. | | | | | | |
| 6.5.4 | The program sets a future improvement and development plan for crisis management and emergencies in the field of scientific research. | | | | | | |
| 6.5.5 | Faculty members are encouraged to include part of their research in their courses, in addition to important developments in their field of specialization. | | | | | | |
| 6.5.6 | The program attempts to achieve twinning with authentic international colleges and universities in the field of scientific research. | | | | | | |

| Overall Evaluation of Sixth Standard/ Scientific Research | |
|---|---|
| The sum of the evaluation of the elements | Represents the total indicators summation |
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

- ### The Evidences, Documentation, and Plan Improvement:

### First: Evidences and documents for the Scientific Research Standard

### 1- The Evidences and documents for the first element (Scientific Research Policy).

I.I. Viewing documented copies of a clear and announced strategy in the department to follow up on the research plan.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

58

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

I.2.    Administrative orders of the scientific research unit in the program are to be attached within the scientific division of the college or institute. It is concerned with managing all scientific affairs related to scientific research.

I.3.    Administrative orders of the scientific research plan for the scientific program or department shall be attached.

I.4.    Viewing a match between the research plan and the material and human resources.

I.5.    Administrative orders of the meetings of the department councils are to be attached, in which the research plan of the program is documented and adopted.

I.6.    The procedures followed by the program in the employment of scientific research are to be attached to address the problems of the labor market in light of the results of scientific research.

I.7.    Forms of cooperation mechanisms and agreements signed between the program and employers in the field of research are to be attached.

I.8.    Knowing about the documentation of the procedures followed by the program in encouraging researchers to enter local, regional, and global competition, except for what was approved by the Ministry to encourage researchers in terms of financial and moral rewards.

I.9.    Reviewing the establishment of a central database for scientific research in the program.

I.10.   Documenting the statistics of the active participation of faculty members and students in the field of scientific research and supervising the research of students' graduation projects.

I.11.   Innovative research that opens new scientific and applied horizons is to be included in the program.

I.12.   The availability of an annual evaluation system for the achievements of scientific research within the program and the extent to which they are used.

I.13.   The availability of paper or electronic documentation systems used in the complete documentation of laboratories, equipment, and activities of teachers and students.

I.14.   The investment research plan and the scientific research marketing mechanism are attached to the program to solve the problems of the

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

59

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

authorities and the beneficiaries as a contribution to the program in the economic development of the local community and achieving financial resources.

I.I5.　Statistics are to be attached showing the number of research projects funded, partially or completely, by the college and institute programs and support. Presented to researchers to participate in conferences.

I.I6.　The availability of a mechanism used by the college and institute programs to facilitate the task of researchers to complete their research projects within research centers or laboratories.

I.I7.　Attaching the statistics of teachers sent for scholarships in the last five years and their percentage out of the number of faculty, specialization of interest, type of scholarship, and certificate for which the scholarship is being sent.

Copies of the research cooperation mechanism between the college program, the institute, and public and private institutions are to be attached to develop internal and external sources of funding for scientific research.

## 2- The Evidences and documents for the second element (Scientific Research Environment)

2.I.　Checking whether research centers serve the requirements of faculty members and students.

2.2.　Documentation of laboratories and whether their space is sufficient for the necessary equipment, devices, and technologies.

2.3.　Providing motivational means for faculty members and students, with the support and sponsorship of the program in the field of scientific research.

2.4.　Providing the requirements of an appropriate environment that encourages teachers to promote research innovations, discoveries, and patents.

2.5.　The availability of methods and techniques that motivate students to pursue scientific research by presenting sound graduation projects.

2.6.　The availability of security systems to ensure the health and safety of researchers and their activities in the field of the program.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

60

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

2.7. The presence of statistics for the periodic maintenance of laboratories, devices, equipment, enclosing forms of inspection, periodic calibration, maintenance, and work completion are to be attached.

2.8. Samples of research approval forms are to be attached, showing the materials used, their environmental impact, how their waste is treated and removed after research to achieve the requirements of international protection systems for the environment.

2.9. Attaching a copy of the safety and security guide for work in all laboratories, according to the nature of the laboratory, as prepared by the college or institute. The procedures used to achieve safety requirements for researchers and workers in the institution and society are also to be attached.

## 3- The Evidences and documents for the third element (Publication of scientific research and international collections)

3.1. Providing a database of published and publishable papers, names of journals, their volumes, and all research details.

3.2. The procedures taken by the college or institute that encourage researchers to publish research in authentic international journals are to be attached.

3.3. The cooperation mechanisms used for the program to motivate researchers to conduct joint research with local and international researchers are to be attached.

3.4. Administrative orders for the research participation of the teaching staff in international conferences, seminars, and workshops to develop their capabilities and learn about the latest developments through scientific research shall be attached.

3.5. The administrative orders followed for the financial support from the program are attached to publish the research of faculty members and students in the global containers.

3.6. The procedures followed in the consolidation of the research process and the preservation of intellectual property rights are to be attached.

3.7. The procedures followed in the college or institute program, such as the formation of committees and research projects for the purpose of applying the rules and ethics of scientific research, are to be attached.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

61

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

3.8.   Statistics of the names of books authored by teachers, electronic and paper references, are to be provided along with their issuance dates.

## 4- The Evidences and documents for the fourth element (Scientific Research Services)

4.1.   The plans for the developmental services undertaken for the community and other institutions in the field of scientific research shall be attached.

4.2.   The measures taken to provide the necessary support for researchers to solve important issues related to community service are to be attached.

4.3.   The cooperation agreements in the program with the corresponding institutions and other ministries, such as the Ministry of Health, to facilitate the procedures and application of scientific research are to be provided.

4.4.   Administrative orders, letters of thanks and appreciation, awards, rewards, promotions, and achievements of faculty members and students for outstanding research are to be provided.

4.5.   Procedures and mechanisms taken to compete among researchers through competitions for scientific research are attached.

4.6.   The cooperation mechanism for using the devices available in governmental or private health institutions, other universities, health centers, and other institutions, is attached to benefit from modern equipment and accurate results.

4.7.   The administrative orders related to the procedures taken to motivate and encourage researchers to participate in international, regional, local awards are to be attached. Their statistics are also to be attached with the names and numbers of faculty members, the names of the awards, their classification, and the supporting body for the college, institute and teaching program himself.

4.8.   The assignments of the faculty members are to be provided showing the research hours for each faculty member along with the relevant administrative orders.

4.9.   Statistics and numbers are attached to the number of conferences in which the college and institute programs participate, showing their classification at the local, regional or international levels, stating the supporting body and active participation in the preparative or scientific

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

62

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

committees for conferences, research and residence, accompanied by special administrative orders.

**4.10.** Statistics and numbers of international technical or research organizations with common specializations for the college or institute program, whether at the level of the program or faculty members, are attached to.

**4.11.** Statistics of the services provided by the college or institute program to the community within the health and specialized medical or academic and research fields other than the basic services provided by educational institutions are to be attached.

**4.12.** The measures taken by the college or institute program should include the extent to which they benefit from the scientific expertise and competencies they have.

## 5- The Evidences and documents for the fifth element (Developing Scientific Research)

**5.1.** A future improvement and development plan to reduce crises and emergencies in the field of scientific research is attached.

**5.2.** Providing the administrative orders related to the program consultations taken for public and private community institutions in the field of scientific research.

**5.3.** The development systems adopted to encourage faculty members to include part of their research in their courses, in addition to important developments in their field of specialization are to enclosed.

**5.4.** Attaching the twinning agreements with reputable international colleges and universities in the field of scientific research.

**5.5.** Providing the administrative orders to all training courses, seminars, and workshops used in developing the capabilities of faculty members and students in the field of scientific research.

**5.6.** Reports and actions taken through the results of scientific research in the development of curricula and courses are to be attached.

## Second: The Improvement Plan for the Scientific Research Standard

The requirements of the improvement plan for the Scientific Research standard are to be enclosed for each academic program, including the Health and Medical Technical programs in all institutes and colleges which consist of the

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

63

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

following aspects:

<u>1. Aspects of Strength:</u> ………………………………………………………

<u>2. Weaknesses that need Improvement:</u> ……………………………………

<u>3. Improvement Priorities:</u> …………………………………………...………..

<u>4. Independent Opinion:</u>……………………………………………..………..

# 7- Seventh Standard: Community Service (Measures, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 7.1.1 | The program's commitment to community service must be clearly defined and consistent with college policy and the expertise and skills of its faculty members and students. | | | | | | |
| 7.1.2 | Submitting periodic reports on the ongoing community service activities. | | | | | | |
| 7.1.3 | The program defines the services it provides to the community in a manner that takes into account the needs of the community and reflects the skills of the faculty members in the program. | | | | | | |
| 7.1.4 | The program submits annual reports on the services it provides to the community. | | | | | | |
| 7.1.5 | The program coordinates with the concerned units and departments in the | | | | | | |

**7.1 Program Policy on Relations with the Community**

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

64

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | college regarding community service initiatives. | | | | | | | |
| 7.1.6 | The criteria for promoting faculty staff and evaluating their performance include the services they provide to the community. | | | | | | | |
| **7.2 The program's Interaction with the Community** | | | | | | | | |
| 7.2.1 | The program encourages faculty members and personnel to participate in seminars in which important issues in society are discussed and its development plans are reviewed. | | | | | | | |
| 7.2.2 | The program establishes relationships with locals and employers to help provide community service programs. This may accomplish part of identifying issues that need to be analyzed through student projects, partial employment of students, or student registration in expertise programs. | | | | | | | |
| 7.2.3 | The program invites employers and professionals associated with the program to join the appropriate advisory committees in the program. | | | | | | | |
| 7.2.4 | Supporting the programs that are held in the institution in order to serve the community (financial or moral support) through certain committees, such as the community service committee, to facilitate the mission of the program. | | | | | | | |
| **7.3 Social Responsibility** | | | | | | | | |
| 7.3.1 | The academic program for colleges of health and | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

65

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | medical techniques in all its specializations must adhere to the principle of social responsibility in carrying out all its tasks, education, services, and research. | | | | | | |
| **7.4 Services** | | | | | | | |
| 7.4.1 | The program has continuous bonds with schools and other institutions that need services (such as health, environment, schools, nursing homes, or community organizations), assistance and support in fields of specialization, and it provides information and health activities. | | | | | | |
| 7.4.2 | The program maintains communication with the graduates, informs them of the developments of the program, invites them to participate in its activities, and encourages them to provide all forms of support for the development process. | | | | | | |
| 7.4.3 | The program takes advantage of the opportunities available to ask for support from individuals or community organizations for the purposes of scientific research and development. | | | | | | |
| 7.4.4 | Maintaining a central database that includes records of community services carried out by the program's affiliates and units. | | | | | | |
| 7.4.5 | The program draws up a backup plan in terms of the services it provides to the community, for example, (to treat | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

66

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | addictions to drugs, smoking, etc.). | | | | | | | |
| 7.4.6 | Cooperating with the Ministry of Health and the Ministry of Education in campaigns for early detection of diseases and other social diseases. | | | | | | | |

| Overall Evaluation of Seventh Standard/Community Service | |
|---|---|
| The sum of the evaluation of the elements | Represents the total indicators summation |
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

- ### The Evidences, Documentation, and The Improvement Plan:

### First/ Evidences and documents for the Community Service standard :

### I- The Evidences and documents for the first element (Program Policy on Relations with the Community)

I.I.    The program policy and its documented and announced plans to serve the community or other community institutions are to be attached. They should be Compatible with the objectives of the program and reflects the experiences of faculty members and students.

I.2.    The administrative orders of the community service committees and a statement of their tasks are to be attached.

I.3.    Periodic reports and committee meetings related to community service activities in health and medical specialties are to be provided, with documented photos and advertisements through various paper and electronic means and Social communication sites.

I.4.    The annual self-evaluation reports on the services provided by the program and a statement of the extent of benefit are to be attached.

I.5.    The programs implemented by the college or institute for students to develop their skills in the technical, health and medical fields that support the specialization (Summer training programs are excluded from this) are to be enclosed.

I.6.    There should a central database covering records of community services performed by program members and its affiliated units.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

67

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## 2- The Evidences and documents for the second element (The program's Interaction with the Community)

**2.1.** The participations of faculty members in seminars and workshops, where which important issues are discussed in community and review its development plans, are to be attached.

**2.2.** Attaching the mechanisms of cooperation with institutions and community organizations with the local sector and employers to assist in providing community service programs.

**2.3.** Knowing about the administrative orders of the advisory committees related to the participation of employers and professionals in the program.

**2.4.** Field studies that prove the development of solutions to emergency crises and community problems are to be provided.

## 3- The Evidences and documents for the third element (Social Responsibility)

**3.1.** Providing the administrative orders for health and medical research and activities within the social responsibility (the commitment of the individual towards the community) that aim to ensure the provision of health care, for example, (the provision of health care for people living in rural areas, removing obstacles such as distance, financial situation, or the services of health and medical detachments in Ashura visit).

## 4- The Evidences and documents for the fourth element (Services)

**4.1.** Viewing the administrative orders for services.

**4.2.** Enclosing samples of questionnaires or procedures used by the program to measure beneficiary satisfaction and market.

**4.3.** Copies of the manual of services offered by the program to the community in field specialization health and medical technology are to be attached.

**4.4.** Viewing the names of teachers participating in community service and the type of services provided.

**4.5.** Viewing the teaching activities of community service.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

68

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

4.6. Attaching the administrative orders for training and refresher courses held for other institutions in the community.

4.7. Educational posters, documents and pictures of services provided to the community are to be attached.

4.8. Attaching the prospects for the program to seek support from individuals or community organizations for research purposes scientific researches and development.

4.9. Attaching the schemes for self-evaluation of community services and a statement of benefiting from their results, development, improvement, and performance.

## Second: The Improvement Plan for Community Service Standard

The requirements of the improvement plan for the Community Service standard are to be provided for each academic program, including the Health and Medical Technical programs in all institutes and colleges which consist of the following aspects:

1. Aspects of Strength: ………………………………………………………

2. Weaknesses that need Improvement: …………………………………………

3. Improvement Priorities: …………………………………………...………..

4. Independent Opinion:………………………………………...………..

## 8- Eighth Standard: Program Management (Measures, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 8.1.1 | There is a description of the leadership and decision-making model of the program, the organization of its committees, including membership, | | | | | | |

*8.1 Program Management, Leadership and Governance*

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

69

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | responsibilities, and administration hierarchy, with a description of the rights of each. | | | | | | |
| 8.I.2 | Developing a policy to ensure administrative support for personnel with an appropriate budget for all administrative activities of the program, and reviewing this policy periodically. | | | | | | |
| 8.I.3 | The administration of the program is to be managed by specialized councils such as (department council, college council) with specific tasks and rights. | | | | | | |
| 8.I.4 | There is a guide to policies, rights, regulations, electronic systems, laws, instructions, and related documents, all of which are to be available to program employees. Review and update are to be achieved periodically. | | | | | | |
| 8.I.5 | The program administration has the appropriate academic and administrative experience to achieve its mission and goals. | | | | | | |
| 8.I.6 | The program contains an integrated and detailed database with statistics, and a sufficient number of administrative, academic, and technical personnel qualified to carry out administrative, professional, and technical tasks, having specific tasks and rights. | | | | | | |
| 8.I.7 | The program administration works in an organizational and supportive academic | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

70

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | environment. It documents the decisions issued by the committees concerned with procedural and academic issues. | | | | | | |
| 8.1.8 | Providing the appropriate mechanisms for integration and effective participation between the different branches of the same program. | | | | | | |
| 8.1.9 | The program is committed to applying educational and research controls to ensure the quality of all its aspects, including courses, educational materials, teaching mechanisms, student achievement standards, and services provided. | | | | | | |
| 8.1.10 | The program sets an appropriate plan to manage risks or emergency crises, and updates it periodically. | | | | | | |
| 8.1.11 | The program administration evaluates the effectiveness of educational and research partnerships and takes appropriate decisions regarding them. | | | | | | |
| 8.1.12 | The program administration follows up on its commitment to implement its role in the scientific research plan in light of the specified indicators. | | | | | | |
| 8.1.13 | The program administration follows up on its commitment to implement its role in the community service plan in light of the specified indicators. | | | | | | |
| 8.1.14 | The presence of a sufficient amount of flexibility and rights that | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

71

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | allow the program leaders to carry out the necessary development and change in response to developments and the periodic evaluation process of the program and its academic courses. | | | | | | |
| 8.1.15 | The program administration applies performance evaluation mechanisms that guarantee integrity, justice, and equality in all its academic and administrative activities. | | | | | | |
| 8.1.16 | Job codes of conduct are to be available. | | | | | | |
| 8.1.17 | Following up the implementation of the approved ministerial and university systems and procedures for program management, including grievances, complaints, and the various issues of the program. | | | | | | |
| 8.1.18 | The program administration implements effective systems for accreditation and its management. | | | | | | |
| **8.2 Program Planning** | | | | | | | |
| 8.2.1 | The program sets strategic plans characterized by the development and appropriate sequencing of each work in the program in a complete and realistic manner that includes the internal and external environmental factors that affect the demand and skills of graduates. | | | | | | |
| 8.2.2 | The planning process allows the beneficiaries to participate (employers, faculty, and students) in order to exchange opinions at appropriate | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

72

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | levels. | | | | | | |
| 8.2.3 | Planning processes include risk management plans, as they are an essential component of the program, with the selection of appropriate mechanisms to evaluate them and reduce their effects. | | | | | | |
| 8.2.4 | The implementation of all plans, the extent to which their short- and medium-term goals are to be achieved, the percentage of completion, and the evaluation of results are to be monitored, too. | | | | | | |
| 8.2.5 | Submitting periodic reports on key performance indicators, and measuring the progress of the program's senior leadership. | | | | | | |
| 8.2.6 | Reviewing plans, responding to developments in implementation, and evaluating the program results. | | | | | | |
| **8.3 Program Financial and Material Resources** | | | | | | | |
| 8.3.1 | There is a declared, certificated, and periodically reviewed financial system for the program regarding resources, expenditures, grants, and incentives. | | | | | | |
| 8.3.2 | All financial authorities are certified with regard to financial expenditures due to the program's organizational hierarchy. | | | | | | |
| 8.3.3 | Developing a declared and certificated financial budget for the program improvement plan. | | | | | | |
| 8.3.4 | Annual financial audits are to be carried out by | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

73

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | independent government agencies. | | | | | | |
| 8.3.5 | The program provides a database of material resources and their needs. | | | | | | |
| 8.3.6 | The program provides the appropriate infrastructure and environment that has good periodic maintenance, all of which are to be registered by special records for an inventory of public properties. | | | | | | |
| 8.3.7 | The quality standards of infrastructure and its furnishing (classrooms, laboratories, rooms of faculty members and personnel, and modern equipment and equipment necessary for the program) are to be applied. | | | | | | |
| 8.3.8 | The program offers safety and public health procedures. | | | | | | |
| 8.3.9 | The program offers technical resources: (smart halls, smart laboratories, computers, and advanced technologies) that are sufficient in terms of number, quality, and sustainability. | | | | | | |
| 8.3.10 | The program offers technical support in terms of communication and information technologies. | | | | | | |
| **8.4 Program Capacity Building and Development** | | | | | | | |
| 8.4.1 | The program forms specialized committees to build, train, and develop administrative personnel (faculty members, professional experts in the program's specialization, and employees with outstanding administrative competence) in order to | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

74

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | contribute to development and improve performance while setting development plans. | | | | | | |
| 8.4.2 | Holding quality assurance training courses, workshops, and seminars for the program's employees on a regular basis to develop their skills and performance. | | | | | | |
| 8.4.3 | The program offers the appropriate electronic systems and services to meet the basic needs of capacity development. | | | | | | |
| 8.4.4 | Developing appropriate plans to attract experts and specialized workers to the program to benefit from their expertise in development and capacity building. | | | | | | |
| 8.4.5 | The availability of documented and previously announced regulations for contracting with external parties concerned with training and developing capabilities as needed. | | | | | | |
| 8.4.6 | The program administration is committed to: activating the values of scientific integrity; protecting intellectual property rights; and adhering to rules of ethical practices and job behavior in all fields, as well as academic, administrative, research, and service activities. | | | | | | |
| 8.4.7 | Providing a system for receiving and dealing with the program's administrative, academic, and service suggestions and complaints from the personnel. | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

75

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **8.5** | **Students and Faculty staff Representing** | | | | | | | |
| 8.5.1 | Establishing a general policy and particular procedures for the participation of faculty members, personnel, students, and employers in the main aspects of program management, quality assessment, and academic activities. | | | | | | | |
| 8.5.2 | Determining the mechanisms for organizing the participation of faculty members and students in the management of the program, as necessary. | | | | | | | |
| 8.5.3 | The attendance of students and the representatives of teachers and technicians in the meetings of the councils to benefit from their views on the issues that concern them. | | | | | | | |
| 8.5.4 | The program administration encourages initiatives and development proposals from the beneficiaries. | | | | | | | |
| **8.6** | **Program Evaluation and Feedback** | | | | | | | |
| 8.6.1 | The program applies an internal system for quality assurance and self-evaluation for all its academic, administrative, and educational aspects, as well as scientific and service activities, and documents the results of feedback. | | | | | | | |
| 8.6.2 | Comparing the performance of the program with the corresponding reliable local and international programs. | | | | | | | |
| 8.6.3 | Attracting specialized employers and external | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

76

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | parties to evaluate the performance of the program and to achieve integrity and transparency in work. | | | | | | | |
| 8.6.4 | Conducting self-assessment to know the extent of the progress of administrative and leadership capabilities, identifying their achievements during the evaluation year, and benefiting from their results in the feedback, while documenting the development of appropriate solutions to their weaknesses. | | | | | | | |
| 8.6.5 | Benefit from documenting the results of the program's feedback in identifying weaknesses and working to improve them. | | | | | | | |
| 8.6.6 | Conducting periodic evaluations of curricula and courses. | | | | | | | |
| 8.6.7 | Developing an improvement plan to develop the self-assessment and program feedback. | | | | | | | |
| **8.7   Censorship** | | | | | | | | |
| 8.7.I | Formation of supervision ministerial committees to monitor the implementation of the program administration, its rights, and its progress. | | | | | | | |
| 8.7.2 | Forming supervision committees to audit material resources, public property, and equipment. | | | | | | | |
| 8.7.3 | Forming supervision committees to audit the provision of buildings, laboratories, medical clinics (dental protection techniques/dental industry), research centers, | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

77

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | laboratory equipment, and general equipment. | | | | | | | |
| 8.7.4 | Forming supervision committees to audit financial management, grants, incentives, objects of expenditure, and objects of sources of financing. | | | | | | | |
| 8.7.5 | Forming supervision committees to inspect and check the program's biological and chemical health and safety systems. | | | | | | | |
| 8.7.6 | Forming supervision committees to check the protection systems for the safety of workers in the program. | | | | | | | |
| 8.7.7 | Forming supervision committees to inspect and check health systems, especially student clubs, their services, and sports halls. | | | | | | | |
| 8.7.8 | Forming supervision committees to review quality assurance and self-assessment. | | | | | | | |

| Overall Evaluation of Eighth Standard/ Program Management | |
|---|---|
| The sum of the  evaluation of the elements | Represents the total indicators summation |
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

- **Evidences, Documentation, and Plan Improvement:**

**First/ Evidences and documents for the Program Management standard :**

**1- The Evidences and documents for the first element (Program Management, Leadership and Governance)**

I.I.     Attaching the guide to policies, powers, regulations, electronic systems, laws and controls, work programs instructions, and other related

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

78

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

responsibilities, duties and document. All of them are to be available to the program staff, with periodic review and update.

I.2. Providing a documented, announced, and periodically reviewed job description guide related to the growth of the program leadership, and the structure of its committees, including membership, responsibilities, administrative hierarchy, and clarification of the powers of each of them.

I.3. Documents and charts of the organizational and administrative structure of the college program and the amendments that have been made to it are to be attached.

I.4. Attaching documents that show the relationship between the program and the employers and the extent of their representation in the college program boards and committees.

I.5. The procedures for guaranteeing the administrative support and personnel should include an appropriate budget for all administrative activities of the program and their periodic review.

I.6. The Code of Conduct should be attached.

I.7. The administrative orders of the department council, its tasks, authorities are to be attached along with the appropriate academic and administrative experience to achieve its mission and objectives.

I.8. Viewing an integrated and detailed statistical database for a sufficient number of administrative cadres and academic, technical, and technical qualifications to carry out administrative, professional, and technical tasks.

I.9. Enclosing the procedures taken by the administration of the program in order to provide an organizational supportive setting and academic environment. The decisions issued by the committees concerned with procedural and academic issues are to be documented.

I.10. Appropriate available mechanisms for integration and effective participation between the different branches of the same program are to be attached.

I.11. Attaching the mechanisms for applying educational and research controls to ensure the quality of all aspects of education, including courses, educational materials, teaching mechanism, student achievement standards, and services provided.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

79

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

I.12. An improvement plan for risk management or emergency crises is to be attached to the program management, which is updated periodically.

I.13. The mechanisms adopted for the effectiveness of educational and research partnerships and the appropriate decisions taken in this regard, are to be attached.

I.14. Providing the program procedures for managing the stages of implementing its role in the scientific research plan in light of the indicator selected.

I.15. Providing the program procedures for managing the implementation of its role in the community service plan in the light of the specified indicators.

I.16. Attaching the instructions for scientific promotions adopted in educational institutions and their conformity with the central instructions. Complete forms for these promotions are also to be provided.

I.17. The Student Disciplinary Instruction Manual and the administrative order for the formation of disciplinary committees and their meetings are to be attached.

I.18. Attaching samples of discipline and investigation committees and questionnaires to evaluate the transparency of the institution.

I.19. Attaching the system of incentives and the distribution of points in the program.

I.20. Attaching the actions taken in regard to the application of performance evaluation mechanisms that guarantee integrity, justice, and equality in all academic and administrative practices.

I.21. Representative samples of periodic evaluation forms for the various activities of the institution are to be attached.

I.22. Enclosing samples of approved implementation ministerial and university procedures to ensure managing the program, including grievances, complaints, and various program issues.

I.23. The implementation of an effective organization of quality assurance and management of the program is to be attached.

I.24. The electronic management system of the program is to attached.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

80

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

I.25.  The procedures for receiving suggestions and complaints from administrative, academic, service cadres and how to deal with them are to be attached.

I.26.  The administrative orders regarding the formation of a committee to receive proposals, complaints, and decisions-making for/against them are to be attached.

I.27.  Attaching the services provided by the program toward its employees, which make them feel job-reassured in health and other issues.

I.28.  A professional code of ethics in the program is to be attached.

## 2- The Evidences and documents for the second element (Program Planning)

2.1.  The future plan for providing the material resources, development, and the plan to meet the requirements is to be attached.

2.2.   Attaching a full and realistic strategy characterized by the development and appropriate sequencing of each work in the program, including internal and external environmental factors that affect the demand for graduates and their skills.

2.3.  Attaching the planning process for those beneficiaries out of participation (employers, faculty members, and students) to exchange views at appropriate levels.

2.4.  Providing the procedures for planning operations for risk management, because they are an essential component of the program, along with appropriate mechanisms to estimate and reduce their effects.

2.5.  Periodic reports on key performance indicators and measuring the progress of the program's senior leadership are to be attached.

2.6.  The feedback to the plans, the response to the developments in the implementation, and the evaluation of the results of the program are to be attached.

2.7.  A chart is to be attached for design infrastructures to suit the specific requirements of teaching and learning.

2.8.  Attaching the forms of project follow-up reports to ensure that funds allocated for certain purposes are used for those purposes actually.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

81

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

### 3- The Evidences and documents for the third element (Program Financial and Material Resources)

3.1. Attaching the periodically reviewed, declared, and documented financial system of the program regarding resources, expenditures, grants, and incentives.

3.2. Attaching the administrative orders of the financial committee that undertakes program finances.

3.3. A guide should be attached that includes all actions of financial authorities regarding financial expenditures, according to the organizational structure that reflects the goals and mission of the program.

3.4. Various sources of financial funding are to be included in the program.

3.5. The preparation of the declared, documented, and approved financial budget is to be attached to the program improvement plan.

3.6. The administrative orders for the annual financial audits from independent government agencies (oversight Finance) are to be attached.

3.7. Attaching the database of material sources, along with their requirements.

3.8. A full map of the appropriate infrastructure and environment for the program is to be attached.

3.9. Administrative orders for good periodic maintenance of material resources, documented in special records inventory of public property, are to be provided.

3.10. Attaching documented procedures and pictures of infrastructure quality standards and their furnishing, including classroom, laboratories, rooms for faculty members and teachers, modern equipment, and equipment necessary for the program.

3.11. The safety and public health procedures established by the program should be attached.

3.12. Procedures for providing technical electronic resources, such as smart rooms, smart laboratories, computers, sufficiently advanced technologies in terms of number, quality, and sustainability, are to be attached.

3.13. Administrative orders and procedures for technical support in the field of communications and information technologies are to be attached.

3.14. The administrative orders and procedures for providing protection and maintenance systems of a suitable quality, should be attached to the program.

3.15. Procedures used to maintain the confidentiality of information are to be attached.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

82

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

**3.16.** Procedures for the mechanism of monitoring the implementation of the plans set by the college or institute and the percentage of their completion are to be attached.

**3.17.** The mechanisms for self-evaluation and the annual evaluation of the financial and material resources of the program are to be attached.

**3.18.** The administrative orders of the cooperation agreements shall be attached to the equipment, material resources and activities of the program with other institutions.

**3.19.** Lists of idle devices, their maintenance, need lists, and estimated costs are to be attached.

## 4- The Evidences and documents for the fourth element (Program Capacity Building and Development )

**4.1.** Attaching the administrative orders of the formation of specialized committees to build, train, and develop administrative cadres (faculty members, professional experts in the specialization of the program, or employees with distinguished administrative competence) to contribute to the development and improvement of performance.

**4.2.** Plans for development, training, and capacity development of the program personnel should be attached.

**4.3.** Attaching the administrative orders for issuing certain training courses, workshops, and seminars, their number and place of residence related to quality assurance to the program personnel.

**4.4.** Appropriate electronic systems and services should be attached to meet the basic needs of capacity development.

**4.5.** Attaching annual plans that attract experts and specialized workers in the program to benefit from experience in developing and building capacities.

**4.6.** The established and announced controls to contract with third parties specialized in training, development, and capabilities as needed are to be attached.

**4.7.** Attaching the controls and mechanisms for activating the values of scientific integrity, protecting intellectual property rights, rules, and ethical practices and functional behavior in all fields of academic and administrative activities research and service.

**4.8.** Attaching all contributions of teachers to courses and workshops that contribute to development.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

83

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## 5- The Evidences and documents for the fifth element (Students, and Faculty staff Representing )

**5.1.** Mechanisms for regulating the participation of faculty members and students in managing the program are to be attached.

**5.2.** Providing the general procedures of the program regarding the participation of faculty members, staff, students, and employers in the main aspects of program management, quality assessment, and scientific activities.

**5.3.** Lists of attendance of students and representatives of teachers and technicians in council meetings and taking opinions on issues of concern to them are to be attached.

**5.4.** The program meetings with the students' representatives or the students themselves are to be attached.

**5.5.** All development initiatives and proposals from the program beneficiaries should be attached.

## 6- The Evidences and documents for the sixth element (Program Evaluation and Feedback)

**6.1.** Knowing about the application of systems internally to ensure quality and self-evaluation for all its academic, administrative, educational, scientific, and service activities, and documenting feedback results.

**6.2.** Attaching self-assessment procedures that show the progress of administrative and leadership capabilities and determine their achievements during evaluation to benefit from their feedback results, while documenting the development of appropriate solutions to weaknesses.

**6.3.** Attaching the procedures for periodic evaluation of curricula and academic decisions.

**6.4.** Feedback reports of all aspects of the program are to be attached.

**6.5.** Attaching procedures for benefiting from documenting the results of the program's feedback to identify weaknesses and hence improve them.

**6.6.** Models for comparing the performance of the program to the corresponding and rigorous programs (local and international) are to be attached.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

84

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

6.7. Attracting specialized employers and external parties to evaluate the performance of the program and achieve integrity and transparency in the work.

6.8. A sample of improvement plan that develops self-evaluation is to be attached.

## 7- The Evidences and documents for the seventh element (Censorship)

7.1. Attaching the administrative orders and work procedures of the oversight committees following up the implementation of the program management and their powers, in addition to the achievements of this progress, from a governmental body outside the educational institution (ministerial).

7.2. Providing the administrative orders, work procedures, and recommendations of oversight committees that audit material resources and property, general, equipment, and operating procedures.

7.3. Enclosing the administrative orders, reports, and recommendations of oversight committees that audit buildings, laboratories, medical clinics (dental protection techniques or dental industry), research centers, laboratory devices, work and meeting reports, and recommendations.

7.4. The lists of requirements for the material resources of the program are to be attached.

7.5. Providing the administrative orders, reports, and recommendations of oversight committees that audit financial management, grants, incentives، aspects of the financial agreement, aspects of funding sources, audit reports and details of meetings.

7.6. The financial statements of the lecturers, the number of hours, and study materials available in the program are to be attached.

7.7. Attaching samples of financial control application processes and the extent to which the educational institution adheres to the instructions and established policies.

7.8. The work procedures of the oversight committees that ensure the provision of health and biological safety systems program, its reports, and recommendations are to be enclosed.

7.9. The work procedures and recommendations of the oversight committees that verify the existence of protection systems for the safety of workers in the program and the possibility of its operation are to be attached.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

85

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

7.10. Attaching the work procedures and recommendations of the oversight committees that audit health systems, especially student clubs, the services provided, and sports halls.

7.11. Enclosing the work procedures and reports of oversight for quality assurance review and self-assessment.

## Second: The Improvement Plan for the Program Management Standard

The requirements of the improvement plan for the Program Management standard are to be attached for each academic program, including the Health and Medical Technical programs in all institutes and colleges which consist of the following aspects:

1. Aspects of Strength: ……………………………………………………………

2. Weaknesses that need Improvement: ……………………………………………

3. Improvement Priorities: ……………………………………………...………..

4. Independent Opinion:……………………………………………...………..

# 9- Ninth Standard: Quality Management and Improvement (Measures, Evidences, Documents)

| 9.1  Quality Assurance Management | | | | | | | |
|---|---|---|---|---|---|---|---|
| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 9.1.1 | A quality assurance unit, with an integrated system and rights, is to be available in the college or institute to manage the program and implement an effective quality assurance system compatible with the program and the institutional system. | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

86

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9.1.2 | Taking into account the objective of quality system management and stating its role in the programs of colleges and institutes of health and medical techniques in terms of planning and implementation. | | | | | | |
| 9.1.3 | Faculty members, expert administrative staff, students, and employers participate in the planning and decision-making processes. | | | | | | |
| 9.1.4 | The program documents and records all its data and procedures according to main performance indicators to regularly evaluate the performance of the program and ensure development and improvement. | | | | | | |
| 9.1.5 | The program annually analyzes evaluation data (e.g., performance indicators and measurement data, faculty members, student progress, program completion rates, student evaluations of the program, curricula and services, alumni, and employer opinions). This is to be used in planning, development, and decision-making processes. | | | | | | |
| 9.1.6 | The program offers a self-assessment system. | | | | | | |
| 9.1.7 | Annual plans are available based on the regular program's self-assessment results to determine strengths and weaknesses due to those results. | | | | | | |
| **9.2 Quality Improving** | | | | | | | |
| 9.2.1 | The program conducts a comprehensive periodic assessment and prepares | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

87

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | reports on the general level of quality, including the identification of strengths and weaknesses. | | | | | | |
| 9.2.2 | The program sets improvement plans and monitors their implementation. | | | | | | |
| 9.2.3 | Offering training courses, seminars, and workshops for faculty members and administrative staff to develop and improve their capabilities in the quality system. | | | | | | |
| 9.2.4 | Improved performance and outstanding achievements are to be appreciated. | | | | | | |
| 9.2.5 | Validation of inferences based on interpretations of evidence related to quality by resorting to independent consultation. | | | | | | |
| 9.2.6 | Financial and spiritual support is available to conduct evaluation studies. | | | | | | |
| 9.2.7 | Developing particular plans to improve the management of the appropriate program for the specialization in all its aspects, with appropriate and certificated regulations for implementation and specifying the duration of completion. | | | | | | |
| 9.2.8 | Developing particular plans to improve financial and material management and following up their implementation. | | | | | | |
| 9.2.9 | Developing particular plans to improve the management of emergency crises with a declared and certificated budget. | | | | | | |
| 9.2.10 | Developing particular plans to improve quality assurance and self- | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

88

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | assessment. | | | | | | |
| 9.2.11 | Developing particular plans to improve and develop capabilities and leaders, with periodic updating of the plan. | | | | | | |
| 9.2.12 | Developing particular plans to improve planning processes and monitor their implementation and progress. | | | | | | |
| 9.2.13 | Developing particular plans to improve governance and administrative electronic systems, and e-learning systems, distance learning, and following up on their implementation and percentage of completion. | | | | | | |
| 9.2.14 | Developing particular plans to improve health and safety systems and protect workers in the program. | | | | | | |
| 9.2.15 | Develop plans to improve maintenance and provide the necessary electrical equipment and laboratory equipment. | | | | | | |

| Overall Evaluation of Ninth Standard/ Quality Management and Improvement | |
|---|---|
| The sum of the evaluation of the elements | Represents the total indicators summation |
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

- ## The Evidences, Documentation, and Plan Improvement:

### First: Evidences and documents for the Quality Management and Improvement Standard:

## 1- The Evidences and documents for the first element (Quality Assurance Management)

1.1.  Examining the quality system, its management, and the extent of its compatibility with health and medical technologies in terms of planning,

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

89

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

operational practices, and the compatibility between the software and institutional system.

I.2. The availability of an internal quality assurance system that is documented, announced, and approved by the college or institute.

I.3. The availability of administrative orders to form quality assurance units and associated committees.

I.4. The presence of administrative orders for the director, members of quality assurance, and liaison members in the scientific departments with the participation faculty members and administrators within the quality assurance planning processes.

I.5. The availability of documents, experiences and scientific certificates for all members of the quality department and its management.

I.6. Viewing the program self-evaluation system model.

I.7. Viewing the questionnaires and special forms related to members of the teaching staff and other cadres.

I.8. Attaching the administrative orders for courses, workshops, seminars, and conferences are attached to quality members.

I.9. The details of the self-evaluation committees and their results for use in the feedback are to be attached.

I.10. The details of the questionnaire results, explained with transparency and high professionalism, are to be attached.

I.11. A statistical program is to be available to find out the results of the questionnaire and provide regular data.

I.12. A guide to the quality assurance system is to be available

I.13. The availability of quality awareness programs and their application through seminars and workshops for all staff.

## 2- The Evidences and documents for the second element (Quality Improving)

2.1. The annual comprehensive evaluation reports that show the program's strengths and weaknesses are to be available.

2.2. Attaching the announced and documented improvement plans and their followed-up implementation.

2.3. The courses and seminars that ensure quality and demonstrate the improvement and development of the staff's capabilities are to be attached.

2.4. Attaching the assessments that indicate performance improvement for outstanding achievements.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

90

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

2.5. Attaching the proofs and documents that validate the conclusions and interpretations of the quality system evaluation by means of independent advice for specialists.

2.6. Attaching the improvement plans of the appropriate program management for the specialization in all its aspects, along with appropriate controls and documented for implementation and specifying the completion period.

2.7. The improvement plans include the financial and physical management, following-up on their implementation, and updating them periodically.

2.8. Providing the work procedures of the improvement plan for emergency crisis management based on a declared and documented budget.

2.9. Attaching the procedures for implementing improvement plans by quality assurance, self-assessment, and a statement of strengths and weaknesses of the program.

2.10. A plan for improving and developing capabilities and leaders, with periodic updating, is to be attached.

2.11. Plans to improve planning processes and follow up on their implementation and progress are to be attached.

2.12. Plans for improving electronic governance and management systems, e-learning systems, education, and following-up on its implementation and completion rate are to be attached.

2.13. Plans to improve the health and safety systems and protect workers in the program are to be attached.

2.14. Plans for improving maintenance and providing the necessary electrical and laboratory equipment for the program should be attached.

## Second: The Improvement Plan for the for the Quality Management and Improvement Standard

The requirements of the improvement plan for the for the Quality Management and Improvement standard are to be provided for each academic program, including the Health and Medical Technical programs in all institutes and colleges which consist of the following aspects:

1. Aspects of Strength: ………………………………………………………

2. Weaknesses that need Improvement: …………………………………………

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

91

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

3. Improvement Priorities: …………………………………………...………..

4. Independent Opinion:…………………………………………...………..

# 10- Tenth Standard: Learning Outcomes (Scale, Evidences, Documents)

| No. | Indicators | Full score of the indicator | Degree of conformity/availability of the indicator | | | Evaluation | Notes |
|---|---|---|---|---|---|---|---|
| **10.1 Teaching Methods, Learning and assessment of the program General outcomes** | | | | | | | |
| | | | Wholly fulfilled | Partially fulfilled | Not fulfilled | | |
| 10.1.1 | Colleges and institutes of health and medical techniques must determine practical skills for students according to the curriculum and show them upon graduation. | | | | | | |
| 10.1.2 | Linking the skills obtained by the graduate from the health and medical technical program with the requirements of the patient's condition. | | | | | | |
| 10.1.3 | Using questionnaires to get the opinions of employers on the efficiency of graduates as a feedback for the development of the program. | | | | | | |
| 10.1.4 | Proficiency in health and medical technologies includes: knowledge and understanding of the foundations of health and medical sciences, professional conduct and medical ethics related to the patient and staff, and skills related to specializations seen in: (the establishment of | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

92

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | diagnoses in medical laboratory techniques, anesthesia techniques, physical therapy techniques, community health techniques, healthy nutrition techniques, radiology techniques, pharmacy techniques, dental protection techniques, dental industry techniques, special needs care techniques, prosthetic limbs and braces techniques, and optics techniques). Health, rehabilitation, thinking, and solving health problems are to be reinforced. | | | | | | |
| I0.I.5 | Urging students to learn throughout the learning stages and communicate throughout their career. | | | | | | |
| I0.I.6 | Practical application in laboratories, especially during the students summer application period in educational hospitals and health centers. | | | | | | |
| I0.I.7 | Directing faculty members in their teaching methods to show scientific films, movies, and videos to students according to specialization, and applying this to dolls and training manikins or trains in hospitals and health centers under the supervision of specialists according to the cooperation mechanism. | | | | | | |
| I0.I.8 | Writing reports and discussing them within the field of specialization. | | | | | | |
| **I0.2  Professional and Qualifying Skills for Students' Development** | | | | | | | |
| I0.2.I | Training students on the skills of collecting samples from patients. | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

93

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10.2.2 | Training students on the skills of using modern laboratory equipment. | | | | | | |
| 10.2.3 | Training students on the skills of dealing with emergency situations in the laboratory. | | | | | | |
| 10.2.4 | Training students on the skills of computer applications and necessary devices for work. | | | | | | |
| 10.2.5 | Training students on the skills of dealing with patients and the ethics of professional conduct. | | | | | | |
| 10.2.6 | Training students on the skills of dealing with community issues and reducing some dangers (such as smoking, drugs, and emergency epidemics) | | | | | | |
| 10.2.7 | Organizing workshops to train specialized faculty members to keep pace with scientific developments and use modern equipment. | | | | | | |
| **10.3  Learning Outcomes of the Medical Health Technical Diploma** | | | | | | | |
| 10.3.1 | Learning outcomes for studying the health and medical technical diploma for technical institutes are concerned with qualifying graduates in the following disciplines: (medical laboratory techniques, pharmacy techniques, community health techniques, dental industry techniques, dental protection techniques, special-needs care techniques, healthy nutrition techniques, prosthetic techniques, prosthetics and orthotics techniques, visual examination techniques, rehabilitation techniques, and physical therapy, | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

94

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | radiology techniques, anesthesia techniques). They depend on the application of the common curriculum theoretically and practically, including the application period in educational hospitals and health care centers over a period of time (equivalent to 64 weeks). This is considered a prerequisite for success and passing the academic stage. | | | | | | |
| I0.3.2 | The student will be able to apply modern health and medical knowledge and skills in health and medical technologies. | | | | | | |
| I0.3.3 | The student will be able to conduct medical tests in medical laboratories and analyze and interpret their results. | | | | | | |
| I0.3.4 | The student will be able to identify, solve, and delimit health and medical problems. | | | | | | |
| I0.3.5 | The student will be able to work in a team spirit in health centers, hospitals, or laboratories of colleges and institutes. | | | | | | |
| I0.3.6 | The student will be able to safely use the technical means and equipment of modern medical devices. | | | | | | |
| I0.3.7 | The student is able to engage in ongoing, self-directed professional development. | | | | | | |
| I0.3.8 | The student will be able to understand and commit to addressing health, medical, and ethical faults. | | | | | | |
| I0.3.9 | The student shall be committed to knowing the concepts of quality and seeking continuous | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

95

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | improvement and development during study or work. | | | | | | | |
| **10.4 Learning Outcomes of the Medical Health Technical Bachelor Degree** | | | | | | | |
| 10.4.1 | The learning outcomes of the Bachelor degree in health and medical technology for technical colleges and institutes are concerned with qualifying graduates in the following disciplines: medical laboratory techniques, anesthesia techniques, physical therapy techniques, community health techniques, therapeutic nutrition techniques, radiology techniques, dental industry techniques, and optics techniques. It is implemented within a maximum period of four years (i.e., equivalent to 128 weeks) and depends on meeting the requirements of the common curriculum in theory and practice, including the application period in teaching hospitals and health care centers. | | | | | | | |
| 10.4.2 | The student will be able to use modern equipment to develop practical skills in health and medical disciplines. | | | | | | | |
| 10.4.3 | The student will be able to conduct examinations, tests, other specialized skills, deliver results, and offer interpretations. | | | | | | | |
| 10.4.4 | The student will be able to work efficiently. | | | | | | | |
| 10.4.5 | The student shall be able to participate in self-directed professional development. | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

96

Republic of Iraq
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| I0.4.6 | The student will be able to work on understanding and addressing professional and ethical faults and shall be trained with the help of work mentors and supervisors. | | | | | | |
| I0.4.7 | The student will adhere to the concepts of quality and seek constant improvement. | | | | | | |
| I0.4.8 | The student will be able to communicate with patients and deal according to the rules of professional ethics. | | | | | | |
| I0.4.9 | The student will be able to understand medical instructions, professional conduct, public health ethics, and human values before and during their participation in patient care activities. | | | | | | |
| I0.4.I0 | The student shall be able to cooperate with the interfering specialties in treating the patient during the training period when performing the required skill. | | | | | | |
| **I0.5   Evaluating Learning Outcomes** | | | | | | | |
| I0.5.I | To evaluate learning outcomes for health and medical technologies, colleges and institutes of health and medical techniques use a variety of evaluation outcome data, including exam results. | | | | | | |
| I0.5.2 | Assessment is conducted to demonstrate the extent to which students have achieved the objectives of the program of health and medical-technical education and to enhance the quality of the program. | | | | | | |
| **Overall Evaluation of Tenth Standard/ Learning Outcomes** | | | | | | | |

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

97

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

| The sum of the evaluation of the elements | Represents the total indicators summation |
|---|---|
| The number of applied indicators | Represents the indicators that meet the criteria |
| Average evaluation of the standard | The degree of the level of the standard |
| Overall evaluation score for the standard | The final score 100% |

- **Evidence, Documentation, and Plan Improvement:**

**First: The Evidence and documents for the Learning Outcomes of the Program Standard :**

**1- The Evidence and documents for the first element (Teaching Methods, Learning and assessment of the program General outcomes)**

I.I. The learning outcomes for each program of the colleges and institutes of health and medical technologies are to be attached.

I.2. The administrative orders related to the training of students and the results of tests in hospital laboratories and educational or health centers should be attached.

I.3. The administrative orders related to supervising students in each college or institute program are to be attached.

I.4. Documented photos of training on dummies or other training mechanisms are to be attached.

**2- The Evidences and documents for the second element (Professional and Qualifying Skills for Students' Development)**

2.I. All documents of training and learning students that confirm their qualification in the required skills are to be attached.

2.2. Contributions and participation of students that raise their awareness of community issues, such as smoking issues and drugs, are to be attached.

2.3. Attaching the administrative orders for the conducting workshops and newly-developed training courses for associates and supervisors.

2.4. The general rules of etiquette and professional behavior for students are to be attached.

**3- The Evidences and documents for the third element (Learning Outcomes of the Medical Health Technical Diploma)**

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

98

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

3.1. Attaching the proofs for the application of the joint curriculum, theoretically and practically, during the training of students over the period of medical application in hospitals and health centers, as being one the requirements for success and passing of the academic stage.

3.2. Attaching the results of the questionnaires submitted to employers in hospitals and health centers, related to competence of graduates, in order to know the extent of applying the learning outcomes for diploma students.

3.3. Enclosing the documents related to the period of time for the implementation of the health and medical technical diploma documented by an administrative order and copies of the completion of the implementation of the specialization requirements, including the implementation of graduation projects for the student.

3.4. The availability of a complete database on graduates' competence and ongoing professional development skills for the health technical diploma.

## 4- The Evidences and documents for the fourth element (Learning Outcomes of the Medical Health Technical Bachelor Degree)

4.1. Attaching the results of the questionnaires submitted to employers in hospitals and health centers, related to competence of graduates, in order to know the extent of applying the learning outcomes for bachelor students.

4.2. Attaching the administrative orders regarding the mechanism of cooperation in which students participate with other majors during the period training period.

4.3. Attaching the learning outcomes of the health and medical bachelor study available in each program of health and medical technologies.

4.4. Attaching the documents showing the time period for the implementation of the study (Bachelor of Health and Medical Technology) documented by an administrative order, along with copies of the completion of the implementation of the specialization requirements, including the implementation of graduation projects for the student.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

99

Republic of Iraq

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

**4.5.** The availability of a complete database on graduates' competence and ongoing professional development skills for the health and technical bachelor.

## 5- The Evidences and documents for the fifth element (Evaluating Learning Outcomes)

**5.1.** Attaching the results of the evaluation of the learning outcomes for each program.

**5.2.** Attaching the results of the evaluation that proves the extent to which students achieve the goals of the health and medical technical education program.

### Second: The Improvement Plan for the Learning Outcomes Standard

The requirements of the improvement plan for the Learning Outcomes of the Program standard are to be provided for each academic program, including the Health and Medical Technical programs in all institutes and colleges which consist of the following aspects:

1. Aspects of Strength: ……………………………………………………………

2. Weaknesses that need Improvement: ……………………………………………

3. Improvement Priorities: …………………………………………………...………..

4. Independent Opinion:……………………………………………..…………..

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

100

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## Chapter Two

# Writing a self-assessment report

Self-assessment is considered the basis and main step for evaluating the academic programs of faculties and institutes of health and medical technologies in all specializations in Iraq. This must be taken as a first step for development, and diagnosing strengths and weaknesses and improving them is necessary to conduct a review process to ensure quality and academic accreditation. Self-assessment tools depend on providing clear requirements in the academic program concerned with self-assessment, which serve as an accurate answer to multiple questions as follows:

- What do we want to do through self-assessment of health and medical technology programs?
- How do we try to provide tools for the self-assessment that we want to conduct for the program in question?
- Through the general framework of the self-assessment report, we will get an answer. How do we know that our self-assessment is correct?
- How can we reach to the development and improvement of the academic program after its evaluation?
- How do we encourage creativity and innovation in academic programs?
- How do we achieve sustainable development of health and medical technology programs?
- How do we meet the needs of the local, regional, and global communities for a high-quality, distinguished health and medical technical graduate?
- How do we provide support in light of the tremendous progress in health and medical sciences and the introduction of electronic systems and modern information technology for health and medical technology programs?
- How do we maintain excellence in the performance of health and medical technology programs?
- What do we want to create in the competition between health and medical technology programs in our governmental and private institutions?
- How do we serve the community through our programs?
- How do we face crises through our programs?

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

101

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

# The purpose of writing a self-assessment report:

The purpose of conducting a self-assessment for the academic program concerned is to clarify the desired goals and analyze accurately the programs that are planned to be implemented in order to achieve those goals. It provides a comprehensive analysis of program activities, strengths, weaknesses, opportunities, and challenges (SWOT analysis), which may complete a formal measurement process with one or more similar programs inside and outside Iraq. This diagnoses weaknesses and deficiencies in procedural, organizational, and other issues that can be processed internally.

The purpose of self-assessment when starting a faculty or institute is in preparation for accreditation. It has to manage the self-evaluation process first, and this process aims to understand the current status of the program in the college or institute with respect to the different areas stipulated in the national standards. This clearly contributes to improving the results of the academic program and ensuring better health services. To achieve these goals, the results of this process must clearly show the strengths and weaknesses of each of these areas. Therefore, the self-evaluation of the integrated program will be in terms of evaluating the functions, services, and systems as well as the academic and non-academic activities carried out by the program. This is done by documenting the programs in the faculty or institute and its self-evaluation of its programs, which is done through the preparation of the self-evaluation report.

# Elements of a self-assessment report

The main content of the self-assessment report should cover the following elements:

1. Title page.
2. Historical background of the college or institute programme.
3. A brief report (summary).
4. The purpose of the assessment.
5. Methodology and assessment methods.
6. Discussion of the different fields (field description) with assessment results and SWOT analysis.
7. Conclusions and recommendations.
8. Citation and schedules and supplements.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

102

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

# Steps of writing a self-assessment report

To facilitate writing the report, we advise the college or institute program to follow the steps below, which end with writing the report that is required to be in an informative and realistic manner:

## First: The General Framework of Program Strategic Plan

The general framework of the strategic plan for the academic program must be defined and represented by the vision, mission, and goals of the academic program (in all health and medical specializations) for faculties and institutes. This should be with reference to the most prominent stages of development, stating all its programs, in addition to what are the general characteristics and strengths that it has and its shortcomings in some issues that can be addressed. Organizing the strategic plan for the program of the college or institute is to include the following contents:

## I. Elements of the program's strategic plan

I-1 Mission, vision, and objectives of the program.

I-2 Program plan applications and procedures

I-3 The academic independence of the program.

❖ **The General Frame to Strategic Plan in this the chapter is aim to:**

- Measuring the coherence and solidity of the college or institute academic program strategy for the future.

- The program should have a clear, appropriate, and consistent mission for the program specialization, support its implementation, and be directed toward planning and decision-making. They are linked to clear objectives based on the competence of the program and its plans, are in line with the needs of the community, and are reviewed periodically.

- Directing the program's mission and objectives in all its operations and activities (such as planning, decision-making, resource allocation and study plan development).

- The objectives of the academic program and the needs of its implementation are linked to appropriate operational plans.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

103

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques

First Edition **Guidebook : 01**

- Identifying the strengths that contribute to the success of the academic program.

- Determining factors or weaknesses that might hinder the success of the academic program.

- The academic program organizers monitor the extent to which goals are achieved through performance indicators and take the necessary measures for improvement and development.

- Studying the suitability of the procedures and policies of the scientific department in analyzing and managing risks and monitoring implementation.

- Developing of Program plan procedures periodically through self-evaluation and feedback with a high-quality system.

## Second: The Curriculum

Fully detailed information must be provided in the self-evaluation report on the reports of approved programs, curricula, and their subjects in each discipline of the academic program in relation to courses in the programs of health and medical technology colleges and institutes. Each program should explain the various cyclical processes on the basis of which the curricula are developed. The issue of adopting and comparing curricula in the programs of faculties and institutes of Iraqi health and medical technologies with their international counterparts is considered an important option. The following contents should be included in the curriculum when writing the self-evaluation report:

2- Curriculum Elements

2.1.    Curriculum strategy.

2.2.    Curriculum content.

2.3.    Organization, design and installation of curricula

2.4.    Teaching methods and scientific experiences.

2.5.    Implementation of curriculum

2.6.    Evaluation and development of curriculum

2.7.    Study program duration of the health and medical techniques specializations

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

104

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## The aims of Curricula in this chapter are:

- Finding out the extent of ongoing suitability of the characteristics of the academic program (in all health and medical technology specializations) at the college or institute with the curricula content and learning outcomes.

- The curriculum of colleges and institutes takes into account the achievement of the goals of the academic program, its educational outputs, scientific and technical developments in the field of health and medical technical specialization, and its periodic review.

- Ongoing review of the quality of education in the programs of health and medical technical colleges and institutes.

- Review to the criteria of granting certificates for health and medical technical programs.

- The study plan of the academic program is taken into account in determining the requirements in accordance with international practices and the corresponding programs.

- The teaching and learning strategies and assessment methods are consistent with the intended learning outcomes at the program and course levels.

- The curriculum includes integrated curricular and extra-curricular activities that contribute to the achievement of learning outcomes.

- Unified application of the study plan and description of the program and courses that are offered in more than one site of all programs.

- The learning outcomes of the field experience activities are consistent with the learning outcomes of the academic programme.

- Teaching and learning strategies and assessment methods in the academic program are diversified in proportion to the type and level of the programs. This is strengthened through conducting scientific research to ensure that students acquire thinking and self-learning skills.

- Equipping high--quality laboratories for the program, such as medical laboratories, smart laboratories, medical clinics for dental techniques, and laboratory equipment that are necessary for the specialization of the program.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

105

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

- The medical laboratories within the specializations of the program should be equipped according to standards and the quality of international laboratories.

## Third: Students

The self-assessment report must include the criteria and conditions for accepting students, their services, and the requirements for completing their studies in the program of health and medical technology colleges and institutes clearly and publicly. The report should also contain an identification of opportunities for students to contribute to Iraqi and international scientific and cultural activities, acquire skills, and form a personality that enhances their mission in building the society.

### 3- Elements of the Students' Standard
3.1. Student admission and selection policy.

3.2. Students' assimilation

3.3. Student support and guidance.

3.4. Student representation and participation in decision-making.

3.5. Student activities.

3.6. Student Services.

3.7. Graduates.

❖ This Chapter of the Student Standard aims to:
- Discussing the student admission policy; quantity and quality of students admitted to the programs of colleges and institutes of health and medical technologies, their geographical, social, economic, and gender distribution according to standards and conditions.
- Introducing students to the academic program in which they are studying.
- Taking into account the individual differences of students.
- Achieving the academic requirements and special needs of students.
- Encouraging the student to make decisions.
- Building a conscious generation aware of the rights and duties that serve the community.
- Following-up the development of graduates' skills and the benefit from such skills in evaluating the program.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

106

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

## Fourth: Academic Staff

The self-assessment should consist at one time of organizing statistics and data for the teaching and career staff, distributed according to academic qualifications, scientific degrees, and experience, including a balance in gender (males and females), life expectancy, general and exact specialization, and university facilities and specific mechanisms to develop the capabilities and other scientific activities for the sake of improving the outcome faculty members.

### 4- Elements of the Academic Staff Standard

- 4.1.   Academic Staff recruitment policy.
- 4.2.   Academic Staff to Students Ratio
- 4.3.   Academic Staff Activities
- 4.4.   Academic Staff Development.

❖ This Chapter of the Academic Staff Standard aims to:

- Quality of program outcomes related to the performance of faculty members and staff.

- Finding out the methods whereby college or institute programs develop the capabilities of faculty members and staff.

- Safety conditions for all faculty members and staff.

- Investing the scientific and practical experiences of faculty members and staff in the improvement of annual plans in college or institute programs.

- Raising the academic program through faculty members and staff's achievements, via earning a patent, medical and scientific books, scientific activities, honors, and competitive experiences.

## Fifth: Educational Resources and Equipment

Educational resources and support must be integral components of self-assessment report, providing information about a description, the preparation of all learning resources, the proportion of these resources to the ratio of the account number of students, faculty, and all teaching staff, academic qualifications, scientific degrees of the program, the extent of the effectiveness of the educational process for training students and teaching staff outcomes, and opportunities for the participation of faculty members and students in the activities of the program.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

107

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

## 5- Elements of Educational Resources and Equipment Standard:

5.1. Teaching and Learning Equipment and physical facilities
5.2. E-learning and information technology resources.
5.3. Libraries.
5.4. Developing and improving educational resources.
5.5. Laboratories

❖ The aims of this chapter of Educational Resources and Equipment Standard are:

- Quality improvement for resources within the specialty area of the program.

- Discussion of the role of internal and external standards and criteria in settings designed and implemented teaching and learning strategies of educational programs of study in colleges or institutes.

- Exploring the ways or strategies for improving the quality of teaching and learning process, depending on opinions of faculty members and students.

- Discussing the relationship between the teaching process and research activity.

- Diversity of learning sources to raise the students' scientific and practical level.

- Providing appropriately maintained facilitates and teaching processes for good performance of the students.

- Enlightening faculty members and students about the importance of e-learning, distance learning, and the use of digital technologies for the teaching process.

- Creating a suitable and supportive environment for learning and teaching to provide important perspectives for developing and maintaining the same rate of progress with technology for both faculty members and students.

- Equipping high qualification resources for the academic program, such as classrooms, medical laboratories, smart labs, dental clinics, and scientific laboratories equipment.

## Sixth: Scientific Research

Research programs must be an integral component of the self-assessment report, written and provided information since the last 3-5 years about the most prominent research interests and achievements of faculty and staff. Also, it

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

108

Republic of Iraq.
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

includes documentation of research, proofs of ongoing research programs, grants for the research program, and appreciating the participation of faculty members in research and other scientific activities on the part of the college or institute.

## 6- Elements of Scientific Research Standard:

6.1. Scientific Research Policy.
6.2. Scientific Research Environment.
6.3. Publication of scientific research and international collections
6.4. Scientific Research Services.
6.5. Developing Scientific Research.

❖ The aims of this chapter of Scientific Research Standard are:

- Evaluation of the college or institute's strategic plans for scientific research.
- Evaluation of college or institute's degree of promoting scientific researching.
- Evaluation of the college or institute's scientific research of the program.
- Discussing the links between scientific research and the teaching process.
- Discussing the strengths, challenges, and problems that face scientific research.
- Assessment of the college or institute's program regarding scientific research, compared with its counterpart in Iraq and the world.
- Assessment of financial resources in support of scientific research and faculty members' publication.
- Reviewing scientific research for community services.
- Assessment of the college or institute's program regarding the support of faculty members in scientific research.
- Developing the capabilities of faculty members in scientific research.

## Seventh: Community Service

The self-assessment report must include description of community services plan the implement of these services through adequate and appropriate facilities that fulfill the needs of community in medical and health fields.

## 7- Elements of Community Service Standard:

7.1. Program Policy on Relations with the Community.
7.2. The Program's Interaction with the Community.
7.3. Social Responsibility.
7.4. Services.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

109

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

❖ <u>The aims of this Chapter of Community Service Standard are:</u>

- Discussing how to plan and successfully manage projects for community services.
- Creating health and medical awareness in community and treating some diseases in the community.
- Contributing to problem-solving in community.
- Viewing social responsibility of students towards the community.
- Increasing the financial resources, training students, and promoting community service.
- Strengthening the relation of the program, whether faculty members or students, to community.

## Eighth : Program Management

The self-assessment report must include: admission policies, procedures, instructions, and management of the academic program, the mechanism of allocating material, technical and financial resources, the distribution of tasks and work, and communication tools with Faculty members and students, high qualification of leadership, and implementing continuous improvement of performance, transparent, integrity in teaching and learning.

### 8- Elements of Program Management Standard:

8.1. Program Management, Leadership and Governance.
8.2. Program Planning.
8.3. Program Financial and Material Resources
8.4. Program Capacity Building and Development
8.5. Students and Faculty Staff Representation
8.6. Program evaluation and feedback
8.7. Censorship.

❖ <u>The aims of this Chapter of Program Management Standard are:</u>

- Assessing academic performance according to strategic plans.
- How to plan and manage the program nationally and internationally.
- Assessing the effectiveness of the internal system of the program for colleges or institutes and their informal practices.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

110

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

- Assessing the collaboration with the other organizational structures of the college or institute.

- Assessing the availability of adequate material resources.

- Exploring ways or strategies for improving the achievement of faculty members and staff.

- Discussing the college or institute use of internal and external standards for design and implementation, development, and improvement programs.

- Reviewing the college or institute's program response to the reports issued by experts, visiting professionals and ministerial committees, and how to implement their recommendations for promoting and improving academic performance.

- The impact of financial support on college or institute's performance.

- Achieving healthcare, safety, and quality of the program.

- Problem-solving that raise the quality of the program.

- Monitoring implementation and management program, achievements, audit and quality assurance review, and self-assessment program.

## Ninth : Quality Management and Improvement

In the self-assessment report, the quality management and improvement of the program should include a full description of the mechanisms used to improve the quality of the activities of the college or institute with particular reference to teaching and learning of students, the activities of faculty members, improving the quality of scientific research, learning resources, services provided to the community, and the application of quality management with high efficiency while increasing productivity, and identifying weaknesses and addressing them to reach the best features and ratings.

### 9- Elements of Quality Management and Improvement Standard

    9.1. Quality Assurance Management.
    9.2. Quality Improving.

❖ The aims of this Chapter of Quality Management and Improvement Standard are:

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

111

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

- Discussing the program's approach in promoting innovation and improvement.
- Providing guarantees about the quality of educational services and standards of academic certificates.
- Commenting on the levels of participation in internal and external training activities and activities of quality improvement.
- Employing activities that serve the program with high quality.
  - Study of the strengths and weaknesses of quality performance of the program.
- Keeping pace with modern technology in evaluating the program and developing new patterns that serve the labor market.

## Tenth : Learning Outcomes

The self-assessment report should include a full description of the program's learning outcomes and compare them with the predetermined objectives of each program of the colleges and institutes of health and medical technology, identifying weaknesses and addressing them to reach the best learning for students, and making sure that learning outcomes are compatible with job descriptions or what is required to practice a profession according to modern technology.

### 10- Elements of The Main Learning Outcomes Standard:

10.1. Teaching Methods, Learning and assessment of the program General outcomes

10.2. Professional and Qualifying Skills for Students' Development.

10.3. Learning Outcomes of the Medical, Health, and Technical Diploma.

10.4. Learning Outcomes of the Medical, Health and Technical Bachelor Degree.

10.5. Evaluating Learning Outcomes.

### ❖ The aims of this Chapter of Learning Outcomes Standard are:

- Teaching and training students on medical documentation of patients.
- Teaching and training students on communication skills with patients.
- Teaching and training students on how to conduct medical examinations according to specialization.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

112

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

- Using the self-learning method within small groups of students under the supervision of the competent teacher.

- Using modern technology and introducing it into medical technical training according to specialization.

- Teaching students to conduct field research according to specialization through health problems statistically recorded.

- Teaching students the health and medical system policy in hospitals and health centers.

- Linking the competence obtained by graduates in the health and medical technical programs to the identification of what they will receive in post-graduation training.

- Mapping learning outcomes and comparing them with predefined objectives of the college or institute.

- Listing in detail the learning outcomes of the college of institute program.

## External Relations and Global Programs

External relations with global programs can contribute to the consolidation and development of local programs through curriculum development, training of program staff, utilization of specialist experts and advanced experiences, in addition to cooperation agreements with international institutions.

## Analysis of the activities of academic programs

Self-assessment reports should include a comprehensive analysis of all activities in the programs of colleges or institutes. Emphasis should be placed on measuring quality, strengths, weaknesses, and responsiveness.

Effectively, the program should be directed towards the concerns, opportunities, challenges, and recommendations for improvement. The goal of this process is to improve the quality of program performance. The analysis of the program can be summarized into:  a. Measuring the level of quality, b. SWOT analysis.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

113

Republic of Iraq.
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques
First Edition **Guidebook : 01**

## A- Measuring the level of quality in academic programs

Measuring the level of quality of academic programs is one of the means by which programs of colleges or institutes monitor their relative performance, identify gaps, look for new methods for the latest improvements and developments, set goal, update improvement priorities for change, allocate resources, and follow-up on change processes based on available empirical evidence. However, measurement allows the program to discover new ideas to achieve the basic goals of its strategic plan and provides an evidence-based framework for development and improvement. The measurement sheds light from outside on the internal activities of the program, which improves the process of making decision by referring to the comparative data and feedback.

The quality of programs is measured by basic aspects of education such as academic curricula (e.g., evaluation and results), teaching methods, services (e.g., library, number of books and horizon information technology and training activities for teachers and students), average number of research per teachers, providing laboratories and classrooms, and the percentage of necessary laboratory equipment and computers for each student, as well as adopting the ratio of the number of students to the number of teachers with various certificates and degrees.

## B- SWOT ANALYSIS

SWOT analysis is a strategic method of analysis or plan to know the strengths and weaknesses seen in programs of colleges and institutes and the opportunities and challenges facing the program. It is considered the best system to build academic program business strategies (solid and long-term program plans), to reach to the desired goals and success of the program.

**SWOT analysis consists of four main components:**

1- Strengths

2- Weaknesses

3. Opportunities

4- Threats

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques in Iraq/ 2023

114

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and

Medical Techniques

First Edition **Guidebook : 01**

Note // **The strengths and weaknesses are** considered the internal analysis of the program and are limited to indicators and factors that actually exist. The analysis here moves away from probabilities and expectations.

Opportunities and threats (Challenges): an external analysis of the program entails external conditions and takes into account actual status of threats in the program, on the one hand, and the untapped opportunities of the other party to the program, on the other hand, and analyzes the possible or expected changes in both.

| Strenghts | Weaknesses |
|-----------|------------|
| | SWOT | |
| Opportunities | Threats |

STRENGTH    WEAKNESSES    OPPORTUNITIES    THREATS

## Chapter Three

## First: Studying the self-evaluation of the program

In emphasizing the effective role played by the National Council for the Accreditation of Colleges and Institutes Programs of Health and Medical Technologies in supporting higher education institutions and their academic programs and enhancing its ability to meet quality assurance and academic accreditation standards, the National Council has prepared standards self-assessment of academic programs for Diploma of Health and Medical

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

115

Republic of Iraq.
Ministry of Higher Education andScientific Research
Apparatus of Supervision and Scientific Evaluation
Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation
National Council for Accreditation of Programs of Colleges and Institutes of Health and
Medical Techniques
First Edition **Guidebook : 01**

Technology, and Bachelor of Health and Medical Technology. These standards aim to provide assistance to those responsible for ensuring quality in these programs to conduct the assessment in an objective manner based on national standards for accreditation of academic programs prepared by the National Council.

This chapter can also be used in planning, internal review, and support strategies to improve the quality of academic programs in colleges and institutes of health and medical technologies. The faculty members, staff, and those responsible for the various activities in the program can evaluate the level of internal performance of the program, based on appropriate proofs, supported by performance indicators and benchmarking comparisons with other high-quality programs, especially in areas with great importance. This self-assessment is supported by independent opinions of independent evaluators from outside the college or institute to enhance credibility, objectivity, and accuracy of the assessment.

This chapter establishes a common language between members of the academic program, external evaluators, and the National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Technology with regard to the elements of good performance of academic programs; hence to determine compatible or non-compatible performance. It also contributes to helping health and medical technology programs to know accurately the required aspects under each criterion, and then their expected performance in a descriptive and graded manner that facilitates determining their current level. In addition, it helps external auditors and independent evaluators during reviews, to accurately identify program performance in each area of health and medical field. The self-assessment study also includes the provision of the following five points:

1-1-2: Determining the self-assessment standards for the accreditation standards of health and medical technology programs.
2.1.2:  Elements of self-evaluation of the program.
3.1.2:  Levels of application of the program's self-evaluation.
2.1.4:  Identify strengths, weaknesses and priorities of improvement.
2.1.5:  Independent opinion.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

116

Republic of Iraq.

Ministry of Higher Education andScientific Research

Apparatus of Supervision and Scientific Evaluation

Directorate of Quality Assurance & Academic Accreditation/ Department of Accreditation

National Council for Accreditation of Programs of Colleges and Institutes of Health and Medical Techniques

First Edition **Guidebook : 01**

## Second: The Mechanism for Conducting Self-assessment and Forming Internally Specialized Committees for the Program

Implementing the self-assessment procedure will provide an opportunity to evaluate the progress of colleges and institutes of health and medical technology, setting new goals, and setting indicators to achieve future goals. It also encourages self-assessment to conduct a broad examination of the means of colleges and institutes to achieve their goals.

### The mechanism is summarized in the following points:

- The self-assessment procedures aim to ensure the documented achievements of the college or institute in accordance with the national program standards.
- Self-assessment is to be conducted by colleges and institutes of health and medical technology every year and periodically.
    - This process should be guided by higher authorities within the college or institute; dean and council of the college or institute)
- To meet the accreditation requirements, the college or institute must follow the steps set out in national accreditation guidelines.
- To start the process of conducting self-assessment within the program, the council of the college or institute nominates accreditation committees for self-assessment with specific tasks.
- Self-assessment committees within the program should conduct the assessment, with emphasis on data collection, in accordance with national program standards. This will create a database for ongoing quality improvement.
- Peer review visits should be conducted from other colleges or institutes of Health and Medical Technology and visits from the National Council in order to exchange knowledge and experiences.
- The end of self-assessment would be when the programs of colleges or institutes completely provide all requirements according to the standards of national programs.

Guidebook for National Standards for Accreditation of Programs of Colleges and Institutes of  Health and Medical Techniques in Iraq/ 2023

117